

March 9, 1982

LB 652

CLERK: Senator Nichol voting yes.

SENATOR NICHOL: Record please.

CLERK: 31 ayes, 0 nays to cease debate on that amendment, Mr. President.

SENATOR NICHOL: Debate is ceased and the question now is the Beutler amendment to the amendment. All those in favor signify by voting aye, opposed nay.

CLERK: Senator Nichol voting yes.

SENATOR NICHOL: Have you all voted? Record, Mr. Clerk.

CLERK: 33 ayes, 0 nays, Mr. President, on adoption of the amendment.

SENATOR NICHOL: The Beutler amendment is adopted. We are back to the regular line of debate. Senator Landis, then Senator Chambers.

SENATOR LANDIS: Mr. Speaker, members of the Legislature, speaking now to the Peterson-DeCamp amendment. One of the things that this body has shown I think in the course of last session, the interim and this session is our respect for those individuals who have brought us this question. Each of us has shown our respect for that problem and that question in a variety of ways but most of all, simply by taking the time and energy to think of what we think is right, to come to our own conclusions. I would say that it is not the only way to show your respect, to agree with an individual, but rather to listen carefully and I have made an attempt to do exactly that. Over the course of the summer I had a chance to visit the Christian School in my district and I was assuaged in many of my fears about the kinds of education that was being offered and because of the changes today on the floor, I am now in a position to support the DeCamp-Peterson amendments. I do that, having walked into the floor today with the need to find some kind of testing mechanism, some kind of continuing oversight that would tell us whether or not the situation which I am now persuaded exists and that is that quality education is being offered, will continue to exist following the passage of this bill. I am not persuaded that we simply need to make these changes and then leave them to wand their way into any one of a variety of futures, some of which might well include very poor and ideologically weighted kinds of education that simply will not suit children to meet the needs of a democracy or of adulthood or of the need to socialize into our culture. That is why we need some kind