

March 12, 1975

bill, you voted against it the first time and I am wondering if you now have a change of heart because I have to follow some of the leadership of the western Senators once in a while on these bills that effect them.

SENATOR NICHOL: What is 650?

SENATOR BARNETT: That is the Page in the Journal that shows where you voted against it.

SENATOR NICHOL: It does.

SENATOR BARNETT: Yes.

SENATOR NICHOL: I didn't know I voted...

SENATOR BARNETT: Was that in error.

SENATOR NICHOL: It certainly was.

SENATOR BARNETT: It's listed down here. Barnett, Clark, Duis, Nichol and Stull. And I just wondered if you had changed your mind.

SENATOR NICHOL: No, I haven't changed my mind and that was a mistake.

PRESIDENT: Senator Chambers.

SENATOR CHAMBERS: Mr. President, I will be very brief. Senator Murphy has correctly stated that on occasion I have indicated that a degree, the mere holding of a degree, does not necessarily mean that you have the knowledge that the degree is to symbolize. However, when establishment of credentials is being considered, there is some minimum requirements that you try to lay down, in the terms of Senator Koch, to show a degree of professionalism, a desire to improve yourself, to sharpen your abilities and capabilities of doing the job that you are setting out to do, and Senator Murphy, I would like you and people in the Legislature to make a distinction in the meanings that can be applied or derived from the word education. If you think of education as the establishment or the organization or operation of schools, I can see where there could be some anti-education sentiment because there is great inefficiency, overlapping and outright incompetency in some instances. However, if by education you mean the subject matter or the knowledge which children are to accumulate and acquire in school, I don't think anyone in this body can afford to be anti-education in that sense. It is difficult for me to understand how Senator Murphy, Senator Stull, the Governor and others can say that a person should be before students in a classroom saying, go to school. Yet I am a teacher and I didn't have to go to school to be one. We have to arrive at some consistency. We have to think about the students and we have to begin to look at education, to some extent, from their point of view. We have to be examples of what we tell them. Senator Murphy, I agree with you about evaluation of teachers, judging the validity and effectiveness of a system by the quality of student produced but you know, just like I know, that when apples are presented