

Doorkeeper: "Attention, Members of the House of Representatives. The House will convene in fifteen minutes. Attention, Members of the House of Representatives. The House will convene in five minutes. All persons not entitled to the House floor, please retire to the gallery."

Speaker Redmond: "House will come to order. Members, please be in their seats. Be led in prayer by the Reverend Krueger, the House Chaplain."

Reverend Krueger: "In the Name of the Father, the Son and the Holy Ghost. Amen. O Lord, bless Thy House...this House to Thy service this day. Amen. Lincoln Steffens observed: 'Nothing is done. Everything in the world remains to be done or done over'. Let us pray. Almighty Father, Lord God of heaven and earth, we humbly beseech Thee to guide and direct our minds to never-ending process of legislation that is our task as Members of this House of Representatives. Give us insight into the changing and challenging enigmas of our perplexing society that we may so address ourselves to their solution in compatibility with Thy divine will. This we pray in the Name of Thy Son, Jesus Christ. Amen."

Speaker Redmond: "Roll Call for attendance. Messages from the Senate."

Clerk O'Brien: "A message from the Senate by Mr. Wright, Secretary. Mr. Speaker, I am directed to inform the House of Representatives that the Senate has passed a Bill of the following title, in the passage of which I am instructed to ask the concurrence of the House of Representatives, to wit: Senate Bill #58, passed by the Senate, March 15, 1979. Kenneth Wright, Secretary."

Speaker Redmond: "Former illustrious House Member, Senator John Merlo, has just arrived to grace the chambers. Reading of the Journal."

Clerk O'Brien: "Journal for the 18th Legislative Day. The House met pursuant to adjournment, Representative Flinn



in the Chair. Prayer by Father William Krueger, Chaplain."

Speaker Redmond: "Representative Giorgi."

Giorgi: "Mr. Speaker, I move that we dispense with the reading of the Journal and that Journal #18 of March 14, 1979 be approved as read."

Speaker Redmond: "Is there any discussion? The question's on the Gentleman's motion that the reading of the Journal be dispensed with and that the Journal be approved. Those in favor say 'aye', aye, opposed 'no'. The 'ayes' have it, the motion carried, the Journal is approved. Introduction, First Reading."

Clerk O'Brien: "House Bill 982, Neff. A Bill for an Act to amend Sections of an Act in relation to county zoning. First Reading of the Bill. House Bill 983, Von Boeckman. A Bill for an Act to amend Sections of the Illinois Vehicle Code. First Reading of the Bill. House Bill 984, Schlickman. A Bill for an Act to amend Sections of the Illinois Marriage and Dissolution of Marriage Act. First Reading of the Bill. House Bill 985, Schlickman. A Bill for an Act to amend Sections of an Act in regard to judgements in the manner of enforcing the same by execution. First Reading of the Bill."

Speaker Redmond: "Representative Ryan, are there any Republicans whose absence should be excused? Representative Ryan. Ryan."

Ryan: "Yes, Mr. Speaker, Representative Capuzi is still ill and Representative Jake Wolf...death in his family, his mother passed away yesterday morning. Anybody that would like any details on that can...can call my office and we'll be glad to give them to you."

Speaker Redmond: "Representative Peters going to be with us today?"

Ryan: "Yes, I believe he is."

Speaker Redmond: "Any objection to those absences being



excused? Hearing no objection, the record shall so show.
House Bills, Second Reading. House Bill, Second Reading.
House Bill 21. Out of the record. 96, Representative
Deuster. Representative Deuster...House Bill 96."

Clerk Hall: "House Bill 96. A Bill for an Act to amend
Sections of the School Code. Second Reading of the
Bill."

Speaker Redmond: "Representative Deuster."

Clerk Hall: "Amendments #3 and 4 have been adopted previously."

Speaker Redmond: "Any other Amendments on the floor?"

Clerk Hall: "Amendment #5, Totten, amends House Bill 96 as
amended in Section 29-3 and so forth."

Speaker Redmond: "Representative Totten."

Totten: "Has that Amendment been distributed, Mr. Speaker?"

Speaker Redmond: "He said that 3 and 4 have been adopted,
5 is your Amendment."

Totten: "Has it been distributed? I don't see it. I was
looking for it on my desk before."

Speaker Redmond: "Would you repeat that, I didn't under..."

Totten: "Has it...Mr. Speaker, has Amendment 5 been distributed?
I...I don't...I was looking for it before and I don't
have it."

Speaker Redmond: "Evidently it has not. Are there any other
Amendments? Are there Amendments other than 5? The
Pages...will you please distribute Amendment #5? We'll
take this out of the record now and we'll get back to
that after it's distributed. 257. Take the Roll...
it did not...Roll Call for attendance...the paper
didn't work very well. Take the record. Now we'll go
to the Order of House Bills, Second Reading. House
Bill 257."

Clerk Hall: "House Bill 257. A Bill for an Act to regulate
...in relation to immunity from civil damages in
connection with snow and ice removal. Second Reading
of the Bill. Amendment #1 was tabled in Committee.



Amendment #2 was adopted in Committee."

Speaker Redmond: "Representative Schlickman."

Schlickman: "Mr. Speaker, with respect to House Bill 257, is the chief Sponsor of the Bill on the floor? There are some Amendments which will be controversial I think."

Speaker Redmond: "Is Representative Klosak on the floor? I guess not, we better take it out of the record. 266."

Clerk Hall: "House Bill 266. A Bill for an Act to amend Sections of the Civil Administrative Code. Second Reading of the Bill. No Committee Amendments."

Speaker Redmond: "Is there any Amendments from the floor?"

Clerk Hall: "No floor Amendments."

Speaker Redmond: "Third Reading. 2...316."

Clerk Hall: "House Bill 316. A Bill for an Act in relation to local improvements made by special assessments or special tax benefiting state property. Second Reading of the Bill. No Committee Amendments."

Speaker Redmond: "Any Amendments from the floor? Representative Schlickman."

Schlickman: "Has a fiscal note been filed...one is..."

Speaker Redmond: "Has it been furnished? Mr. Clerk, has a fiscal note been furnished?"

Clerk Hall: "No, it has not."

Speaker Redmond: "O.K., we'll have to keep this on Second Reading then. Representative Collins. Did you hear the concert, Representative Collins."

Collins: "Yes, Mr. Speaker, I want to thank you or whoever is responsible for that fine rendition of 'Magic' dedicated to me, I understand. My only question, Mr. Speaker, is was that Senator Geo-Karis singing that song?"

Speaker Redmond: "Anybody that wants to hear 'It's Magic' why we'll have a...back in the office...that's Representative McCourt and Totten and Collins and Leinenweber, 'It's Magic'. (Song) 316, out of the record. House Bill 358."



Clerk Hall: "House Bill 358. A Bill for an Act to amend Sections of an Act relating to alcohol liquors. Second Reading of the Bill. Amendments #1 and 2 were tabled in Committee."

