

STATE OF ILLINOIS
86th GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES
TRANSCRIPTION DEBATE

116th Legislative Day

May 14, 1990

Speaker McPike: "House will come to order. The House will come to order. The Chaplain for today is Father Charles Mulcrone of Saint Mary's Catholic Church in Farmersville. Father Mulcrone is the guest of Representative Hasara. The guests in the balcony may wish to rise and join us for the invocation."

Father Mulcrone: "Let us pray. Almighty and eternal God, God of power, God of might, wisdom and justice, through Your authority is rightly administered, laws are enacted, judgement is decreed. Let the light of Your divine wisdom direct the deliberations of these dedicated Members of the Illinois House of Representatives. We are grateful for their service to all the citizens of our great state. Allow Your light to shine forth in all the proceedings and laws framed for our rule and government. May they seek to preserve peace, promote the well-being of all our citizens, especially those who are powerless and may their unselfish concern for their sisters and brothers throughout our state bring us all continual blessings. Amen."

Speaker McPike: "We'll be led in the Pledge of Allegiance by Representative Ropp."

Ropp - et all: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Speaker McPike: "Roll Call for Attendance. Representative Piel."

Piel: "Thank you, Mr. Speaker. All present today."

Speaker McPike: "Representative Matijevich."

Matijevich: "Speaker, Representative Bowman is excused today, due to illness in the family."

Speaker McPike: "And Representative Farley?"

Matijevich: "Yes, Representative Farley, due to illness."

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Speaker McPike: "Thank you. Take the record Mr. Clerk. 115 Members answering the Roll Call. A quorum is present. ...Bill First Reading."

Clerk O'Brien: "Senate Bill 1498, Saltsman, a Bill for an Act to amend the Illinois Vehicle Code. First Reading of the Bill."

Speaker McPike: "Representative Mautino, there's a mistake on today's Calendar. It says Monday, May 12. It's actually Monday, May 14th. Education, Special Order. Second Reading. Representative McGann. The first Bill, House Bill 613. Out of the record. House Bill 1222; Representative Curran. Out of the record. House Bill 1382; Representative Cowlshaw. Representative Cowlshaw. House Bill 2874; Representative Shaw. House Bill 3067; Representative Turner. House Bill 3421; Representative Matijevich. House Bill 3989; Representative Hicks. House Bill 4023; Representative Turner. House Bill 4087; Representative Trotter. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 4087, a Bill for an Act to amend the School Code. Second Reading of the Bill. No Committee Amendments, or Floor Amendments."

Speaker McPike: "Any Floor Amendments?"

Clerk O'Brien: "No Floor Amendments."

Speaker McPike: "Representative Trotter. Third Reading. Third Reading. House Bill 4135; Representative Munizzi. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 4135, a Bill for an Act to amend the School Code. Second Reading of the Bill. No Committee Amendments."

Speaker McPike: "Any Floor Amendments?"

Clerk O'Brien: "Floor Amendment #1, offered by Representative Munizzi."

Speaker McPike: "Representative Munizzi."

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Munizzi: "Thank you, Mr. Speaker and Ladies and Gentlemen of the House. This Bill provides, the Bill provides for required school districts to provide instructions to persons attending grades nine through twelve on certain offenses of the Criminal Code, the Cannabis Control Act and Control Substance Act and also the Illinois Vehicle Code in a general overview of the Juvenile Court System and the Criminal Justice System. The Amendment requires that this be, allows this to be permissible as opposed to making it mandatory. There's been a fiscal note filed that states that there would be no fiscal impact as a result of this education. With the Amendment the Board of Educa...The State Board of Education has withdrawn its opposition to the Bill. We worked on this in committee, it is something that school children need to learn about the laws of the criminal justice system and I'd be happy to entertain any questions regarding the Amendment."

Speaker McPike: "And on the Amendment, Representative Cowlshaw."

Cowlshaw: "Thank you, Mr. Speaker, Ladies and Gentlemen of the House. Representative Munizzi has worked with me and with others very cooperatively on all of this and I want to express my gratitude for that. I think it's also suitable for us to note that this was the suggestion of the State's Attorney of Cook County, who is willing to undertake putting together a video tape on this subject and to make that available to high schools throughout Illinois if they, if they want it. The only problem that I encounter with this, and I really think we oughta adopt this Amendment. It's an excellent Amendment, it's what we requested in committee, but Representative one thing I mentioned to you last Friday is that although this Amendment no longer makes it mandatory for any State's Attorney to prepare this kind of material, because all we amended was the latter part of

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this Bill rather than the earlier part as well, having to include this in the curriculum is still a mandate. If you would be willing to work with me and with others who are interested in this issue, when the Bill gets to the Senate and I assume that you would, then I can see no reason why we shouldn't advance this, adopt the Amendment, advance the Bill to Third Reading and then attempt to remove the mandate portion of the earlier part of the Bill in the Senate. If you would agree to that, I would certainly agree to all of this and I think the State's Attorney of Cook County deserves a good deal of credit for coming up with this idea. Would you agree to that Representative?"

Munizzi: "Absolutely. Absolutely."

Cowlshaw: "Very good. Very...Thank you very much."

Munizzi: "Thank you. Again I'd be willing to do whatever it takes to get this education out to the young people in our communities and throughout our state. The State's Attorney of Cook County has offered to provide a video tape that would be admissible to present to the young people at no charge to them. He will provide it and I ask for your favorable vote on this Amendment."

Speaker McPike: "The question is, 'Shall Amendment #1 be adopted?' All in favor say 'aye' opposed 'no'. The 'ayes' have it and the Amendment is adopted. Is the fiscal note filed?"

Clerk O'Brien: "Fiscal note is filed."

Speaker McPike: "Third Reading. Are there any Bills on Education, Third Reading that need to be brought back to Second? Next Order is Human Services, Second Reading. House Bill 3565; Representative Currie. House Bill 3567; Representative Williams. House Bill 3587; Representative Didrickson. House Bill 3702; Representative Homer. House Bill 3755; Representative Levin. Mr. Levin. Out of the

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record. House Bill 4074; Representative Curran. Are there any Bills on Third Reading, Human Services that the Members would like brought back to Second Reading? The next...Representative Phelps."

Phelps: "Thank you, Mr. Speaker, Ladies and Gentlemen of the House. I have an Amendment I'd like to attach to 3571. It's on Third Reading."

Speaker McPike: "House Bill 3571?"

Phelps: "Yes."

Speaker McPike: "In Human Services?"

Phelps: "Yes, Sir."

Speaker McPike: "Mr. Phelps, I don't see it on the Special Order of Human Services."

Phelps: "I think it's on State and Local Government. I'm sorry."

Speaker McPike: "Alright. Well, we'll get to that shortly. On the Special Order of Insurance. House Bill 3683; Representative Leverenz. House Bill 3941; Representative Satterthwaite. House Bill 4032; Representative Matijevich. House Bill 4048; Representative Williams. Does anyone have a Bill on Insurance, Third Reading? Representative Regan. What is your Bill number sir?"

Regan: "Excuse me, if you wouldn't mind backing up to Human Services..."

Speaker McPike: "What is your Bill in Human Services, Sir?"

Regan: "2647 and..."

Speaker McPike: "2647. Representative Mautino, for what reason do you rise?"

Mautino: "In response to the Chair's inquiry concerning Bills on Third that are noncontroversial and the Sponsor may want to go with. I'll wait until Representative Regan..."

Speaker McPike: "And what, what Special Order, Representative Mautino?"

Mautino: "Insurance, Third Reading."

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Speaker McPike: "Alright, let's look at this one first, then I'll get to you. Representative Regan, there are no Amendments filed on 2647."

Regan: "I'm sorry, this is Third Reading. I assumed they went by me. Are you just looking for Bills that are being amended? I'll get back to you later."

Speaker McPike: "Representative Regan, its uh..."

Regan: "I'm sorry."

Speaker McPike: "It's now 4:20. Representative Mautino, what is your Bill?"

Mautino: "3468, Mr. Speaker."

Speaker McPike: "3468. Is that correct?"

Mautino: "Yes, Sir."

Speaker McPike: "Alright. Mr. Clerk, the Gentleman asks leave to bring the Bill back to Second Reading. Are there any objections? Hearing none, leave is granted. The Bill's on Second Reading. Are there any Amendments, Mr. Clerk? Representative Mautino, there are no Amendments filed on this Bill?"

Mautino: "I apologize, I called the wrong number. Would you please move it back to Third?"

Speaker McPike: "Alright. 3468, Third Reading. You have another Bill, Representative?"

Mautino: "Yes, and I've just been informed the Amendment's not ready. Thank you."

