

is not the case here, that is not the intent. The line that probably makes the whole definition a problem is line 25 on page 2, how do you do something in the classroom to make children who come from diametrically opposed backgrounds to have a favorable experience. I just don't think it is possible. That is why I wanted to narrow it. I think that we do need it. I certainly despise racial prejudice and ethnic prejudice anywhere, and I am concerned about bringing it into a learning...this whole idea, that pluralistic...

SPEAKER BARRETT: One minute.

SENATOR BECK: ...does bring it into a favorable experience. Now I think that people who feel called or led to be teachers, one of the first lessons that they need to learn, of course, is compassion. This bill does not deal with the handicapped. I am not anti-handicapped. I have a feeling as if my simple desire to focus this bill, as I have been led to believe that they wanted it focused, has made me an anti-something, and that is not the case here at all. I am not...we need to have compassion. This bill does not deal with that, and I would like to remind the body that most teachers have to take about 27 hours of education courses and we deal with many of these same types of things in those courses, and compassion for those who are less advantaged and for those who have deficiencies, mental or physical, is taught to teachers. At least, I received it...

SPEAKER BARRETT: Time has expired.

SPEAKER BECK: ...and I would assume that the teachers college is still doing the same job as they have done before. I think the need for eliminating racial prejudice and ethnic prejudice in our schools is paramount, and I want to be on record as having emphasized that.

SPEAKER BARRETT: Senator Withem, please.

SENATOR WITHEM: I would call the question.

SPEAKER BARRETT: The question has been called. Do I see five hands? I do. Those in favor of ceasing debate please vote aye, opposed nay. Please record, Mr. Clerk.

CLERK: 25 ayes, 0 nays to cease debate.