Speaker Redmond: "Representative Friedrich."

Friedrich: "I have Amendment #3, Mr. Speaker."

Speaker Redmond: "O.K. Any Amendments from the floor?"

Clerk Hall: "Amendment #3, Friedrich, amends House Bill 358 as follows on page 1, line 11 and so forth."

Friedrich: "Mr. Speaker, the...there is a present law on the books which says you can't have a liquor license within a hundred foot of a church. The Attorney General has ruled and I think the courts have also ruled that that means church property. This Amendment...the Bill as it got out of Committee had a...had a provision that the church could waive its rights but I have decided to put...offer this Amendment which would say church sanctuary and designate the place of worship as opposed to church property and I think that will correct the problem."

Speaker Redmond: "Representative Deuster. Please, come to order."

Deuster: "If the Sponsor of the Amendment and the Sponsor of the Bill, Representative Friedrich, will respond to a question, I just heard from a church in my district that is meeting in a shopping center. They are leasing space in the Hawthorn Mall Shopping Center and it happens that Wallgreens is within a hundred feet or something and they want to make sure that your legislation solves their problem. By sanctuary, do you mean...well, a place of worship that might be leased like an auditorium or a...you know just a room because there's...the churches that meet in places that are sacred and holy? I want to make sure the phraseology of your Amendment would include my problem."



Friedrich: "Our Chaplain tells me that in the Catholic church it means the alter and in the Protestant church we consider the room where the worship service is conducted as being the sanctuary."

Deuster: "So it could be a room where a worship service is conducted whether there's a cross or some other emblem or sign of a religious faith, is that your understanding of what your Amendment means?"

Friedrich: "Well...let me go back, the present law says you can't have a license within a hundred foot of a church. They have ruled that means church property. I happen to be...we happen to be involved in district with a church that has about a couple of acres and has a bowling alley over in one corner, it's 250 foot in to the church."

Deuster: "Do you mean place of worship?"

Friedrich: "Right."

Deuster: "Would place of worship be a better way to express what your seeking than sanctuary?"

Friedrich: "Well, I've worked on it a long time...I considered ...in fact, the Committee passed it out saying that the church could waive its rights to this hundred foot but I thought this would be the better way. Actually, Mr. B's and a bunch of other places around here are involved in this. There's 25 in Clinton County for example."

Deuster: "But...I know that it's a good Bill and I'm supporting your Bill but I want to make sure the language that you are adopting in this Amendment is the best possible language and...if you have been...had the word 'sanctuary' recommended to you by staff and the word 'sanctuary' includes place of worship, such as any meeting room where people would gather for religious and church purposes...I...I think the...that does it but I wanted to get that clarification and I



thank you."

Friedrich: "I move the adoption of the Amendment."

Speaker Redmond: "Representative Mahar."

Mahar: "Thank you, Mr. Speaker. Will the Sponsor yield for a question."

Friedrich: "Yes, I will."

Mahar: "Representative Friedrich, if this Amendment is adopted, will you summarize just exactly what the Bill will do?"

Friedrich: "Well, the present law says you cannot have a liquor license within a hundred foot of a church, school and other things. But the courts have ruled that church property is the church. This merely designates the church sanctuary as the...for the measure of distance as opposed to the church property. A church could be on a 50...40 acre field and you couldn't go within a hundred foot of the 40 acre field and this says the church sanctuary as...as I'm proposing to amend it."

Mahar: "In other words, alcoholic beverages could not be served in this...in the church sanctuary?"

Friedrich: "Well, they can now with a special license."

Mahar: "But it could be anyplace else on the grounds, is that it...if...if the congregation agrees to it?"

Friedrich: "Well, no that's what the Bill reads as it came out of Committee and I'm taking that out and making the measure of distance, the 'sanctuary' as opposed to church property."

Mahar: "Mr. Speaker, I can't...I can't hear the comments."

Speaker Redmond: "Please come to order, the Gentleman can't hear the exchange here."

Mahar: "I'm sorry, I didn't get part of that."

Friedrich: "The only thing this would do if this Amendment is adopted is change the method of measuring from what has been determined to be the church property to the church



sanctuary. The law will remain the same as it is now."

Mahar: "All right, thank you."

Speaker Redmond: "Representative Schlickman."

Schlickman: "Would the Sponsor yield?"

Speaker Redmond: "He will."

Schlickman: "As the Bill was introduced and as it was heard in Committee, you provided for an exception to the prohibition of the sale of alcoholic beverages within 100 feet if the affected church were to waive this prohibition, is that correct?"

Friedrich: "That's correct, but..."

Schlickman: "You are...by this Amendment eliminating that proposed exception and instead simply clarifying what constitutes a church, is that correct."

Friedrich: "No, I'm clarifying where you start measuring from."

Schlickman: "Well, but you're clarifying what is meant by a church for the purpose of this law?"

Friedrich: "Well, yes, as a matter of fact..."

Schlickman: "And I would...I support the Amendment. Thank you."

Speaker Redmond: "Is there anything further? Any other questions? Representative Friedrich to close."

Friedrich: "I move the adoption of the Amendment."

Speaker Redmond: "The Gentleman's moved the adoption of the Amendment. Those in favor indicate by saying 'aye', aye, opposed 'no'. The 'ayes' have it, the motion carried, the Amendment is adopted. Any further Amendments?"

Clerk O'Brien: "Floor Amendment #4, Johnson-McPike, amends House Bill 358 as follows on page 1, line 12 by inserting after schook, so roth."

Speaker Redmond: "Representative Johnson. McPike. What's your pleasure, Representative Friedrich?"

Friedrich: "I move that you...let this Amendment lie on the table."

Speaker Redmond: "What was that?"



Friedrich: "I move we do not adopt this Amendment."

Speaker Redmond: "Well, there's nobody here to present..."

Friedrich: "I move...in that case, I move it to be advanced.
Here we go."

Speaker Redmond: "Representative Johnson. Representative
Johnson."

Johnson: "Yeah, Mr. Speaker, Amendment #4,..excuse me...
which is offered by Representative McPike and myself,
would remove the prohibition in the revised statutes
that exist now with respect to the location of liquor
distributive and sales, businesses within a certain
number...I think 15 hundred feet of the University of
Illinois or any other higher educational institutional
building...excuse me. I think this particular provision
was added not all that long ago and really in terms
of practicality and application to towns where higher
educational institutions exist really serves no purpose
at all. The reasons that exist for the statute with
the respect to location within a certain number of feet
of churches and so forth just don't apply to higher
education. And I would move for adoption of Amendment
#4."

Speaker Redmond: "Representative Schlickman."

Schlickman: "Mr. Speaker, I do not have a copy of this
Amendment and one other Member has told me that she
doesn't have a copy either. And I would suggest that
this Amendment is too important to vote on it without it."

Speaker Redmond: "Do you have Amendment #1?"

Schlickman: "I have Amendment #1."

Speaker Redmond: "And what does that say?"

