

concept of what the ailment was. They did not know how to deal with the young man and the coach in one scene blew up emotionally because he could not get the young man to respond as his other "normal" players were responding so to make the point and bring it home to the watching, listening audience, the story progressed and the coach went to the youngster's mother and admitted that he had made a mistake, that he wanted the opportunity to work with this young man and could he be returned to the school, and to make a long story short, you know how these stories end, he was returned to the school. He did function in at least one instance as a semi-basketball player would. He did not make any dunk shots. He did not dribble the length of the court. He did not even score a basket but he was able, because the other teammates blocked the members of the other team away from him, to stand there long enough and shoot the basketball and I think the purpose of the program was a plea for understanding. It was dealing in the area of sports because they know a lot of Americans are sportsminded. If you can catch their attention through the presentation of a problem in a sports setting, you may be able to get a better listen to, so this particular amendment that I am offering would deal with the problem that is created in the society because there is a lack of understanding and as a result, a lack of compassion for the people who have handicaps and since the article I think has been handed to you, I am going to read it so it will be a matter of record. Then the debate can continue but my motion is that you adopt the amendment. This comes from the February 24, 1979, World Herald, and the headline: "Handicapped New to Many Teachers. A survey of one hundred forty-seven Nebraska elementary school teachers indicates a majority of those questioned have had no prior experience with handicapped youngsters being assigned to their classrooms, a Creighton University educator said. Relatively inexperienced teachers tend to be more apprehensive about integrating handicapped students with nonhandicapped than the more experienced teaching colleagues, said Marjorie Hartnett, an associate professor of education at the University. Older, more experienced teachers tend to be more accepting even if they have not had direct dealings with handicapped students, Mrs. Hartnett told a Creighton conference this week honoring the International Year of the Child. Teachers who have had some dealings even if limited to children with one kind of handicap also are less worried about so-called mainstreaming of these youngsters, Mrs. Harnett said. Some type of training programs have to be initiated for these teachers as well as support systems, she said in an interview after her lecture. Federal and state laws require that wherever possible, handicapped school children