Speaker McPike: "Alright. Is there anyone else? Next Order on Special Call is Transportation. Second Reading. House Bill 2867; Representative Lang. House Bill 3043; Representative Santiago. House Bill 3915; Representative Goforth. House Bill 4172; Representative Hicks. 4172. Out of the record. Anyone have a Bill on Transportation, Third Reading, that needs an Amendment? The next Order is Economic Development. Second Reading. House Bill 2876;

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Representative LeFlore. Are there any Bills on Economic Development, Third Reading, that need Amended? Next Order, State Government Administration, Second Reading. House Bill 3777; Representative Currie. House Bill 4050; Representative Currie. House Bill 4196; Representative Cullerton. Mr. Cullerton. Does anyone have a Bill on State Government Administration, Third Reading, that needs amended? Representative Phelps, what is your Bill, Sir?"

Phelps: "3571, Mr. Speaker."

Speaker McPike: "Is that on State Government Administration?"

Phelps: "State and Local Government, I'm sorry."

Speaker McPike: "We're not there yet, Sir."

Phelps: "I'm eager."

Speaker McPike: "Criminal Law, Second Reading. House Bill 2399, Representative Homer. House Bill 2957; Representative Cullerton. House Bill 3144; Representative Krska. Representative Homer, you have four Bills on this Order. House Bill 3838; Representative Stern. House Bill 4129; Representative Santiago. Read the Bill Mr. Clerk. 4129."

Clerk O'Brien: "House Bill 4129, a Bill for an Act to amend the Criminal Code. Second Reading of the Bill. Amendment #1 was adopted in committee."

Speaker McPike: "Any Motions filed?"

Clerk O'Brien: "No Motions filed."

Speaker McPike: "Any Floor Amendments?"

Clerk O'Brien: "Floor Amendment #2, offered by Representative Santiago."

Speaker McPike: "Representative Santiago."

Santiago: "Yea. Amendment #2 what it does it removes the six month mandatory sentences it makes it a single Class I Felony. This is an Amendment that was agreed with the Illinois Bar Association, and also the ACLU took part in drafting the Amendment."

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Speaker McPike: "Is there any discussion? Representative Piel."

Piel: "Thank you, Mr. Speaker. Will the Gentleman yield for a question?"

Speaker McPike: "Yes, he will."

Piel "Representative Santiago, could you explain exactly what the Amendment does and what the genesis of the Amendment is?"

Santiago: "Yea. Basically, I started out, this is what we call the smash and grab Bill. The Vehicle Invasion Bill. We started out with a sentence of a Class I Felony and there was some objections to it because they said it was too severe of a punishment so what we agreed to reduce it to a simple Class I Felony. What happened was that it also required a six month probation period and what we did we scratched all of that off and we just left it with a Class I Felony."

Piel: "Fine. Thank you very much."

Speaker McPike: "The question is, 'Shall Amendment #2 be adopted?' All those in favor say 'aye', opposed 'no'. The 'ayes' have it and the Amendment is adopted. Further Amendments?"

Clerk O'Brien: "No further Amendments."

Speaker McPike: "Third Reading. In Criminal Law, Third Reading, does anyone have a Bill to move back to Second? State and Local Government, Second Reading. House Bill 2538; Representative Wyvetter Younge. Mr. Clerk, is a fiscal note filed? On 2538?"

Clerk O'Brien: "A fiscal note is not filed."

Speaker McPike: "Out of the record. House Bill 3000; Representative Matijevich. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 3000, a Bill for an Act concerning preference of Illinois bidders. Second Reading of the Bill. No Committee Amendments."

Speaker McPike: "Any Floor Amendments?"

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Clerk O'Brien: "No Floor Amendments."

Speaker McPike: "A fiscal note filed?"

Clerk O'Brien: "A state mandate's note as requested is filed."

Speaker McPike: "Third Reading. House Bill 3148; Representative Matijevidich. House Bill 3261; Representative Hicks. House Bill 3367; Representative Leverenz. House Bill 3811; Representative Currie. House Bill 3872; Representative Matijevidich. House Bill 3993; Representative Cullerton. House Bill 3993; Representative Cullerton. State and Local Government, Third Reading. Does anyone have a Bill on this Order? Representative Phelps, what is it? Representative Wojcik, for what reason do you rise?"

Wojcik: "Yes Mr. Speaker. I would like to table House Bill 3589."

Speaker McPike: "Is that your Bill?"

Wojcik: "Yes."

Speaker McPike: "The Lady moves to table House Bill 3589. Does anyone stand in opposition to the Lady's Motion? Representative Cullerton."

Cullerton: "Yes. Would the Sponsor yield?"

Speaker McPike: "Would the Sponsor yield?"

Wojcik: "What? Yes."

Cullerton: "The original Bill was a Bill that repealed the Illinois Health Care Cost Retainment Fund?"

Wojcik: "Right."

Cullerton: "What was the original theory behind the Bill? Was it meant to be like a shell Bill? Or was it meant to actually repeal this fund?"

Wojcik: "It was meant to be a shell Bill."

Cullerton: "And then there were a couple of Amendments that were offered that were ruled nongermane. Was there original theory behind what was going to build up the shell?"

Wojcik: "No, there was no original theory. The statutory wording

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was felt would fit this House Bill."

Cullerton: "I'm sorry."

Wojcik: "It was felt that the statutory wording would suffice for the Amendment regarding this Bill."

Cullerton: "In other words, the Amendments are no longer needed, is that what you're saying?"

Wojcik: "Well, it being..."

Cullerton: "The Amendments that were going to go in the Bill are no longer needed?"

Wojcik: "Representative, the Amendments are needed, however, I am the Sponsor of the Bill, so therefore I have the power and the right to justify my actions as I have just done now. I'm tabling the Bill."

Cullerton: "Well, wait a minute. Now we got a vote on it. I just wanted to find out if a you had a deal or something, that's all. You don't have to get mad."

Wojcik: "Oh, I'm not mad. Only dogs get mad, Representative."

Speaker McPike: "Does anyone object to the Lady's Motion? Hearing no objections, the Attendance Roll Call will be used. And House Bill 3589 is tabled. On State and Local Government, Representative Phelps."

Phelps: "Thank you, Mr. Speaker."

Speaker McPike: "Is that House Bill 3571?"

Phelps: "Yes. Back to Second Reading."

Speaker McPike: "Are there any objections to bringing House Bill 3571 back to Second Reading? Hearing none, leave is granted. The Bill's on Second Reading. Mr. Clerk are there any Amendments?"

Clerk O'Brien: "Floor Amendment #2, offered by Representative Phelps."

Speaker McPike: "Representative Phelps."

Phelps: "I'd like to withdraw Amendment #2, please."

Speaker McPike: "Amendment #2 is withdrawn. Further Amendments?"

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Clerk O'Brien: "Floor Amendment #3, offered by Representative Phelps."

Speaker McPike: "Representative Phelps."

Phelps: "Thank you, Mr. Speaker, Ladies and Gentlemen of the House. This is an attempt just to add position assistance as one of the lists of allied health professionals that would be covered by this Family Practice Residency Act. So its merely just adding the words position assistance."

Speaker McPike: "Representative Black."

Black: "Thank you very much, Mr. Speaker. Will the Gentleman yield?"

Speaker McPike: "Yes."

Black: "Thank you. Representative, to the, I think I understand the Amendment. But let me make sure I understand now what all's covered under the Bill as amended. If this goes through and I assume it probably will. The, as I understand it you're amending the Family Practice Residency Act to add scholarships for dentists, nurses, podiatrists, chiropractors, optometrists, midwives, and other allied health care professionals, is that correct?"

Phelps: "Right. And the only thing we omitted from that list was physician assistants to what this Amendment will do."

Black: "Right. So now you're adding on top of what has already been added, you're adding physician's assistants. Correct?"

Phelps: "Right. With nurse practioners and the whole list."

Black: "Okay. And is the funding mechanism still the same on this measure, are you still going to divert..."

Phelps: "Nothing changes of, this Amendment only deals with that, addition of that professional listing and position assistance."

Black: "Do you want me to wait on that other part, until they..."

Phelps: "Boy, I'd like that very much."

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Black: "Okay. Thank you."

Speaker McPike: "Further discussion? There being none the question is, 'Shall the Amendment #3 be adopted?' All those in favor say 'aye', opposed 'no'. The 'ayes' have it and the Amendment's adopted. Further Amendments?"

Clerk O'Brien: "No Further Amendments."

Speaker McPike: "Third Reading. Page 29 on the Calendar. Under Conference Committee Reports, Special Call, Drug Paraphernalia. Appears Senate Bill 1456; Representative Homer. Representative Homer. You're on, Sir."