Schlickman: "It says Johnson hyphen McPike, Amendment #1."

Speaker Redmond: "I think there's an error in marking...in...
1 and 2 were tabled in Committees, so evidently, this
one should be..."

Schlickman: "Well, it's marked number one."



Speaker Redmond: "Well, we'll ask leave...do you have #1, Representative Conti? Pages...#1 been distributed?"

Schlickman: "Yes."

Speaker Redmond: "Republican Pages, Representative Conti doesn't have the Amendment. We're going to ask...how's it marked here on the Clerk's desk? Is that marked one or...Republican Pages, please distribute the Amendments. Representative Johnson, are you asking leave to change the number from...from 1 to 5 on its face?"

Johnson: "I would ask that..."

Speaker Redmond: "Should it be 4, Mr. Clerk?"

Johnson: "It should be Amendment #4. As long as it's in the proper form given the adoption of Amendment 3 just now."

Speaker Redmond: "O.K., then you ask leave to amend it on its face so that we show it as Amendment #4?"

Johnson: "Right."

Speaker Redmond: "Now has the Amendment been distributed on the Republican side? Representative Schlickman."

Schlickman: "I would question whether this Amendment is in order in light of the adoption of Amendment #3?"

Johnson: "Well that's what I asked, Gene, if it isn't in the proper Amendment we'll just have to have 4 printed and distributed. That's why I introduced it as 4 rather than 1 or 2."

Speaker Redmond: "Is the Parliamentarian within the sound of my voice? How did we mark the last Amendment which we adopted? Was that Amendment 3? Well, Amendment 1 and 2 were offered but not adopted in Committee. The first floor Amendment was 3 and is that the way it shows #3? And that was Representative Friedrich's Amendment. He advises of...that in his opinion they are compatible."

Schlickman: "Are compatible?"

Speaker Redmond: "Yeah."

Schlickman: "#1 I'd point out that...Amendment #4 does not refer to House Bill 358 as amended."



Speaker Redmond: "In this case it does not have to because they're not changing the same language according to the Parliamentarian. Representative Johnson."

Schlickman: "You're affecting the same line."

Johnson: "Mr. Speaker, this is...this is an Amendment that I think should be adopted and I want to make sure it's in the proper form and nobody has any technical objections. So, if we want to get it redrafted as 4 and distributed, I think Mr. Friedrich would be glad to take the Bill out of the record until we do that because I agree with Mr. Schlickman we ought to do it in the right form."

Speaker Redmond: "Let's hold it on...Amendment #3 has been adopted. We'll take it out of the record...O.K. Representative Johnson has suggested...the Clerk suggests that you withdraw 4 and then when you resubmit it in the proper form it will be #5. You so move, Representative Johnson...so move. 383. 383."

Clerk O'Brien: "House Bill 383. A Bill for an Act authorizing the Department of Mental...."

Speaker Redmond: "Representative Winchester, do you desire that out of the record? Out of the record. 674."

Clerk O'Brien: "House Bill 674. A Bill for an Act to amend Sections of the Park District Code. Second Reading of the Bill. No Committee Amendments."

Speaker Redmond: "Any Amendments from the floor?"

Clerk O'Brien: "None."

Speaker Redmond: "Third Reading. House Bills, Third Reading. House Bills, Third Reading, appears House Bill 14, Representative Daniels. Daniels on the floor? 14, out of the record. 33, Representative Deuster."

Clerk O'Brien: "House Bill 33, Representative Deuster. A Bill for an Act to amend Sections of the School Code. Third Reading of the Bill."

Speaker Redmond: "Representative Deuster. House Bill 33. Out of the record. 69. Is Representative Terzich on



the floor?"

Unknown: "What Bill are we on? Are we on Third Reading?"

Speaker Redmond: "We're on Third Reading. Take that out of the record. 95, Representative Deuster. 95."

Clerk O'Brien: "House Bill 95. A Bill for an Act to amend Sections of the School Code. Third Reading of the Bill."

Speaker Redmond: "Representative Deuster. Out of the record. 108. Out of the record. 142, Representative Davis back there? He was up in front here a few minutes ago. 142, Representative Davis. Out of the record. 148, Representative Deuster. Get back to your seat. Out of the record. 150, Representative Schlickman. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 150. A Bill for an Act to amend Sections of the School Code. Third Reading of the Bill."

Speaker Redmond: "Representative Schlickman."

Schlickman: "Mr. Speaker, Members of the House, House Bill 150 requires persons seeking teaching certificates after September 1, 1981, to have taken a special education recognition course. The provisions of Federal Public Law 94142 favor the placement of exceptional children in the regular classroom rather than special surroundings. Mainstreaming of students with special needs demands that they be graded by teachers, administrators and others in the school environment who can diagnosis their problem. Exceptional children are those with specific learning disabilities often appear to be lazy or just slow. For these problems to be ignored during a child's formative years can mean a lifetime of discrimination. For these problems to be discovered and corrected can mean the vital difference in one's ability to function as a productive adult. Each of us knows or maybe even has children with special education needs. For every child whose problem is detected, there are many who just struggle through. And we all know it's possible for a



student to get through his or her entire education by just getting by. Much more needs to be done to equip exceptional learning disabled children for a lifetime in this complex world. But first they have to be detected. House Bill 150 would help make teachers better qualified to spot the child with special needs and to point him or her in the right direction. This Bill was reported out of the Elementary and Secondary Education Committee by a vote of 19 to nothing. In its amended form it has the support of the Office of Education, it's also supported by the Parents Teachers Association, by the Association...or council...Illinois Council for Children with Learning Disabilities and a variety of other organizations. I solicit your favorable consideration."

Speaker Redmond: "Representative Hallstrom."

Hallstrom: "Mr. Speaker and Members of the House..."

Speaker Redmond: "Representative Hoffman, Campbell, George Ray Hudson, please sit down."

Hallstrom: "Mr. Speaker and Ladies and Gentlemen of the House ..."

Speaker Redmond: "Pages, please sit down."

Hallstrom: "I rise in support of House Bill 150. I certainly understand and go along with every reason that Representative Schlickman gave you. Above and beyond that, as one who has worked in the field of exceptional children for over twenty years, I know how important this Bill is and I urge you to vote 'yes'. Thank you."

Speaker Redmond: "Representative Stuffle."

Stuffle: "Yes, Mr. Speaker and Members, if I heard the Sponsor correctly, he said the Bill required a course. I believe the Amendment changed that to say 'course work' so that this would not be a mandate on the universities system to add teachers or programs but rather to work within the framework of the course...courses already



available to indicate that each new teacher after 1981 would have to have this course work rather than the course. We opposed the Bill initially because it said a 'course', which would be a mandate which would be costly, particularly where we have to add teachers. With the Amendment we should support this Bill I believe. It's too bad really that we don't have continuing education and institutes and the like to teach the teachers who are already on board something about the same subject matter. But the Bill deserves our support with the amended version for us now."

