

Senator Hall, Senator Moore and others who will actually speak in behalf, and Senator Ashford, of the younger people. And it's not just because they're young. It's the idea that the Legislature, every time it has an opportunity to be inclusive in the bills we enact, we ought to do that. If somebody could stand on this floor and convince me that one student on one of these boards is going to disrupt or destroy the process, then I wouldn't even offer this amendment. But there is nothing to indicate that people, when given an opportunity to participate in the system, don't rise to the occasion. I think students and others who have been on the outside resort to other measures because they have been made to believe that the system represents a process which is designed to exclude them, to frustrate their will, and to put in place those things that are detrimental to their interests.

SPEAKER BARRETT: One minute.

SENATOR CHAMBERS: If they are not going to be allowed to participate within the system and according to the system's rules, they have to find alternative means. And the alternative means that young people will resort to generally are more stressful to adults than their participation. So, if we don't want them to always have to resort to demonstrations of various kinds, let them be able to participate fully in the system. Let them have a representative of their choice to articulate their desires and their interests. If we don't do this, then I think we make everything a mockery. On the one hand, we're talking about restructuring higher education. Does the system of higher education exist for the boards of trustees? Does it exist for the Board of Regents? Or does it exist for the students?

SPEAKER BARRETT: Time. Senator McFarland. Thank you. Do I see five hands? I do. Shall debate now close? All in favor vote aye, opposed nay. Please record.

CLERK: 26 ayes, 0 nays, to cease debate, Mr. President.

SPEAKER: Debate ceases. Senator Chambers, to close.

SENATOR CHAMBERS: Mr. Chairman and members of the Legislature, the direction that I was headed was to discuss the purpose of a higher education system. It is designed for the students. That has to be its only reason for existing. But most of our discussion goes not to how the students are going to be