Homer: "Okay. My, I might ask the electrician, no. Okay, it's working now. Thank you, Mr. Speaker, Ladies and Gentlemen. Senate Bill 1456 is a Conference Committee Report. The only item in the Conference Committee Report is an Amendment to the Drug Paraphernalia Control Act. This is the proposal that you recall Father Clements came down last fall and testified before the Judiciary Committee that deals with the sale, delivery of for commercial consideration of drug paraphernalia. A year ago we mod...we amended that Act to make it a penalty for delivery and sale of drug paraphernalia but we provided at that time and it should be a business offense where there is a sale to an individual over the age of 18. Father Clements rightfully requested and we think it's proper that if that should be made into a Class IV Felony, not a business offense. It is a serious matter when an individual sells drug paraphernalia which is designed for no other purpose than to facilitate the use and misuse of drugs. So this Bill provides that it would be a Class IV Felony for such conduct except when the person to whom the delivery is made is under the age of 18 and the person delivering is under the age of 18 in which case the offense would be a Class III Felony. I would answer any questions but urge

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consideration for this Bill."

Speaker McPike: "And on the Conference Committee Report, Representative McCracken."

McCracken: "Thank you, Mr. Speaker, will the Sponsor yield?"

Speaker McPike: "Yes."

McCracken: "Yes. I can see from the Bill that in fact is clean. This at one time was part of the Grand Jury legislation that has been controversial, maybe not this Bill but this provision. And this provision now is by itself and isn't it the intention, or your intention, that the Senate adopt this as well and pass it out?"

Homer: "Right. This is actually a Second Conference Committee Report, so they would have no opportunity to do otherwise."

McCracken: "I haven't seen the second, all I've got is the first, is that what you have?"

Homer: "Well, the, let me, let me be explicit. This is not that the gran...statewide grand jury Bill I believe was House Bill 1486."

McCracken: "Oh. Alright."

Homer: "So, I don't know what originally was Senate Bill 1456, I don't know that Bill. I know that now it is clean, as you say. And the only thing in the Second Conference Committee Report is the drug paraphernalia changes that Father Clements recommended, that were at one time a part of the statewide grand jury proposal."

McCracken: "Okay. I'm looking at the wrong Conference Committee Report. All I have is the first. Could we take this out for just a second and let me look at it?"

Homer: "Sure."

McCracken: "I haven't seen it."

Speaker McPike: "Representative Homer."

Homer: "Yes, the Gentleman doesn't have a copy of this second report. He's asked..."

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Speaker McPike: "Is this the second corrected?"

Homer: "No it's not the second corrected. It's simply the Second Conference Committee Report."

Speaker McPike: "Alright. This is the second, the Clerk tells the Chair that this is the Second Conference Committee Report."

Homer: "Right. And he's asked to take it out of the record until he can examine it."

Speaker McPike: "Alright, let's take it and if you'll get together and...alright. Representative Woolard."

Woolard: "Yes, Mr. Speaker. I'd like to have leave to take House Bill 3120 back to Second Reading."

Speaker McPike: "Alright. 3120 is on State and Local Government? Is there any objections to the Gentleman's request? Hearing none, leave is granted. The Bill's on Second Reading. Mr. Clerk, are there any Amendments?"

Clerk O'Brien: "Floor Amendment #3, offered by Representative Hartke."

Speaker McPike: "Representative Hartke."

Hartke: "Thank you very much, Mr. Speaker. Members of the House, Representative Woolard's Bill extends the enterprise zone numbers by six. And I think that may be a good idea, but I also realize that if we continue expanding the numbers of the enterprise zone it nullifies the effects of what we're trying to do. So this Amendment says if you have been granted an enterprise zone in the past, but you don't use it within a three year period you lose that certification. Either use it or lose it."

Speaker McPike: "Is there any discussion? The question is, 'Shall the Amendment be adopted?' All those in favor say 'aye' opposed 'no'. The 'ayes' have it and the Amendment is adopted. Further Amendments?"

Clerk O'Brien: "No further Amendments."

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Speaker McPike: "Representative, there's a fiscal note request filed. Mr. Clerk, was that request withdrawn?"

Clerk O'Brien: "Not to my knowledge. It is not withdrawn."

Speaker McPike: "Representative McCracken filed the request for a fiscal note. Representative Black says the request has been withdrawn. Third Reading. The next Order is returning to the Conference Committee Report, Special Call, Drug Paraphernalia. Representative Homer. It's on page 29 of the Calendar."

Homer: "Thank you, Mr. Speaker. This is the Bill we took out of the record a moment ago. Representative McCracken has examined the Second Conference Committee Report. I would move the adoption of the Second Conference Committee Report to Senate Bill 1456."

Speaker McPike: "Anything further, Representative?"

Homer: "I move the adoption of the Second Conference Report."

Speaker McPike: "Alright. Is there any discussion on this? There being none, the question is, 'Shall the Second Conference Committee Report to Senate Bill 1456 be adopted?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? Clerk will take the record. On this Motion, there are 109 'ayes', 0 'nays', and 0 voting 'present'. The Second Conference Committee Report to Senate Bill 1456 is adopted and this Bill having received the Constitutional Majority is hereby declared passed. State and Local Government, Third Reading, House Bill 4027. Representative Phelps asks leave to return it to Second Reading. Hearing no objections, leave is granted. Bill's on Second Reading. Mr. Clerk, are there any Amendments filed?"

Clerk O'Brien: "Floor Amendment #1, offered by Representative Phelps."

Speaker McPike: "Representative Phelps."

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Phelps: "Thank you, Mr. Speaker, Ladies and Gentlemen of the House. This Amendment clears up quite a bit on the question of state prison privatization in the state and the moratorium that we're trying to impose of this Bill. Three things that this Amendment will do in trying to work with several colleagues that had some objections at earlier point. Number one, it deletes the definition of correctional institution, because it's already defined in the present Act to say the second redundancy. Number two, it exempts out the local governments are not involved in this now. And work release centers are also exempt. It does those three things. I move for its adoption."

Speaker McPike: "Any discussion? The question is, 'Shall the Amendment be adopted?' Representative Black."

Black: "Thank you, thank you very much, Mr. Speaker. One quick question. It's hard to hear in here Representative. But did you say now you have taken all references to local government out of this?"

Phelps: "Both local governments and the work relief centers."

Black: "Alright, so if a county wanted to look into this issue then they're free to do so, correct?"

Phelps: "They are now, yes. This Amendment."

Black: "Thank you very much."

Speaker McPike: "The question is, 'Shall the Amendment be adopted. All those in favor say 'aye' opposed 'no'. The 'ayes' have it and the Amendment's adopted. Further Amendments?"

Clerk O'Brien: "No further Amendments."

Speaker McPike: "Third Reading. Next Order is Children. Second Reading. House Bill 3579, Representative Trotter. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 3579, a Bill for an Act to amend the Children and Family Services Act. Second Reading of the

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Bill. Amendment #1 was adopted in committee."

Speaker McPike: "Any Motions filed?"

Clerk O'Brien: "No Motions filed."

Speaker McPike: "Any Floor Amendments?"

Clerk O'Brien: "Floor Amendment #2, offered by Representative Trotter."

Speaker McPike: "Representative Trotter."

Trotter: "Yes. Mr. Speaker I would like to withdraw Amendment #2."

Speaker McPike: "Amendment #2 is withdrawn. Further Amendments?"

Clerk O'Brien: "Floor Amendment #3, offered by Representative Trotter."

Speaker McPike: "Representative Trotter."

Trotter: "Yes, Sir. Amendment #3 amends the Act in three different ways. First what it does is deletes the language that was objectionable to the department. Two, it addresses the immediate concerns of the parents that we've met within our foster care task force. And three, what it does it gives the department the ability to reimburse foster parents for damages that were incurred by the foster children. And makes it permissive."

Speaker McPike: "Any discussion? The question is, 'Shall Amendment #3 be adopted?' All in favor say 'aye', opposed 'no'. The 'ayes' have it and the Amendment is adopted. Further Amendments?"

Clerk O'Brien: "No further Amendments."

Speaker McPike: "Third Reading. House Bill 3708; Representative Preston. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 3708, a Bill for an Act to amend an Act in licensed child care workers. Second Reading of the Bill. No Committee Amendments. The fiscal note is not filed."

Speaker McPike: "Representative, the fiscal note is not filed."

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Representative Trotter, oh, I'm sorry. Representative Preston. Representative Preston, a fiscal note is not filed. House Bill 3771; Representative Breslin. Children, Third Reading. Anyone have a Bill on Third they'd like to bring back to Second? Environment, Second Reading. House Bill 3183; Representative. House Bill 3238; Representative Edley. House Bill 3507. House Bill 3649; Representative Hartke. House Bill 3846. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 3846, a Bill for an Act to amend the Environmental Protection Act. Second Reading of the Bill. No Committee or Floor Amendments."

Speaker McPike: "What?"

Clerk O'Brien: "No Committee or Floor Amendments."