Speaker Redmond: "Representative Hoffman."

Hoffman: "Thank you, Mr. Speaker and Ladies and Gentlemen of the House. As the previous Speaker noted, the Bill had several defects as it was originally introduced. I think with the Amendment that has been adopted, as the various interest groups worked on it, with the good sense of the Sponsor to accept this Amendment, I think this will be helpful and will not be difficult for either the people in the profession or the people in the field to live with and to work with, particularly when we have a implementation date at some point down the line. I would just like to add parenthetically that I think perhaps in many of the things we do this Session, we might think in terms of implementing things at some point down the line rather than dropping it on people tomorrow. Thank you, Mr. Speaker."

Speaker Redmond: "Representative Skinner. Representative Skinner."

Skinner: "I pass, Mr. Speaker."

Speaker Redmond: "Representative Macdonald."

Macdonald: "Thank you, Mr. Speaker and Ladies and Gentlemen of the House. I want to stand in strong support of this Bill. In the last several weeks I have had an enormous volume of mail from teachers, from parents and from school administrators urging me to ask my colleagues to



support Representative Schlickman and the Co-sponsors of this Bill. I think it is reasonable. I think the time phase-in period is right and I urge all of my colleagues to join in supporting this Bill."

Speaker Redmond: "Representative Pierce."

Pierce: "Will the Gentleman yield to a question? Gene, do you require that high school teachers...say a high school history or language teacher would have to learn to identify...learning disabled or handicapped children? Shouldn't that have been done long before they reach high school?"

Speaker Redmond: "Representative Schlickman."

Schlickman: "This applies for certificates at the elementary and secondary level."

Pierce: "So in other words, to be a high school Latin teacher you have to have this training?"

Schlickman: "You would have to be subjected to some course work in special education at the college level when you're preparing for securing a certificate."

Pierce: "I see and this would pretty well eliminate high school language teachers and history teachers who didn't attend a teachers college of some kind, I take it."

Schlickman: "No."

Pierce: "Because they probably couldn't get this education at Amhurst or Williams or someplace like that or Knox College. They would pretty well have to go to a State Teachers College or normal school for that, wouldn't they?"

Schlickman: "We...the answer to that is in the negative. I think the Representative...Chairman of the Committee is more qualified to respond and I would..."

Pierce: "O.K., I'd like to speak on that for a moment. I'm all for this concept as you know of identifying and learning how to deal with handicapped children. I'm just always looking for the teachers groups and the educators



from the...from some of our State Teachers Colleges to put...to put things in Bills so that only people that went to Illinois State University or Northern Illinois University could ever teach history or foreign languages in this state, anyone who went to Stanford or to Yale or to Princeton or to Lakeforest College would be disqualified because those schools don't have courses in special education. You might be the best history teacher in the world, the best Latin teacher in the world, the best French teacher in the world but not have had access to those kind of courses and sometimes they try to make education a trade. There are...Education Association is now a labor union. The National Education Association has become a labor union, they try to make it a trade and eliminate all those who don't go to the proper trade schools. And that's what I'm afraid we may be doing at times with some of this legislation, but certainly I'm not going to oppose this particular Bill but I've got my eye open for the professional teachers of educators who think that only they...only they are qualified to teach teachers and teach educators. And I can assure you some of the greatest teachers in the world weren't taught by professional teachers of education but were taught by historians, by economists and by...by people in foreign languages."

Speaker Redmond: "Representative Katz."

Katz: "Representative, the Gentleman from Lake has made some very excellent points. He does not seem to believe in his points and he indicates that he is not going to vote in accordance with the very excellent points he has made. I do propose to vote in accordance with the points that have been made. In the first place, some of his remarks relating to Teacher's Unions in my opinion were totally unnecessary and not relevant. I don't know any reason to believe that this Bill is the result of the teacher's



Union. It is Mr. Schlickman's proposal. But I would like to talk about this general trend. What sense does it make to require a high school teacher in history or mathematics or the sciences to have to learn about the subject of learning disabilities. It is a total waste of time. The fact of the matter is that's what's happening in our schools all over. We are teaching teachers more and more of these useless kinds of courses and they are not learning anything about what they're supposed to teach. They are not learning history, they are not learning English literature, they're not learning mathematics, they're not learning English composition. All of the deficiencies of our children are mirrored in the kinds of courses that we mandate that schools of education give. It's bad enough that they do it. A lot of them do it...a lot of the schools of education do it for the reason that the Gentleman from Lake mentioned. Because that way they become essential to the training of teachers. That way somebody who had the misfortune to have gone to Harvard or Yale or the University of Michigan or the University of California cannot teach in our schools. They can have a PhD from Harvard, it's true in history, but they cannot teach in our schools because they did not comply with that wonderful provision of House Bill 150. That provision required that that person as a result of the enactment of this General Assembly, the 1979 General Assembly, we required that in addition to everything else the person has to have a teaching certificate that included information about the psychology of the exceptional child. Now the teacher isn't teaching anything about that, the teacher's teaching mathematics, the teacher's teaching English composition, but they can't hire the Ph.D. from Harvard because that Ph.D. from Harvard didn't have the course that we mandated in House Bill 150.



Now, maybe Mr. Schlickman has a point, maybe you ought to require that teachers of kindergarten or the first grade or the second grade ought to have some knowledge of this subject, but to bar everyone from teaching in the high schools of Illinois because they have not taken this kind of course, to say that the best qualified historian you can turn out of any school in the United States cannot teach here because they did not have a course relating to the identification of the exceptional child is absolutely and totally absurd. And we are getting the very kind of students, the very kind of students that we abhor, we're getting them and we're getting them because of the things we do. On the one hand, we say that we want to test competency, we say we are dissatisfied with the public schools, we say we want the public schools to teach history and English literature and math and psychology and we mandate competency tests because they are turning out imbeciles in many cases, kids totally uneducated. On the other hand, we mandate courses that take the time of the teacher, the classroom time that should be developing substantive knowledge in the very fields our children are deficient in. We take that time away by mandating as in House Bill 150 that they learn about exceptional children. Well, it might make some sense to do it for the first grade or the second, but this Bill, in my view, is a step totally in the wrong direction and I propose to vote 'no'."

Speaker Redmond: "Representative Schneider."

