

had any teachers either.

SENATOR CHAMBERS: But the only problem was they were talking about a turkey.

SENATOR VICKERS: And I suppose maybe that was a speech impairment, I don't know. (Laughter.)

SENATOR CHAMBERS: Here is what I'm getting to, Senator Vickers, the word "language", why would that word have to be in this definition of speech impairment or speech impaired?

SENATOR VICKERS: I don't know, I have no idea.

SENATOR CHAMBERS: If it were stricken...

SENATOR VICKERS: If it were stricken, I don't think it would hurt a thing.

SENATOR CHAMBERS: Okay, and I won't ask to do it now because there may be some reasons for it...

SENATOR VICKERS: I would like to have an opportunity to check the federal guidelines and make certain that we weren't doing anything, but I agree with you.

SENATOR CHAMBERS: Okay, thank you. What I want to be certain of is that it does not refer to somebody who speaks a different language, a different brogue, a different dialect, or any means of expressing himself or herself peculiar to his or her environment. For example, if Senator Vickers says hog, he means that four-footed animal who squeals when he gets caught under the gate. If somebody in the city says hog, they may mean a Cadillac because it a road hog and hogs the road. So, because they both use the word, and it has different meanings, I wouldn't want a child to come into a teachers classroom and, because of his or her lack of social awareness and cultural differences, deem it an impairment for a child to use the language...

SENATOR CARSTEN: One minute.

SENATOR CHAMBERS: ...which is appropriate for him or her in his or her own environment. And that has happened again with our children. I am glad that they say adversely affects educational performance, too, because my children sometimes engaged in