Speaker McPike: "Third Reading. Representative Kulas, you want this on Third Reading? Third Reading. Environment, Third Reading. Does anyone have a Bill that they'd like returned to Second? Public Utilities, Second Reading. House Bill 4171. Public Utilities, Third Reading. Anyone have a Bill to bring back? Civil Law, Second Reading. House Bill 3108; Representative John Dunn. House Bill 3674; Representative Kubik. Mr. Kubik? Civil Law, Third Reading. Does anyone have a Bill on Third Reading, Civil Law? Representative Cullerton. Mr. Cullerton. Mr. Electrician, Mr. Cullerton."

Cullerton: "This is the take it back to Second for Amendments?"

Speaker McPike: "Which Bill, Sir?"

Cullerton: "I don't have an Amendment. I thought you were calling Third Reading."

Speaker McPike: "No. I said is there anything on Third Reading that you'd like take back to Second."

Cullerton: "I don't think so."

Speaker McPike: "Does anyone have a Bill on Revenue Third Reading that they'd like to take back to Second? Or Housing, Third

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Reading. Or Elections, Third Reading. Pension, Second Reading. House Bill 3692; Representative Wolf. Five Bills on this Order. Do you want to call any of these, Sir? On Second Reading. I'm sorry, on Third Reading. Do you have any of those to amend? Banking, Second Reading. Appears House Bill 1679. Representative Cowlshaw. Representative Cowlshaw. House Bill 3510; Representative Morrow. House Bill 3554; Representative Turner. Is there any Bill on Banking, Third Reading. If he would like to amend? Labor, Second Reading. House Bill 3114; Representative Lang. House Bill 3220; Representative Cullerton. Cullerton. House Bill 3788; Representative Wyvetter Younge. House Bill 3987; Representative Martinez. Professional Regulations, Second Reading. House Bill 2074; Representative Kubik. House Bill 3524; Representative Parke. Mr. Parke. Does anyone have a Bill on Third Reading, Professional Regulation they'd like amended? Well, that takes care of all Special Calls. Have we gone...Representative Cowlshaw. You have a Bill on Education Second Reading, I believe. 1382. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 1382, a Bill for an Act to amend the Public Community College Act. Second Reading of the Bill. No Committee Amendments."

Speaker McPike: "Any Floor Amendments? Mr. Clerk are there any Amendments?"

Clerk O'Brien: "Floor Amendment...Floor Amendment #2, offered by Representative Cowlshaw."

Cowlshaw: "Thank you, Mr. Speaker. I believe that there was a Floor Amendment #1 that was offered by Representative Kirkland last spring, and it was never adopted. I wonder if you would please recognize Representative Kirkland so that he could withdraw that Amendment and we could keep the

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records straight."

Speaker McPike: "Representative Kirkland."

Kirkland: "'She's right. Withdraw the Amendment, please."

Speaker McPike: "Withdraw the Amendment. Further Amendments?"

Clerk O'Brien: "Floor Amendment #2, offered by Representative Cowlshaw."

Cowlshaw: "Thank you Mr. Speaker, Ladies and Gentlemen of the House. Floor Amendment #2 to House Bill 1382, is an agreed Amendment with the community college groups. It has to do with putting the Community College Act into accord with the current provisions of the Purchasing Act. For example, if in now, it would now include all of those exemptions which the Purchasing Act has as exemptions for contracts exceeding five thousand dollars and all of the remainder would still be competitively bid and I move for the adoption of Amendment #2 to House Bill 1382."

Speaker McPike: "And on that, Representative Cullerton."

Cullerton: "Yes. Thank you. Would the Sponsor yield?"

Speaker McPike: "Yes."

Cullerton: "The section that you amend titled contracts, are you saying that these exceptions that you're adding only cover purposes under five thousand dollars?"

Cowlshaw: "Representative Cullerton, let me try to describe precisely what this relationship to the Purchasing Act is. This Amendment adds the consideration of conformity with specifications in terms of delivery quality and service ability to awarding of contracts. It also exempts from competitive bidding certain equipment maintenance service and repair contracts, certain data processing, telecommunications and interconnect equipment, software and services contracts and purchases, contracts for duplication machines and supplies, natural gas contracts, purchases of preowned equipment, governmental contracts, and certain

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construction contracts or single project contracts not exceeding ten thousand dollars. All other contracts, exceeding five thousand dollars would still be competitively bid. These exemptions are currently included in the Purchasing Act."

Cullerton: "Okay. I guess I didn't know what adjustments we had in the Purchasing Act, but I thought by your first explanation that you were saying that these contracts were now excluding the competitive bidding had something to do with the five thousand dollar limit. These exemptions here have no, there's no limit as to the amount of contracts that these apply to, these exemptions. Is that correct?"

Cowlshaw: "Representative Cullerton, that is my understanding of the explanation that was given to me be the community college people."

Cullerton: "Well, are you saying, for example, that..."

Cowlshaw: "All I'm saying Representative Cullerton, is, that this Amendment simply puts all of the requirements for contracts for community colleges into agreement with existing provisions of the Purchasing Act."

Cullerton: "The Purchasing Act which covers whom?"

Cowlshaw: "Covers state agencies."

Cullerton: "Okay. And these are community colleges with state agencies."

Cowlshaw: "That's right."

Cullerton: "I'm just reexamining whether or not it's a good idea to do it. That's all. You might be right that it's the same as the state but for example, are you saying that we can purchase and contract with the use of data processing equipment software?"

Cowlshaw: "Representative, all these exemptions apply only to contracts not exceeding ten thousand dollars."

Cullerton: "Okay. Well that's the part I don't, that's the part

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I'm not following. That's the part I'm not following. If they're under ten thousand dollars then they're exempt. If they're over ten thousand dollars, there's no exemption, is that what you're saying?"

Cowlshaw: "That is correct and it is my understanding that is the requirement we have now imposed upon state agencies and that the community colleges would simply like to fall under those same provisions."

Cullerton: "Okay. I only see the ten thousand dollar limit in letter J, which deals with contracts repair, remodeling..."

Cowlshaw: "Representative Cullerton, beginning on page two, all of those exemptions fall un...are anything that are, the five thousand dollars limit applies to those. As you can see since that's on page...on line seven, on page two, you see where the five thousand dollar figure is. Alright. Then, where do we get to the ten thousand?"

Cullerton: "Then it goes into exceptions. Starts off by saying that the to award contracts to the purchase of supplies, materials, or work involved in expenditure in excess of five thousand to the lowest bidder."

Cowlshaw: "Right. Right."

Cullerton: "Except the following."

Cowlshaw: "Right."

Cullerton: "And then, then we're adding letter E, which is this long list of types of services, E F G H on down to J, M, and I don't see any, I don't see where the five thousand and ten thousand dollars comes into play except for in the letter J. It seems to me like there's just unlimited...noncompetitive bidding. So maybe if you could take it out for just a few minutes we can put some of the staff peoples' heads together and they can look at this and see if it's doing what you intended to do."

Cowlshaw: "That would be fine. Thank you."

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Cullerton: "Okay. Thanks."

Speaker McPike: "Further discussion? The question is, 'Shall Amendment #2 be adopted?' All in favor say 'aye' opposed 'no'. Representative Cullerton."

Cullerton: "Yea. She was gonna take it out of the record so that we could examine it."

Speaker McPike: "Oh. Alright. The Lady takes the Bill out of the record. Representative McGann, did you have a Bill to bring back to Second?"

McGann: "Yes, Mr. Speaker."

Speaker McPike: "What, what Order of Business is it on?"

McGann: "It's under Human Services. House Bill 3599."

Speaker McPike: "3599 Mr. Clerk, under Human Services. Does the Gentleman have leave? Any objections? Hearing none, the Bill's on Second Reading. Mr. Clerk, are there any Amendments?"

Clerk O'Brien: "Floor Amendment #1, offered by Representative McGann."

Speaker McPike: "Representative McGann."

McGann: "Thank you, Mr. Speaker and Members of the Assembly. Amendment #1 to House Bill 3599 is an Amendment that's been developed by the citizens. It's simply counsel on Mental Health Developmental Disabilities in cooperation with the Department of Public Health and the Department of MHTD. I ask for the adoption of the Amendment."

Speaker McPike: "Is there any questions? Any discussion? The question is, 'Shall Amendment #1 be adopted?' All in favor say 'aye', opposed 'no'. The 'ayes' have it and the Amendment is adopted. Further Amendments?"

Clerk O'Brien: "No further Amendments."

Speaker McPike: "Third Reading. Representative Steczo. House Bill 3624, under Insurance. Third Reading. The Gentleman asks leave to bring that back to Second. The Gentleman

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asks leave, leave is granted. It's on Second Reading. Mr. Clerk, are there any Amendments?"

Clerk O'Brien: "Floor Amendment #1, offered by Representative Steczo."

Speaker McPike: "Representative Steczo."

Steczko: "Thank you, Mr. Speaker and Members of the House. When this Bill was in committee, there was a question as to whether or not the provisions acted as a bridge only for IMRF retirees. This Amendment drawn by IMRF makes it specific that this is strictly a bridge between early retirement and Medicare age and I would move for the adoption of the Amendment."