Schneider: "Thank you, Mr. Speaker and Members of the House. It just goes to show you that...what one little language change in the school code can do. You know it takes a lawyer to elaborate as long as Harold did on that proposal, it would probably be as long as I would talk if we were talking about legal ethics or something of that sort. What I suggest is that the Harvard Ph.D. couldn't



teach here anyhow as the code stands today. It has nothing to do with the new language that's been added. Whether you like that or not is a question that you might want to raise, Representative Katz, in repealing those portions of the school code that require some kind of training that deals with child growth and development. Now those might not be those cheerful topics that will move you to great universal decisions about mankind, but they will make you in many ways a better teacher. What the school code would be amended in this case, however, more pertinently is that it would just ask that the universities fly...include rather...in their course of instruction without adding a new course, I might add, is the general need for recognizing that one out of every five children, about 20 per cent, need to be identified as possibly learning disabled. It doesn't limit itself in this language to that but that was the thrust of the original Bill. As it's been amended it now incorporates special education. Most teachers are aware of that but the visually handicapped and the auditorily affected child is a child who is normally average or above. He's also the child that if you don't detect early in his learning disabled time, a child who is seen as very bright, who records on IQ tests above average, who's a slow learner or he's lazy. By the time he gets to high school, if he's not identified early, he's a child who sometimes begins to demonstrate some anti-social behavior. But what the Schlickman-Skinner Bill tries to do, and I'm sympathetic to it, as long as it's not an elaborate mandate as it came in, was to at least alert teachers to the prospects of something other than one's intelligence, that is one's physiological development. A child with some training can quickly adjust to those kinds of problems, can become a very able and capable student. He or she matches the level of the gifted in many cases. It would be a shame



to put kids...teachers in a classroom, rather, who couldn't identify a child, who is reading words backwards, who cannot discern what a teacher is saying whether it's about the rise and fall of the Third Reich or the Roman Empire or the Illinois General Assembly. It's a silly comment that the Gentleman from Glencoe talks of, he's working in a very narrow area, I suggest he talk to a few people in the field. I would suggest an 'aye' vote."

Speaker Redmond: "Representative Pullen. Representative Pullen."

Pullen: "Well, Mr. Speaker, Ladies and Gentlemen of the House, I'm..."

Speaker Redmond: "The Lady standing between the Chair and Representative Pullen, please sit down."

Pullen: "I'm really a little bit surprised to hear the kind of debate that we heard from certain Members of this House this afternoon. In presenting the Bill, the Sponsor indicated that it was partially because of concern with 94142 requiring the mainstreaming of handicapped children. They don't die before they get to high school. They're going to be mainstreamed at high school as well as in the elementary school. I don't understand this hang-up about secondary school education. If we're going to have handicapped children in the regular classrooms, those teachers had better know something about the psychology of the exceptional child. And furthermore, I think it would be very nice if we could live in the Pollyanna state of being assured that all of these problems are caught and corrected in the second or third grade. But tragically, it happens to be true that some children go all the way through elementary school and all the way through junior high school and they are still learning disabled or in some other form of handicap without anyone ever having diagnosed it. I think that teachers certainly want



this Bill so that they feel more adequate to deal with these children. And the ones that we should really be concerned about are the children. They need this education, they need to be diagnosed certainly at an early age. But if they're not diagnosed at an early age, then not just leave them alone because they somehow got to high school. If we...if we didn't need this kind of Bill then we wouldn't need minimal competency tests either but kids are getting out of high school even without being able to learn anything. Certainly with normal children this is bad enough, we certainly want to be able to teach those that are handicapped to the best of their ability. And wherever they get diagnosed, it is important that they be given the education that they need and deserve. And I urge an 'aye' vote for this Bill."

Speaker Redmond: "Representative Kosinski."

Kosinski: "Mr. Speaker, I think this has been adequately discussed. I move the previous question."

Speaker Redmond: "The Gentleman has moved the previous question. And the question is, shall the main question be put? Those in favor say 'aye', aye, opposed 'no'. The 'ayes' have it, the motion carried. Representative Schlickman to close."

Schlickman: "Mr. Speaker and Members of the House, I should first like to express my appreciation for those who had...who stood either in support of the Bill...who stood by way of clarifying the Bill and then expressing their support. As has been mentioned on this floor, the federal law favors, if not requires, the mainstreaming of children with special education needs. As a consequence, we here in Illinois, as well as in the other states, are facing up to and have to face up to years of neglect. House Bill 150 provides a flexible approach by which teachers in the future, after 1981, will have taken some



course work, not a prescribed course, but some course work which will assist them in diagnosing, analyzing the special education needs of children. It's a statement of sound public policy, it's one that is supported, that I indicated earlier, by the Office of Education, the Bill was reported out of Committee by a vote of 19 to nothing. It's supported by a myriad of organizations within the state. I know of no opposition to the Bill other than the reservations that were expressed here on the floor and I earnestly solicit your support."

Speaker Redmond: "The question is shall this Bill pass? Those in favor vote 'aye', opposed vote 'no'. Have all voted who wish? Representative John Dunn, are you seeking recognition? Representative Mugalian, to explain his vote."

Mulgalian: "Partially to explain my vote and perhaps be of some help to the State of Illinois. I heard the Chairman of the Elementary and Secondary Education Committee say that a Ph.D. from Harvard or M.I.T. under our present school code couldn't get a teaching certificate for the State of Illinois. I would urge the Committee on Elementary and Secondary Education to look into this general question. Apparently a Nobel laureate in science could not teach in the schools in Illinois. I think it's a kind of result that we should not tolerate and I urge the...that Committee and my colleagues to go in to that issue."

Speaker Redmond: "Have all voted who wish? The Clerk will take the record. On this question there are 131 'aye' and 17 'no'. The Bill having received the Constitutional Majority is hereby declared passed. Representative Skinner, for what purpose do you rise?"

Skinner: "Mr. Speaker, I rise to ask permission to table House Bill 235 which is a Bill who had...which had the same intention as this Bill. Both Bills were inspired by



Marion Dodd, who is one of my constituents. May I have permission to table that Bill?"

Speaker Redmond: "Does the Gentleman have leave to table 235...is that correct? Hearing no objection, leave is granted."

Skinner: "Thank you."

Speaker Redmond: "Representative Borchers."

Borchers: "I request permission to table Bill #914."

Speaker Redmond: "Any objection to Representative Borchers tabling 914...914? Hearing no objection, leave is granted. Representative Collins."

Collins: "Mr. Speaker, the magic continues. I was just presented with an envelope by the Clerk, it was to be delivered to Representative Leinenweber and I and on it is written DePaul 62, Marquette 56. I think I know what the contents are and I'm going over to the Senate now to ask Senator Geo-Karis to cut a recording for you also."

Speaker Redmond: "If you'd like another rendition of that song, 'It's Magic', we'll be very happy..."

Collins: "Mr. Speaker, Mr. Speaker, if you would, Representative Leinenweber was not here to enjoy the music."

Speaker Redmond: "House Bills, Second Reading. House Bill 96, Representative Bradley. Bradley desires to be recorded as 'aye' on the last Roll Call. Representative Deuster, are you through with the phone? 96."

Clerk O'Brien: "House Bill 96. A Bill for an Act to amend Sections of the School Code. Second Reading of the Bill. Amendments #3 and 4 were adopted previously. Floor and the Bill was held on Second Reading. Amendment #5, Totten, amends House Bill 96 as amended in Section 29-3 and so forth."

Speaker Redmond: "Representative Totten."

