

Rasmussen and maybe Senator Bohlke will sign onto it, a package of amendments that they have so we can see what their view of a good bill will be. In my opinion, their amendments are cosmetic and don't get to these crucial elements and aspects. And, for that reason,...

SPEAKER WITHEM: One minute.

SENATOR CHAMBERS: ...I must deal with them and I shall deal with them. The interesting thing is that on other issues there will usually be the ones who say that they're interested and concerned about civil liberties, fairness, the Constitution will speak, but on this one where we're dealing with people who have no money to contribute, they may not vote, they're just people, there is a dearth of defenders and because that dearth of defenders will always be a reality, it is essential that somebody be willing to fight this battle and I am. I could take a page from the book of those who fought so hard for the tax credits and other benefits and goodies under 775 for the big shots. We're going to have some other bills...

SPEAKER WITHEM: Time. Senator Bernard-Stevens, followed by Senators Wesely, Chambers, Beutler, Hartnett, Schimek and Day.

SENATOR BERNARD-STEVENS: Thank you, Mr. Speaker, members of the body, this will be the last time I will speak on the issue. Actually, I'm kind of ambivalent to the Chambers amendment to the amendment, but I will be speaking at this point to the Schimek amendment regardless of whether this Chambers amendment is agreed to or not. I still believe that Senator Schimek is on the right track. Senator Chambers was a little bit more up front but, as Senator...as Withem and I have talked about since Senator Schimek sits in the back, that's why she can't be as up front as to...we have to do things from behind the scenes and we all relate to that, Senator Schimek. So I wanted to empathize with you a little bit. But I do support the Schimek amendment. And, again, I want to talk...I want senators, if they can, before you get to a final vote on this particular passage, to ask yourself a key question. If, in fact, the scenario takes place that a student is not going to school and funds are cut, regardless of whether it's 5 percent, 10, 15, whatever it may be, ask yourself what effect is that going to have getting the student back to class. The only argument I hear, which to me is a fake argument, is not...it's a shallow argument, is that, well, we'll be putting pressure on the family so that they