Speaker McPike: "Any discussion? The question is, 'Shall Amendment #1 be adopted?' All in favor say 'aye', opposed 'no'. The 'ayes' have it. The Amendment's adopted. Further Amendments?"

Clerk O'Brien: "Floor Amendment #2, offered by Representative Steczo."

Speaker McPike: "Representative Steczo."

Steczko: "Ah, thank you Mr. Speaker. This is a municipal exemption from the State's Mandate Act. I would move its adoption."

Speaker McPike: "And on that, Representative McCracken."

McCracken: "Thank you. Will the Sponsor yield?"

Speaker McPike: "Yes."

McCracken: "Did the previous Amendment extend benefits to all what is it...municipal employees? And not going to exempt this from the mandate requirement? So does that mean that municipalities will have to pay for the increased coverage and not be able to look to us for reimbursement?"

Steczko: "No, Representative McCracken. That's not the case. There was some, there was some questions in committee based on the faulty analysis of the biller that we had on our

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side that this main fact cost municipalities money. This Amendment is being offered just to play, safe. The retiree would pay their portion and the municipal portion. So there would be no cost to the municipality for this coverage. They would simply be allowed in this part of the group for that coverage period of time. But just to play safe we...we put the exemption in. But if you read the Bill closely you'll find that the retiree would be responsible for paying his or her share, as well as the municipal...municipal share."

McCracken: "I wonder, could I have just a moment to check with someone on our side of the aisle? Thank you. I'll be right back."

Speaker McPike: "Out of the record. Representative Steczo, will you get right back to us when that's ready? Thank you. House Bills, Third Reading. Special Call, Education. The first Bill is House Bill 391. Representative Steczo. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 391, a Bill for an Act to amend an Act relating to reimbursement. Third Reading of the Bill."

Speaker McPike: "Representative Steczo."

Steczko: "Thank you, Mr. Speaker, Member of the House. House Bill 391 in its amended form amends the School Code, the Insurance Code and the Public Aid Code to provide for reimbursement for health care contracts for covered services provided to children requiring special education in related services. Mr. Speaker, what this Bill does right now is...it is rather the subject of some discussions between the Department of Public Aid and the State Board of Education in an attempt to try to get those services covered for pediatrics and other things certified to the Federal Government. The object of this Bill is to try to get the Department of Public Aid and the State Board of

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Education to work closely together to see if in fact it is possible to qualify and certify dollars to Washington which are not currently...not currently qualified in the hopes that the state can get back from the Federal Government .50 cents in return for every dollar we spend here locally. So I would like this Bill to continue moving in hopes that some agreement between those can be reached. And in the meantime, I would answer any questions that you have if not, if not we'd appreciate your votes and the passage of House Bill 391."

Speaker McPike: "Representative Cowlshaw. On the Bill."

Cowlshaw: "Thank you, Mr. Speaker, Ladies and Gentleman of the House. I understand what Representative Steczo wants to accomplish and I also understand that he hasn't quite arrived at an agreement on all of this. But I would like to point out to you that I am told that it is likely that if this Bill were passed, with the general provisions now included in it, that the cost to the state would be somewhere in the neighborhood of \$16 million. Now, the thing that I find particularly difficult about this legislation, is that although certainly we would want to participate along with the Federal Government in reimbursement for special education students who are eligible for medical benefits, but the fact is the way this Bill opposes that, the student, as long as that student qualified for the special education medical eligibility would receive that reimbursement irrespective of the wealth of the parents. Now I have never believed that we ought to assist people who are millionaires. If they need the money, the child needs the medical care, then certainly. We ought to do what we can. But, right now this state is in no fiscal condition to be promising or providing any kinds of benefits to children whose parents are wealthy.

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And for that reason I rise in opposition to this Bill."

Speaker McPike: "Representative Didrickson."

Didrickson: "Thank you, Mr. Speaker, Members of the Chamber. I rise in support of this initiative and obviously my name is up there as a Cosponsor. I will probably give most of the credit for the initiation of this piece of legislation to Representative Steczo, however. We in our area happen to have a group that have come to us, they're a group of businessmen, educators of special education, who have asked us to try to work out a proposal whereby, it is my understanding, there is no cost to the State of Illinois on this initiative. Whereby we can recapture some federal dollars which I think would be most important. Since we are pretty low on the totem pole on that regard. What we can do is use, and the creative idea here is simply to be allowed to use some of the public aid some of the other social service departments dollars as matches in order to retrieve additional dollars from the Federal Government for our special education program. As Representative Steczo said, at this point in time it isn't perfect, but it is an idea that I think is worthy of working towards and actually can be a very good idea, a cost saving idea for the State of Illinois. And I would just, beg you to at least allow this to be moving along the track, and to allow us to be able to work on your behalf and special education students in your district. Thank you."

Speaker McPike: "Representative Steczo to close."

Steczko: "Thank you Mr. Speaker. I would like to thank Representative Didrickson for her comments on this Bill. I would like to also indicate to you that, that notwithstanding, what fiscal notes, or fiscal people say with regard to the cost of this program under this Bill as its amended. This Bill is language dealing with the program

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that we have amended just to get discussions going. Our purpose, our purpose is to try to do something which will not cost the state one dime. In fact if we succeed in dealing with the Department of Public Aid and the State Board of Education, the state could benefit to the tune of 20 to 30 million dollars without having to spend one dime. And in times of tight budgets, that is a great amount of money, a great amount of funding that we could be dealing with. I would make Representative Cowlshaw the following promise; that if these discussions don't bear fruit with the State Board of Education and Department of Public Aid, that this Bill will not progress any further. It's not our intent to want to spend \$16 million in new drug general revenue fund money. We're trying to get additional money back from the Federal Government without spending anything more. So if this Bill does pass the House today and goes to the Senate and if those discussions with the two departments do not bear fruit, then the Bill will not go any further. But I would, I do think it's an idea, something we should look at. Public Aid and the State Board of Education and in fact the Governor's office are looking at it quite closely and I would ask for your 'yes' votes."

Speaker McPike: "The question is, 'Shall House Bill 391 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? The Clerk will take the record. On this Bill there are 80 'ayes' 28 'nos' 2 voting 'present'. House Bill 391, having received the Constitutional Majority is hereby declared passed. House Bill 759, Representative Countryman. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 759, a Bill for an Act to amend various Acts in relation to colleges and universities.

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Third Reading of the Bill."

Speaker McPike: "Representative Countryman."

Countryman: "Thank you, Mr. Speaker, Ladies and Gentlemen of the House. As amended House Bill 759 provides that student members of the public community college boards, the University of Illinois Board of Trustees, the Board of Regents, the Board of Governors, and the Southern Illinois University Board of Trustees will have the right to cast advisory votes and that those votes will be recorded in the official records at the board's meetings. This Amendment was requested by the students so that they had a record of how each one of the student Members voted. And I'd be happy to answer any questions and ask for your support."

Speaker McPike: "Representative Cullerton."

Cullerton: "The Sponsor yield? Do the boards now have student members?"

Countryman: "Yes."

Cullerton: "Who are non-voting members?"

Countryman: "Correct."

Cullerton: "And can they cast advisory votes now?"

Countryman: "No. No."

Cullerton: "So, I guess....then what the Bill does is it allows them to cast advisory votes and the votes shall be recorded, right?"

Countryman: "That's correct."

Cullerton: "So they can say, basically they're saying if I had a vote, this is how I would vote and...thank you."

Countryman: "That's right."

Speaker McPike: "The question is, 'Shall House Bill 759 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? The Clerk will take the record. On this Bill, there are 109 'ayes', 3 'nos', 1 voting 'present'. House Bill 759 having received the

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Constitutional Majority is hereby declared passed. House Bill 1681; Representative Cowlshaw. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 1681, a Bill for an Act to amend the School Code. Third Reading of the Bill."

Speaker McPike: "Representative Cowlshaw."

Cowlshaw: "Thank you, Mr. Speaker, Ladies and Gentlemen of the House. House Bill 1681 is a Bill which was requested by those people who have had to determine which people who have contracts with school districts would be required to have the criminal background investigation. Now this Bill has nothing to do with teachers, food service workers, bus drivers, or anybody like that. It has only to do with contractual arrangements with school districts, such as an annual contract with a plumbing firm. There has been apparently some misunderstanding about whether every employee of a local plumbing firm has to have a criminal background check before any plumber from that firm can go into the school and fix the plumbing. In order to try to straighten that out, we worked up some language which in committee the language that was suggested didn't seem quite agreeable to the Illinois Education Association, so we later met with the IEA people and worked out the language that was acceptable to them and to everybody else. So this is now an agreed Bill and it has only to do with straightening out which contractual arrangement school districts may have so that the people who for example simply come into the building once in awhile to fix the plumbing do not have to have criminal background checks. Thank you."