Totten: "Thank you, Mr. Speaker. Amendment #5 to House Bill 96 makes one correction. It changes the one and a half



figure to two miles. I checked with my local school district and this would save them..which is one of the biggest elementary school districts in the state, over one hundred thousand dollars a year. I'm sure the savings statewide to local school districts would be significant, the one and a half figure is arbitrary and of course, so is the two. But in the time of tight budgets, at both the state and local levels, it would seem that...relaxing the restriction from one and a-half miles to two would be wise and in line with the President's Physical Fitness Programs..increasing the distance to two miles would also seem wise, so I would ask for your favorable consideration for Amendment #5."

Speaker Redmond: "Anything further? Representative Deuster."

Deuster: "Well, Mr. Speaker and Ladies and Gentlemen of the House, I hoped you all listened to that. Representative Totten suggested that this was a correction. It's not a correction, it's rather a massive and major change in something that will effect the school children in each and every district around the state. I don't quarrel with what Representative Totten is suggesting necessarily. Years ago children used to walk miles and miles and miles across corn fields, sometimes five and ten miles. And Representative Totten is asking each of you to require that the children instead of walking a mile and a-half that they walk two miles, that that might be good for them. I'm sure that it might be good, however, that's not the subject of this Bill...the changing the limit...or the distance that the children will walk. The Education Committee didn't consider that subject at all. My Bill, I wouldn't want fettered down with such a major change, I think you can all make up your own mind. I think the mile and a-half distance is something that is reasonable, that we've had for quite a many years and I would like to leave the mile and a-half



standard in the School Code as it is. And I...so I would respectfully ask that you oppose Amendment #5. Thank you."

Speaker Redmond: "Representative Satterthwaite."

Satterthwaite: "Will the Sponsor of the Amendment yield for a question?"

Totten: "No."

Satterthwaite: "Representative, the question I have is in regard to school children who now go home during the lunch hour to have lunch at home and return to school for the afternoon program. I don't know what length of noon hour your schools have in your district, can you tell me what that is?"

Totten: "The length of the school hour would be one hour."

Satterthwaite: "The noon hour."

Totten: "The noon hour would be one hour by definition."

Satterthwaite: "Well, I don't think that would necessarily be true because many of the school districts do not give a full hour for...for noon time break, if that's what we need to call it to clarify the language. My concern is that when my children went to school they walked just about a mile and a-half because we were at the limit of the distance for not getting bus service. They walked that mile and a-half to school before school in the morning, they walked home at noon, they had lunch at home, they walked back to school, had afternoon classes and walked the mile and a-half again at the end of the school day. That added up to about six miles of travel for them and for a first grader that is a fair amount of exercise in walking. I'm not sure that my children, who were pretty athletic, could have made an extra half mile each way within the time that was allotted for the noon break. It's my suggestion that if we are going to change this limit, then we are also then expecting more children to stay at school during the lunch hour. Would that be



your intent?"

Totten: "That would be up to the parents then over the two miles. They could certainly bag their lunch."

Satterthwaite: "Well, I think that we need to really consider this Amendment in the light of the fact that if this were adopted many of the children who now do return home for lunch would find it necessary to stay at the school during the lunch hour. Even if they took their own lunch, as the Sponsor of this Amendment suggests, it would increase the amount of supervision that were needed within the school during that lunch period. I think it's a bad Amendment. I can understand the Representative is trying to reduce the costs for transportation which are being under-funded now. I think the state should take on an additional obligation to help the schools with their transportation funding, but I don't see this as a solution to the problem and I urge a negative vote on the Amendment."

Speaker Redmond: "Representative Steczo."

Steczko: "Thank you, Mr. Speaker and Members of the House. I rise in opposition to Amendment #5 to House Bill 96. And of course the School Code right now presently provides for reimbursement for transportation over a mile and a-half but I'm sure the Sponsor should be aware of the feeling in my district and some other districts in the state where parents and school boards alike feel that that mile and a-half is unreasonable and needs relaxation rather than having that mile and a-half extended to two miles. What they feel and what we all feel is that by extending the limit to two miles what we're actually do is placing the lives of even more children in jeopardy. This Bill concerns hazardous circumstances and not every one of those has circumstances that are going to be certifiable. The more children that are going to be walking to school are the more chances of



something happening. In addition to that too, the feeling is in periods of bad weather and what have you that the longer a child must walk and the farther a child must walk to school, the more parents will be urged and will feel that in order to protect their children they would rather keep their children home. And the school districts at that point would be losing valuable state aid money based on the waited average daily attendance. I don't think this Amendment is fair and I would urge everybody to vote 'no' on Amendment #5 to House Bill 96."

Speaker Redmond: "Representative Brummer."

Brummer: "Yes, I rise in opposition to this. I think it's fair to point out that the existing mile and a-half is arbitrary, two miles is arbitrary, as the Spousor of the Amendment indicated. He could save the maximum amount of dollars for his school district if he abolished the entire busing provision which he has not suggested doing. I think it's important to point out, however, that we currently discriminate against those who live within a mile and a-half...inasmuch as those children have to walk to school up to one and a-half miles. However, those that live outside of the mile and a-half are not required to walk a mile and a-half to get together at some central pick-up spot for the bus service. They may only be walking a couple blocks because they live a mile and a-half plus two blocks outside of the perimeter of the district. Therefore, I think it is a bad precedent to expand that. We all ought to contract it and provide more bus services so that the children that live within the mile and a-half are not discriminated against, the original intent of the Bill design is intended to do that with regard to those children that live in hazardous areas and I would urge a 'no' vote with regard to this Amendment."



Speaker Redmond: "Representative Robbins."

Robbins: "Into the Bill, a mile and a-half under hazardous conditions is plenty far...enough for a child to walk. If you're going to have them try to walk two miles, I suggest we fix up a hitching post so that you can ride a horse like I used to to go to school when I lived over two miles. Now, we have a lot more cars today, if you don't believe it just look at the number of licenses that was issued compared with twenty years ago when this mile and a-half Bill was put on. We have four-lane...we have a lot of rail...we have railroads with the train... runs right on through the town, of course you can kind of teach a kid to stay away from them, but some of these vehicles that we have on the road at the present time, they drive to where there're not safe. The two mile... there's nothing wrong with walking two miles, I do that to go back to the back pasture to check the cows. There's nothing wrong with a kid that walks two miles. But you should think of what it can cost in terms of hospital bills. The things that the district should do...I urge you to think about this and vote 'no' on this Amendment. The...the intent of this Bill is to safeguard the children who walk through hazardous areas less than a mile and a-half from school and it might not...it might not even be a mile. Thank you."

Speaker Redmond: "Representative Virginia Frederick. Representative Frederick, down here in the front."

Frederick: "Mr. Speaker, Ladies and Gentlemen of the House, I move the previous question."

Speaker Redmond: "The Lady...the Lady has moved the previous question. Those in favor say 'aye', aye, opposed 'no'. The 'ayes' have it, the motion carried. Representative Totten."

