

January 14, 1974

have a motion, pardon me sir.

SENATOR CARPENTER: Move the previous question.

PRESIDENT: The question before us right now is to bracket the bill.

SENATOR CARPENTER: I object to it.

PRESIDENT: Alright. Then the motion next is, the move is that the motion next be to bracket the bill, he asked for unanimous consent and he couldn't get unanimous consent then the next motion would have to be that. I have'nt heard that motion yet. Senator Stahmer.

SENATOR STAHMER: What motion are you looking for, I thought I moved to bracket the bill - alright now I ask for a vote on bracketing the bill.

PRESIDENT: Fine. The next motion now is shall LR19 be bracketed? All those in favor - do you want to discuss that? Senator Stahmer.

SENATOR STAHMER; Yes, I want to discuss it. Probably the single most intelligent statement I ever heard on this floor in the four years I've been here was Senator Chambers analogy of blue print and bricks. It would apply not only to this situation, it would apply to every other situation. We're talking about a blueprint for education. Now I find it difficult to come before the body and suggest that I know more about the Omaha schools than most of the members here if not all of them, up to and including members out state obviously. But these are very, very complex matters, you don't learn these things in a five minute trip to the school. And the chief problem, if I might just briefly state it and then sit down. The chief problem is this. I don't care who is on the Omaha School Board, whether it's Senator Chambers and I and five others exactly like us. I don't really care that much what the buildings are, but as long as you have concentration of children with similiar type problems from economic deprived conditions, you are going to limit the educatin of those children, I don't give a damn who is on the Omaha School Board and by pretending that we can pass some brick in this building, namely changing the school board and achieve equality of education