Speaker McPike: "Does anyone stand in opposition, this is on Short Debate. The question is, 'Shall House Bill 1681 pass?' All those in favor vote 'aye', opposed vote 'no'."

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Have all voted? Have all voted who wish? Clerk will take the record. On this Bill there are 113 'ayes' no 'nays' none voting 'present'. House Bill 1681 having received the Constitutional Majority is hereby declared passed. House Bill 2859; Representative Shaw. House Bill 3042; Representative McGann. Representative McGann. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 3042, a Bill for an Act to amend an Act concerning education. Third Reading of the Bill."

Speaker McPike: "Representative McGann."

McGann: "Thank you, Mr. Speaker, Members of the Assembly. House Bill 3042 makes another exemption, includes the commuters and off campus students who are not living in university housing, as persons exempt from statutory required immunization for the post-secondary students. I'd ask for its passage."

Speaker McPike: "Thank you. Representative McGann. Representative McGann. The Clerk has called to our attention that there's an Amendment filed on this. Did you wish to..."

McGann: "No. Excuse me. Let us correct that, let's table Amendment #2."

Speaker McPike: "Well, you don't have to, Sir."

McGann: "No. I know."

Speaker McPike: "Do you want to proceed without it?"

McGann: "I'm proceeding without it."

Speaker McPike: "Alright. Proceed. I'm sorry I interrupted you. Proceed."

McGann: "I would ask for passage of House Bill 3042, and am happy to answer any questions."

Speaker McPike: "And on that, Representative Doederlein."

Doederlein: "Yes. I rise in opposition to this Bill. I have a grandson who is deaf, and also had to have a heart

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operation at, before he was a year old because his mother had the measles when she was carrying him. She did have that first shot when she went to elementary school. If she'd have had it when she went to college he would have been not born with that syndrome. We did allow the community colleges to come out of that Bill because of the age difference. But now you say we are now making another exemption. I rise in objection to that other exemption. These students do need this protection. Not only for themselves, but for the students that are on campus. I rise in opposition to this Bill."

Speaker McPike: "Representative Leitch."

Leitch: "Thank you, Mr. Speaker. Will the Gentleman yield?"

Speaker McPike: "Yes."

Leitch: "Andy, we had 125 cases of measles at Bradley University last year. Why should we be exempting the private schools from this Act?"

McGann: "We're not exempting, we're only exempting those who live off campus. Not those that are on campus, just those that are off campus. The community colleges and the State of Illinois are exempted most of them live off the campuses, the average age is 28 years, but at the same time, in Chicagoland and other parts of the state, your private universities those that are living off of campus are no where near obtaining the number of community college students. For example, in the city of Chicago, roughly 250 thousand pass through their halls in a given year. So all we're asking for is equity here. And this is, you've also exempt, the other exemptions are already placed for persons enrolled in one class during a term or semester, persons who instruction solely involves research field work, or study outside of the classroom environment. Those are already in the statue presently."

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Leitch: "Thank you. I don't understand the difference between commuting or driving or living in a dorm, seems to me the exposure in the public health threat is the same. I respectfully urge a 'no' vote. Thank you."

Speaker McPike: "Representative Satterthwaite."

Satterthwaite: "Mr. Speaker and Members of the House. I rise in support of the Gentleman's Bill. We learned last year when trying to implement this immunization program at the higher education levels, that there was a scarcity of the immunization serums and what we will find is that in some cases we may find it difficult to really inoculate the children appropriately. And in return we will be requiring that these older students get inoculated even though many of them may have already had the measles or the mumps or whatever we're talking about or they may already have had the immunization. Part of the problem with older students is that they find it difficult to document either the childhood diseases they have had or the immunization that they had as children. And so what we're attempting to do is at least exempt those people who are commuters, who are much less likely to find the exposure among the other students in the student body because they are not living in close proximity as they would be in dormitory life. I think it's a good trade-off. We are not absolutely sure that we are doing anything by the new law that wouldn't have been done anyway. We're finding that the people who had these diseases who were the cause of our emotional reaction to call for this immunization at the higher education levels are exempt anyway because of religious belief and are not the ones who are getting the inoculations. I think this is a reasonable compromise between the older system and the new. It will help us to focus the materials for immunization on those at higher

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risks and still provide that we will allow some of the older returning commuter students to not have to come under this immunization plan. I think it's a good Bill and I urge your support for it."

Speaker McPike: "Representative Ropp."

Ropp: "Thank you, Mr. Speaker. Will the Sponsor yield?"

Speaker McPike: "Yes."

Ropp: "Representative, can you tell me, do you have an estimate as to the number of students we're talking about as the result of this Bill?"

McGann: "I, Representative, I don't have an exact number of students, but I would say to you that it's far less than what are in the community college system in the State of Illinois."

Ropp: "Well, I guess the concern that some have and we've made some changes already, based on those students that only take maybe one course. We've given those students an exemption. But I guess I'm finding it a little difficult to determining why you want to exempt so many others, other than what we what we currently have passed in pen law. I mean isn't it true that measles and some of these other diseases are still quite contagious and without the immunization it seems like we're almost taking a step backwards? Or another point, isn't it true that the Department of Public Health has stated they would provide this, the vaccine for many of these students now?"

Leitch: "Do you want an answer Representative Ropp? Alright, fine. Good point you bring out. The fact is that the Department of Public Health has been unable to provide the actual needs of the vaccine for the immunization. They have not been able to supply the need. Also, it simply is that a person that's a commuter, back and forth, are in the community college system are far greater with exposure as

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anyone else. All we're asking for is equity here that those individuals that live off campus that they will not be, they will have an exemption such as other categories here, for religious reasons or whatever. That's all we're asking for."

Ropp: "Well, if..."

Leitch: "And far less number than when you're talking about the thousands and thousands and thousands of students going to community colleges."

Ropp: "Well, when you talk about not very many numbers are you say, are you saying somewhere in the area of less than five thousand?"

Leitch: "Well, let's look at it this way. I think I stated before in an answer for someone else. Let's just use the city of Chicago alone. They have approximately 250 thousand community college students going through their halls every year. I would say there isn't 50 thousand going through the private colleges, the universities in the Chicagoland area at that given time. There's quite a bit of difference."

Ropp: "Okay, thank you."

Speaker McPike: "Representative McCracken."

McCracken: "For once the Department of Public Health is treating a public health problem as a public health problem. I consider that admirable progress. This is a public health program. The threat cannot be defined away by some purported settlement or splitting the difference among the effective groups. The Department of Public Health's position papers states that there is no lessened degree of risk merely because students are commuters, they still represent a contagious potential. The Illinois State Medical Society is opposed to this Bill. The Department of Public Health is opposed to it, the Illinois Nurses

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Association is opposed to it. I rise in opposition."

Speaker McPike: "Representative McGann to close."

McGann: "Thank you, Mr. Speaker, Members of the Assembly. The previous speaker says it's a health problem, Department of Public Health is coming out, great. They're coming out in opposition but yet they discriminate at the same time. They discriminate because they don't have the affective of statute for the community colleges and they want the private universities to have it. Secondly, the department can't supply the vaccine as needed. That is another problem. Now if you want to talk about support, we have the support of the Board of Higher Education, we have the support of the Federation of Independent Illinois Colleges and Universities, and the support of the University of Illinois. Let's not have double standards, let's be fair, let's be equitable. I ask you to please give us the green vote on House Bill 3042. It's good legislation. It's fair legislation. Thank you."

Speaker McPike: "The question is, 'Shall House Bill 3042 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? Representative McGann to explain his vote."

McGann: "I would like to have this placed on Postponed Consideration."

Speaker McPike: "Have all voted? The Gentleman needs 47 votes to place this on Postponed. Have all voted who wish? Have all voted who wish? Clerk will take the record. On this Bill there are 50 'ayes', 52 'nos' and this Bill will be placed on Postponed Consideration. House Bill 3075; Representative Weaver. Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 3075, a Bill for an Act to amend the National Guard Scholarship Act. Third Reading of the Bill."

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Speaker McPike: "Representative Weaver."

Weaver: "Thank you, Mr. Speaker. House Bill 3075 is a continuation to close a loophole that we discovered after a Bill last year, guaranteeing the Veterans Scholarship to be an entitlement program. This Bill simply adds two of the veterans scholarship area, the National Guard Scholarship as an entitlement. And I'd be more than happy to answer any questions."

Speaker McPike: "Any discussion? Representative Anthony Young."

Young: "Would the Sponsor yield for a question?"

Speaker McPike: "Yes."

Young: "Why are we doing this? What's the necessity for this Bill?"

Weaver: "Well, because the Veterans Scholarship, including the National Guard Scholarship, when we removed them from the Department of Veterans Affairs, we put them into a section of the law that allows each individual each individual university to judge what they call satisfactory progress. And what we found has occurred is the National Guard members who have transferred in other course work to the university have more than enough hours, total hours to graduate but they don't have enough hours in their particular major. Even though their grades have been very good and they, they're paying their loans back and everything. And in a particular case we've had a college saying well, you have more than enough hours to graduate and you have not graduated, therefore, you violate the satisfactory progress portion of the law and we deny your scholarship. This simply indicates to the universities that this is an entitlement."