Totten: "Thank you, Mr. Speaker. I was impressed by Representative Frederick's opening speech as a Representative."



Let me comment on the irony of some of the remarks that were made in the discussion on this Amendment. I'm sure many of you who are parents have reminded your children that when you were younger you walked five, six and ten miles to school. And now we bus all those over a mile and a-half through a state mandate. Let me remind you of the irony of all of you who campaigned against existing state mandates and their costs in the regulation. This is an arbitrary state mandate...a mile and a-half. Let me remind all of you of the irony of the campaign rhetoric over saving tax dollars. This would save hundreds of thousands of tax dollars at both the local level, where the property tax is being visibly attacked, and at the state level, where tight fiscal controls are impairing our ability to fund necessary services. Presently, the State of Illinois pays over 58 million dollars for the transportation busing of students. Let me remind many of you of the irony of the creations of the RTA for providing public transportation and the various state mass transit districts that we have created around this state that are available to bus students within that mile and a-half or two miles at no cost to the taxpayers at least for a substitute for the transportation subsidy. And let me remind you lastly, that this Bill is the relaxation of the safety requirement as proposed by..."

Speaker Redmond: "Representative Totten...Representative Totten, will you turn Representative Totten's microphone on? Representative Kempiners, put his microphone on. Representative Totten. How about Peters? Representative Peters' microphone work? Representative Ryan, I did it on purpose. Come up here and use this one. Can't you get that thing to work? It looks like we're having problems. Representative Totten. I've been working four years on this project. I finally figured out how to take care of Representative Totten. The House will be at



ease for about ten minutes, evidently the...Democratic side is off now, if you can imagine anything worse than that. At ease for about ten minutes. Do you want to use the one up here, Representative Totten? O.K., we'll wait for ten minutes. When we get through with this one...you can't say that Representative Deuster doesn't have significant legislation. When we get through with this one why we'll...have announcements and then go to a Committee meeting. Representative Giorgi, will you come up to the Clerk's office? Agreed Resolutions. Agreed Resolutions. Come up here. Agreed Resolutions, move the adoption."

Clerk O'Brien: "House Resolution 119, Kent; 114, Davis Jones; 115, Oblinger; 116, Donovan; 117, Kelly; 118, J. David Jones; 119, Kent."

Speaker Redmond: "Representative Conti has indicated that these are the Agreed Resolutions. Representative Giorgi is recognized."

Giorgi: "114 by Jones recognizes the Grand Ole Opry; 115 by Oblinger recognizes the Hawks of Riverton; Donovan's 116 talks about Jack H. Brown; 117 by Kelly talks about a hotline; 118 by Jones, Harold Whitten; 119 by Kent talks about the Red Cross. And I move for the adoption of the Agreed Resolutions."

Speaker Redmond: "Any discussion? The question is on the Gentleman's motion for the adoption of the Agreed Resolutions. All in favor indicate by saying 'aye', aye, opposed 'no'. The 'ayes' have it, the motion carried, Agreed Resolutions are adopted. Introduction, First Reading."

Clerk O'Brien: "House Bill 986, Rea-Slape. A Bill for an Act creating the State Purchased Human Services Review Board. First Reading of the Bill. House Bill 987, Davis-Getty. A Bill for an Act relating to assistant state's attorneys. First Reading of the Bill."



House Bill 988, Stuffle. A Bill for an Act to amend Sections of the Illinois Pension Code. First Reading of the Bill. House Bill 989, Davis. A Bill for an Act to amend Sections of the Regional Transportation Authority Act. First Reading of the Bill. House Bill 990, Lee Daniels. A Bill for an Act to amend Sections of the Real Estate Brokers and Salesmen License Act. First Reading of the Bill. House Bill 991, Deuster. A Bill for an Act to amend Sections of the Illinois Municipal Code. First Reading of the Bill. House Bill 992, Deuster. A Bill for an Act to amend Sections of an Act to revise the law in relation to counties. First Reading of the Bill. House Bill 993, John Beatty. A Bill for an Act to amend Sections of the Probate Act. First Reading of the Bill. House Bill 994, John Beatty. A Bill for an Act to amend Sections of the Probate Act. First Reading of the Bill. House Bill 995, Taylor-Catania...House Bill 995, Taylor-Catania-Braun. A Bill for an Act to amend Sections of the Illinois Pension Code. First Reading of the Bill. House Bill 996, Mautino. A Bill for an Act to amend Sections of an Act to require the payment of interest by lessors of residential real property on security deposits made by lessees. First Reading of the Bill. House Bill 997, Deuster. A Bill for an Act to amend Sections of an Act in relation to the rate of interest and other charges in connection with sales on credit and the lending of money. First Reading of the Bill. House Bill 998, Young. A Bill for an Act to amend Sections of the Illinois Municipal Code. First Reading of the Bill. House Bill 999, Taylor-Pouncey. A Bill for an Act making an appropriation to the Department of Local Government Affairs. First Reading of the Bill. House Bill 1000, Marovitz-Madigan-Giorgi. A Bill for an Act to amend Sections of the Illinois Vehicle Code. First Reading of



the Bill. House Bill 1001, Younge. A Bill for an Act to amend Sections of the Illinois Housing Development Act. First Reading of the Bill. House Bill 1002, Cullerton. A Bill for an Act to amend Sections of the Unified Code of Corrections. First Reading of the Bill. House Bill 1003, Gréiman. A Bill for an Act to amend Sections of an Act to revise the law in relation to injunction. First Reading of the Bill. House Bill 1004, Breslin. A Bill for an Act to amend Sections of an Act for the prevention of blindness. First Reading of the Bill. House Bill 1005, Schneider. A Bill for an Act relating to agreements of park districts and municipalities. First Reading of the Bill. House Bill 1006, Schraeder. A Bill for an Act to exempt food, medicine and medical apparatus purchased for use by a person 65 years of age or older from taxation under certain state and local occupation and use tax Acts. First Reading of the Bill."

Speaker Redmond: "General Resolutions."

Clerk O'Brien: "House Joint Resolution 25, 26 and 27, Redmond-Madigan."

Speaker Redmond: "Announcements. Representative Matijevich, Chairman of the Appropriations. Any other Chairman want to come up here and make the announcement. Announcements."

Matijevich: "The Appropriations I Committee is meeting directly after Session in Room 114. And I might tell the Membership that tentively scheduled at 4 o'clock, Director Bill Boys in Room 114, has said anybody who's interested in learning the terms of the AFSCME contract, he will be in Room 114 with his staff. Thank you."

Speaker Redmond: "Representative Leon, Chairman of the Financial Institution."

Leon: "There will be a meeting of the Financial Institution Committee immediately after adjournment in Room D-1. It should be a short meeting, maybe 10 minutes or eight..."



if everyone gets there early. Thank you."

