

SENATOR HIGGINS: Thank you, Senator Koch.

SENATOR CLARK: Is there any further debate? If not, the advancement of LB 338, do you have anything further on the bill? Senator Nichol wanted to talk first, pardon me.

SENATOR NICHOL: Senator Koch, I am disturbed by all these words and as to what they really mean. For example, in addition to the one that Senator Dworak brought out, on page 3 of the bill, it says, "To organize words and other symbols into acceptable verbal and nonverbal forms of expression, and numbers into their appropriate functions."

SENATOR KOCH: Are you talking at the top of the page?

SENATOR NICHOL: Yes, second paragraph.

SENATOR KOCH: And were you talking about interpretation?

SENATOR NICHOL: Yes.

SENATOR KOCH: "To make use of words, numbers, and other symbols, including sounds, colors, shapes, and textures", right?

SENATOR NICHOL: Yes.

SENATOR KOCH: All right, this is not an unusual statement because in examining some role and missions of public schools now, some of them have this as a part of board policy. What we are saying here is that the children should be taught to be able to interpret not only numbers and words but other kinds of symbols that have meaning and they may be somewhat abstract but we are saying this should be a teaching technique and a matter of instruction if you can possibly do it.

SENATOR NICHOL: Then down further, under Section 2, subsection (2), "Efficient education program shall mean a program in which the schools are accountable to their patrons for a thorough system of education which effectively utilizes the finances available for their operation", and so forth. It just seems like these are a bunch of words that don't really mean anything, and if they do, are they in other sections of the law, and if they are, is this bill really necessary?

SENATOR KOCH: Well, I guess all bills are necessary only in the eyes of the beholder, the introducer. But, Senator Nichol, you know as well as I do, you formerly were in