Speaker McPike: "The question is, 'Shall House Bill 3075 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? Clerk will take the

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record. On this Bill there are 108 'ayes' no 'nays' 1 voting 'present'. House Bill 3075 having received the Constitutional Majority is hereby declared passed. House Bill 3084; Representative Matijevich. Read the Bill Mr. Clerk. Out of the record. House Bill 3085, Read the Bill Mr. Clerk."

Clerk O'Brien: "House Bill 3085, a Bill for an Act to amend the School Code. Third Reading of the Bill."

Matijevich: "Mr. Speaker and Members of the House. House Bill 3085 is a Bill sponsored by the Illinois Association of Regional Superintendents of Schools. It would authorize the regional superintendents to administer direct in account for educational programs in single and multi-county service regions. Therefore, statutorily authorizing intergovernmental cooperation agreements among regional education service center regions. It would also provide that where funding for approved education programs may be delayed, the regional superintendent may borrow funds in accordance with the term of the grant to begin operation of the program. What has happened at different times the regions have had certain federal or state grants approved but the funding didn't come in time for the school year. This Bill would allow and it would have to be approved by the granting authority to allow the superintendents to provide them loans so that they may have some seed money. This, there are protections written in, so that the Granting Authority would have to approve such loans. And the Amendment provided for the Bill would add language requiring school boards except Chicago for the high schools to establish a Secondary School Evaluation Committee to review, analyze, and evaluate performance of programs. I would appreciate the support of House Bill 3085."

Speaker McPike: "Representative McCracken."

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McCracken: "Well, I suppose if the school district can issue debt warrents or debt instruments in anticipation of tax revenues, this is only a logical extension. But I question whether there are adequate safe guards to insure the source of repayment. All your Bill says is when the program is delayed, they shall have cause to borrow against that anticipated grant. I don't see anywhere in the Bill and maybe I'm missing it, but I don't see anywhere in the Bill where there's any protection. You know grants cannot be forthcoming for a variety of reasons, not only can they be delayed but they can be just deferred indefinitely. You know, I just, I understand the logic, I think it's just an extension of current law, but I don't think there are adequate safeguards. Do you have a response to that Representative?"

Speaker McPike: "Representative Matijevich."

Matijevich: "Well, in my discussion with the legislative representative of the regional superintendents of schools, he said the reasons for this is that it is, in the language at least in his estimations provides just for the, to begin operation. That would mean it would be for start of funding. And this would ordinarily would be small amount...very small loans for seed money and the protection he said, is, that it would have to be approved by the Granting Authority. And also, the added protection is that the there are audits of these funds and he feels that all of that is adequate protection. Primarily because the fact it is seed money and some regions if they don't get this seed money, they will have to deny the grant even though the grant was approved. And that's why they feel it's so necessary."

McCracken: "Well, I raise the subject for your consideration."

Speaker McPike: "Representative Cowlshaw."

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Cowlshaw: "Thank you, Mr. Speaker, Ladies and Gentlemen of the House. If a regional superintendent borrows money to start a program that has been approved by a federal or state agency and then later receives the money, the only cost would be the interest that would be paid on that loan. And that I'm sure would be minimal. However, I would like to remind you the regional superintendent and in fact a educational service region in Illinois, do not have any taxing authority. And we all know of situations in which some program is begun by the State or Federal Government and later the Congress or the General Assembly simply decides to no longer appropriate the money to fund that program. Consequently, I think we ought to be aware of the fact that if a regional superintendent borrowed money for a program that had been approved in which the regional superintendent anticipated receiving the money for, and then learned the the government that was sponsoring the program had withdrawn the funding because no appropriation was made, the regional superintendent may have spent a good share of the money he had borrowed already but he would have no taxing authority, no authority to access local school districts a share of the cost, nor any other means of accumulating the necessary funds to repay that loan. Who would repay that loan? That is a very important question for us, because if we authorized it, you can bet your life we'd get the privilege of repaying it. I have no objection to the Amendment to this Bill, the Amendment is excellent. The Bill is a bismol."

Speaker McPike: "Representative Mautino."

Mautino: "Thank you, Mr. Speaker and Ladies and Gentlemen of the House. I stand in support of House Bill 3085 because as Representative Cowlshaw stated, the Amendment #1 to this legislation makes this good legislation and helps the

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proposal. When we adopted Amendment #1 that was the second half of the accountability Amendment presented by the business community and the IMA to establish oversight within our school systems very similar to what Chicago has already provided and put into place through the School Finance Authority Oversight Committee. The Amendment which I think is important, is the one that addresses the performance of the district. And the three member committee that are appointed to the board that are to provide for an evaluation of the performance including the school report card, the annual school budget and the budgeting process, the district's priority goals and learning objectives, the testing and assessment systems employed by the districts, staffing patterns, evaluation training and teacher evaluation and remediation plans, the parent and community involvement efforts and other information that the committee, I think, believes is necessary to keep the accountability provisions and the classifications of the areas within the school district in the schools in those districts on their toes. I think that the Amendment made this Bill much better and I stand in support of both the Bill and that most important Amendment."

Speaker McGann: "Representative McNamara."

McNamara: "Thank you, Mr. Speaker. The Sponsor will yield for a question?"

Speaker McGann: "Yes."

McNamara: "Representative Matijevich, I understand that in the committee meeting, when they were explaining, because there were some facts that came, or some comments that were made on the floor here, that may not totally be correct. It was my understanding that in the committee meeting that the superintendents testified that they had to have those

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interest payments in the program already, before they could expend them. Isn't that correct?"

Matijevich: "That's correct."

McNamara: "So, then to this Bill. I think also the basic Bill is a correct Bill as well as the Amendment. The Bill states that the superintendents cannot, absolutely cannot expend any dollars unless they are authorized and they are authorized to do that by the grant. That grant process happens to authorize also the interest payments and if it does not, they are not authorized to spend those dollars. Therefore, I think this is logical, correct, both the Bill and the Amendment are good. I urge your 'aye' votes."

Speaker McPike: "Representative Matijevich to close."

Matijevich: "Well, Representative McNamara closed for me because that's what I was going to say in response to Representative Cowlshaw. Both the Bill, the underlying Bill and the Amendment are both good. Nothing bismal about this Bill at all. It is a responsible Bill and the Granting Authority has the approval over the loan and the, it does come out of the grant money. Very often, what happens is the grant monies have been approved and even appropriated. Yet because of the delay, the regions can't start up a program, so I would urge an 'aye' vote on this Bill."

Speaker McPike: "The question is, 'Shall House Bill 3085 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? The Clerk will take the record. On this Bill there are 104 'ayes', 7 'nos', and 1 voting 'present'. House Bill 3085 having received the Constitutional Majority is hereby declared passed. House Bill 3119, Representative Parcells. Out of the record. House Bill 3146, Representative Curran. Mr. Curran? Read the Bill, Mr. Clerk."

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Clerk O'Brien: "House Bill 3146, a Bill for an Act to amend the School Code. Third Reading of the Bill."

Curran: "Thank you, Mr. Speaker. I wish to take 3146 back to Second Reading, hold it there for a day, add an Amendment tomorrow and pass it on Third Reading tomorrow. At this...point I'd like to take 3146 back to Second Reading."

Speaker McPike: "Fine. Any objections? The Gentleman would like to return it to Second Reading. Hearing none, the Gentleman has leave. House Bill 3146 is on Second Reading. House Bill 3158, Representative Weller. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 3158, a Bill for an Act in relation to teacher fellowship programs. Third Reading of the Bill."

Speaker McPike: "Representative Weller."

Weller: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House, House Bill 3158 authorizes Illinois universities and colleges and cooperating school districts to establish a Peace Corps Fellow Program. A program intended to recruit returning Peace Corps veterans in education. Program authorizes fellowships in return for a two year commitment to teach in Illinois toughest and most challenging public schools while enrolled in education studies at Illinois universities and colleges. Aware of no opposition to the Bill. I'd be happy to answer any questions, and I'd ask for an 'aye' vote."

Speaker McPike: "Any discussion on the Bill. Question is, 'Shall House Bill 3158 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? The Clerk will take the record. On this Bill there are 111 'ayes', 1 'no', none voting 'present'. House Bill 3158 having received the Constitutional Majority is hereby declared passed. House Bill 3299, Representative Hartke. Read the Bill, Mr. Clerk."

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Clerk O'Brien: "House Bill 3299, a Bill for an Act to amend the School Code. Third Reading of the Bill."

Speaker McPike: "Representative Hartke."