Speaker Redmond: "To assume that all the other Committees that are posted in the Calendar will meet unless there's some announcement to the contrary. Representative Peters. The problem is that it hasn't been working, that's why we're running this way. That's the problem ...that's...do you want to come up here...make an announcement? On the...Appropriation? Representative Peters desires to have me advise the Republican Members of Appropriation II will meet in his office immediately after adjournment. Any...Senate Bills, First Reading."

Clerk O'Brien: "Senate Bill 92. A Bill for an Act making supplemental appropriations to the Department of Children and Family Services. First Reading of the Bill."

Speaker Redmond: "Any further announcements? Representative Totten...well, I don't know, are we ready to go with it or...what's the story on the public address system? It appears that in an abundance of caution, we probably should take this Bill out of the record and come back to it tomorrow so we can...we don't know how long this is going to take. Message from the Senate."

Clerk O'Brien: "A Message from the Senate by Mr. Wright, Secretary. Mr. Speaker, I am directed to inform the House of Representative that the Senate has passed a Bill of the following title, passage of which I am instructed to ask the concurrence of the House of Representative to wit: Senate Bill 113, passed by the Senate March 20, 1979. Kenneth Wright, Secretary."

Speaker Redmond: "Representative Giorgi, are there any Democrats whose absence should be excused? There are none. Representative...Representative Matijevich, do you move that the House now stand adjourned until 10 o'clock tomorrow morning? We don't have the...nothing is working out there. The question is on the Gentleman's motion. Those in favor say 'aye'...we'll take this 96



out of the record, we'll come back to it tomorrow. We don't know how long it will take us to fix these microphones. Please don't have such dynamic Bills after this, Representative Deuster. The question's on the Gentleman's motion. Those in favor say 'aye', aye, opposed 'no'. The 'ayes' have it, the House stands adjourned until 10 o'clock tomorrow morning."



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1	1:00	Speaker Redmond	House to order
		Reverend Krueger	Prayer
		Speaker Redmond	Roll Call for Attendance
		Clerk O'Brien	Message from the Senate
		Speaker Redmond	
		Clerk O'Brien	Reading of the Journal
2		Speaker Redmond	
		Giorgi	Dispense with Reading
		Speaker Redmond	
		Clerk O'Brien	Introduction, First Reading
		Speaker Redmond	
		Ryan	Excused absence
		Speaker Redmond	
3		Clerk Hall	H-B-96, 2nd Rd., Amendment 3 & 4 adopted previously
		Speaker Redmond	
		Clerk Hall	Amendment 5
		Speaker Redmond	
		Totten	Been distributed?
		Speaker Redmond	TOOR
		Clerk Hall	H-B-257, 2nd Rd., Amt. 1 tabled Amt. 2 adopted
4		Speaker Redmond	
		Schlickman	
		Speaker Redmond	TOOR
		Clerk Hall	H.B. 266, 2nd Rd., No Comm. Amt.



<u>Page</u>	<u>Time</u>	<u>Speaker</u>	<u>Information</u>
		Speaker Redmond	Third Reading
	1:12	Clerk Hall	H+B-316, 2nd Rd.
		Speaker Redmond	
		Schlickman	Fiscal Note?
		Speaker Redmond	
		Clerk Hall	
		Speaker Redmond	Keep on 2nd Reading
		Collins	
		Speaker Redmond	
5		Clerk Hall	H.B. 358, 2nd Rd., Amt 1 & 2 tabled
		Speaker Redmond	
		Freidrich	
		Speaker Redmond	
		Clerk Hall	Amt. #3
		Freidrich	
		Speaker Redmond	
6-7		(Deuster ((Freidrich	Yield
		Speaker Redmond	
		(Mahar ((Freidrich	Question
8		Speaker Redmond	Amt. #3 adopted
		Clerk O'Brien	Floor Amt. #4
		Speaker Redmond	
	1:20	Freidrich	



<u>Page</u>	<u>Time</u>	<u>Speaker</u>	<u>Information</u>
9		Speaker Redmond	
		Johnson	Amt. #4
		Speaker Redmond	
		Schlickman	
10		Speaker Redmond	
		(Johnson	Move to amend on face
		(
		(Speaker Redmond	
		(Schlickman	Amt. in Order?
		(
		(Johnson	
11		Speaker Redmond	
		Johnson	
		Speaker Redmond	TOOR
		Clerk O'Brien	H-B-383, 2nd Rd., H.B. 674, 2nd Rd., No Comm. Amt.
		Speaker Redmond	Third Reading
		Clerk O'Brien	H-B-33, 3rd Rd.
12		Speaker Redmond	
		Clerk O'Brien	H-B-95, 3rd Rd.
		Speaker Redmond	
		Clerk O'Brien	H.B. 150, 3rd Rd.
		Speaker Redmond	
		Schlickman	
13		Speaker Redmond	
	1:30	Hallstrom	
		Speaker Redmond	
		Stuffle	



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14		Speaker Redmond Hoffman Speaker Redmond Skinner Speaker Redmond Macdonald	Support
15		Speaker Redmond (Pierce ((Schlickman	Yield
16		Speaker Redmond	
17		Katz	
18		Speaker Redmond	
19		Schneider	
20		Speaker Redmond Pullen	
21		Speaker Redmond Kosinski Speaker Redmond Schlickman	Moves Previous Question To close
22	1:50	Speaker Redmond Mugalian Speaker Redmond Skinner	H.B. 150 - Passed Table H.B. 235
23		Speaker Redmond Borchers Speaker Redmond	Tabled Table 914 Tabled



<u>Page</u>	<u>Time</u>	<u>Speaker</u>	<u>Information</u>
		(Collins (Speaker Redmond	
		Clerk O'Brien	H.B. 96, 2nd Rd., Amt. 3 & 4 adopted previously; Amt. 5 read
		Speaker Redmond	
		Totten	
24		Speaker Redmond	
		Deuster	
25		Speaker Redmond	
		(Satterthwaite (Yield
26		(Totten	
27		Speaker Redmond	
		Steczo	
28		Speaker Redmond	
		Brummer	
		Speaker Redmond	
		Robbins	Question
		Speaker Redmond	
	2:02	V. Frederick	Moves Previous Question
		Speaker Redmond	Motion carried
		Totten	
29		Speaker Redmond	House at Ease
30		Clerk O'Brien	Agreed Resolutions
		Speaker Redmond	
		Giorgi	
		Speaker Redmond	Resolution adopted



GENERAL ASSEMBLY

STATE OF ILLINOIS

HOUSE OF REPRESENTATIVES

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		Clerk O'Brien	
		Speaker Redmond	
31		Clerk O'Brien	Introduction, First Reading
32		Speaker Redmond	
		Matijevich	Announcement
		Speaker Redmond	
		Leon	Announcement
33		Speaker Redmond	
		Clerk O'Brien	S.B., First Reading
		Speaker Redmond	Take H.B. 96 Out of Record
		Clerk O'Brien	Message from Senate
34		Speaker Redmond	House adjourned until 10:00 Wednesday

