

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE  
Transcriber's Office

January 21, 2000 LB 182

intend. My hope would be that in our communities, in our schools across the state, that we could find ways to accommodate what I think is a legitimate need for students to be able to express themselves, to understand, and to appreciate that we do, in fact, live in a democracy, that censorship is not the way we generally do business, but that there are limits on what you can say in a public document with public funds. I don't know how to resolve those tensions, but I don't think LB 182 resolves those tensions in a way that I'm comfortable with.

PRESIDENT MAURSTAD: Thank you, Senator Wickersham. Senator Beutler, you're recognized to close on the advancement of LB 182.

SENATOR BEUTLER: Members of the Legislature, I know that whenever we do something new like this, especially in the face of some opposition, that one worries. But let me say this, that this kind of bill, this kind of legislation, this kind of effort on behalf of this goal has occurred in Iowa, in Kansas and in Colorado. It's already happened there and the people who want an objective, fair formulation of policy, the people who are interested in this bill, the journalism students, the journalism teachers, the freedom of speech people all around the country in their little policy centers and all of that, they are of the opinion that the effect of this bill in Iowa and Kansas and Colorado has been positive. Otherwise, they wouldn't be here talking to Chris Beutler and others about, gee, we think having a fair set of rules in advance benefits everyone. My mind comes back again and again to the students, and they don't vote, they don't have representation here. The administrators are powerful people, they have a lot of expertise. We value their judgment. We also know they're influential. Just let me ask you in your heart today when you vote to treat every student out there as if they could vote and knowing that they will vote eventually, and thinking about what is the proper message to give them as young Americans. Can't they have a policy that they can look to like everybody else does? Can't they operate in the same kind of context as close as we can make it to a realistic experience? One of the students said, Emily Taylor, the rights we read about in history class are denied in journalism class. Well, I mean, we know we treat children differently from adults in many different ways, but that articulated her sense of the