Hartke: "Thank you very much, Mr. Speaker. Members of the House, House Bill 3299 amends the School Code and adds the provision of the CPR instruction and Heimlich Maneuver in Amendment #2 and Amendment #3 adds the IMA proposal of school accountability. I'd be happy to answer any questions that...that you have on the Bill."

Speaker McPike: "Representative McCracken."

McCracken: "Thank you. I realize this is a Mandate, which many in the educational community do not like, however, I think that is far outweighed by the Amendment or Amendments, which essentially are the Illinois Manufacturers Association Accountability Project, something that we debated on Second Reading extensively and something that is long overdue. I rise in support of the Bill. And particularly in support of that Amendment."

Speaker McPike: "Representative Mautino."

Mautino: "Thank you very much. I agree in total with Representative McCracken's evaluation of the legislation, as well as Amendment #3. This is the second half of the...original proposal for accountability within our school systems. It was spelled out in the Amendment process. I would be most happy to answer any questions concerning the objectives, the accountability, the oversight and the nine areas of...attention that the oversight and accountability division will establish within the Illinois Office of Education. And I have been informed that about thirty days ago, the title and the division or subdivision has been established by the State Office of Education. And I too, stand in support of 3299 original form and with the Amendments."

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Speaker McPike: "Anyone stand in opposition? Representative Parke."

Parke: "Thank you, Mr. Speaker. Will the Sponsor yield to a question?"

Speaker McPike: "Yes."

Parke: "It's my understanding, Representative Hartke, that if a student does not learn to administer CPR correctly that they cannot graduate from high school? Is that what this Bill does?"

Hartke: "No, Sir. That was the original Bill and Amendment #2 put it in a unit of health instruction. It is not a requirement for graduation as the Bill now reads."

Parke: "But this is a Mandate. We are now mandating to the school system that they must teach CPR in some form of the curriculum?"

Hartke: "This is...yeah, I guess a minimal mandate, because it requires a...a unit of instruction in CPR and heimlich maneuver in the health courses in the schools."

Parke: "Thank you."

Speaker McPike: "Representative White."

White: "Mr. Speaker, Ladies and Gentlemen of the House, I stand in support of this wonderful piece of legislation. What we're...what we seek to do with this Bill is to...require every youngster who attends school to become a paramedic within himself within the health field. What I'm really trying to say is...that when you teach a youngster in health that he must eat properly...well, if he doesn't eat properly, then further down the line he will...be lesser for it. But if a person is choking, or if a person is drowning and if a person is choking with...you use the heimlich method, and if a person is drowning then of course you'd use CPR. So what we're doing with this piece of legislation is to make every student within a school a

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paramedic or a lifesaver. And I think, that if we can pass this piece of legislation, this will probably be the best Bill of the Session."

Speaker McPike: "Question is, 'Shall House Bill 3299 pass?' All in favor vote 'aye', opposed vote 'no'. Representative Cowlshaw to explain her vote."

Cowlshaw: "Thank you, Mr. Speaker. I was just going to inquire about the use of the...the Sponsor's use of the term 'unit of instruction', because that is not contained in the Amendment that was adopted to this Bill. And consequently, it seems a little curious that we're...our Sponsor doesn't know what his Bill says."

Speaker McPike: "Have all voted? Representative Hartke, do you want to explain your vote? Mr. Hartke do you want to explain your vote?...briefly. No? Doesn't want to. Have all voted? Have all voted who wish? Clerk will take the record. On this Bill there are 95 'ayes', 15 'nos' and 2 voting 'present'. House Bill 3299 having received the Constitutional Majority is hereby declared passed. Representative Hicks, did you have a Bill on...on Third Reading that you wanted to amend? Representative Hicks?"

Hicks: "Thank you, Mr. Speaker. I would request we take House Bill 4152..."

Speaker McPike: "What Order of Business?"

Hicks: "It's on State and Local Governments - Third Reading."

Speaker McPike: "Alright. State...State...State and Local Governments. House Bill 4152."

Hicks: "House Bill 4152..."

Speaker McPike: "The Gentleman asks leave to return it to Second Reading. Are there any objections? Hearing none leave is granted. Mr. Clerk, are there any Amendments?"

Clerk O'Brien: "Floor Amendment #1 offered by Representative Peterson."

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Speaker McPike: "Representative Peterson."

Peterson: "Thank you, Mr. Speaker. Members of the House, Amendment 1 to House Bill 4152 establishes the waste recycling targets for all state agencies and local governments. It's an Agreed Amendment. It includes no funding. The task force is still working on the final details of this Amendment. And I ask for your approval."

Speaker McPike: "Question is, 'Shall Amendment #1 be adopted?' All those in favor say 'aye', opposed 'no'. The 'ayes' have it, and the Amendment is adopted. Further Amendments?"

Clerk O'Brien: "Floor Amendment #2 offered by Representative Kulas."

Speaker McPike: "Representative Kulas."

Kulas: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House, Amendment #2 sets the goals for reduction of waste to 25 percent by the year of 1995 and 50 percent by the year 2000. It also clarifies that waste means solid, municipal waste and not hazardous waste. I would move for its adoption."

Speaker McPike: "Question is, 'Shall Amendment #2 be adopted?' All in favor say 'aye', opposed 'no'. The 'ayes' have it. The Amendment is adopted. Further Amendments?"

Clerk O'Brien: "No further Amendments."

Speaker McPike: "Alright. Third Reading. Returning back to Education - Third Reading...is House Bill 3569, Representative Hicks. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 3569..."

Speaker McPike: "It's on Consideration Postponed? Mr. Hicks."

Hicks: "Thank you very much, Mr. Speaker. House Bill 3569 is the establishment of the Downstate Educational Academy. I'd be happy to try and answer any questions on it."

Speaker McPike: "And on the Bill, Representative Cowlshaw."

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Cowlshaw: "Mr. Speaker, the reason this Bill is on Postponed Consideration is because most of us here are fully aware of the fact that we already have one specialized academy. That it is inordinately expensive per pupil. That in fact, if we keep having more and more of those academies we keep removing from the classrooms of our public high schools throughout the state, the very brightest students who...serve as examples for the other students. I have...I have always strongly supported the math and science academy that we already have. I one thing that I have always found troublesome is the cost per pupil that is necessary because of its residential component. I really don't believe, given the fiscal condition of this state, that we can afford another such endeavor. And because of the fact that I think we need to try to keep the rest of those bright kids in their own high school. And because we need the money for the existing high schools and the students in those high schools, I think that we ought to give this vote...this Bill even less vote than we gave it when we put it on Postponed Consideration."

Speaker McPike: "Representative Hicks to close."

Hicks: "Thank you very much, Mr. Speaker. I just find it incredible that the...only one speaking in opposition to the Bill, is the person who has the current academy in their area, and I would ask for an 'aye' positive vote on the Bill."

Speaker McPike: "Question is, 'Shall House Bill 3569 pass?' All those in favor vote 'aye', opposed vote 'no'. Representative Phelps to explain his vote."

Phelps: "Thank you, Mr. Speaker. I just wanted to rise in support, and tell you that this is one way we can equalize the...state with representation for the quality of institution that would take care of our talented kids in

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these areas of math and science. And it's much needed. It'd be money that would be returned and a wise investment. Appreciate your support."

Speaker McPike: "Have all voted? Have all voted who wish? Representative Stephens to explain his vote."

Stephens: "Well, Mr. Speaker, just to explain that this is not an Appropriations Bill. And so, technically, this doesn't cost the state any money."

Speaker McPike: "Representative Preston to explain his vote."

Preston: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House, I rise in support of Representative Hicks' Bill. And I just wanted to explain why I think that it's a good idea. An academy downstate that will be of benefit to some of the best students in that area of the State of Illinois will afford an opportunity to the most excellent of our students to get the most of excellent of educations. And it has nothing to do with what part of the state these students come from. That is not...I am not voting for this to benefit a student. I'm voting for this to benefit all the people that made themselves benefit from that student going on and perhaps discovering as a result of that excellent education that they're getting, above and beyond what might otherwise be available. Might go on to discover cures for cardiac disease, for various forms of cancer and the other problems that confront society. That will benefit all of us whether we come from the southern part, the central part or the northern part of the State of Illinois."

Speaker McPike: "Have all voted? Have all voted who wish? Clerk will take the record. On this Bill there are 61 'ayes' and 47 'nos'. Representative McCracken requests a verification. Representative Hicks asks for a poll of those not voting. Mr. Clerk."

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Clerk O'Brien: "Poll of those not voting: Cullerton. Flowers.
Homer. Krska. Leverenz. and Anthony Young."

Speaker McPike: "Proceed with the Poll of the Affirmative, Mr.
Clerk."

Clerk O'Brien: "Balanoff. Black. Breslin. Brunsvold. Bugielski.
Capparelli. Curran. DeJaegher. DeLeo. Dunn. Edley. Flinn.
Giglio. Goforth. Granberg. Hannig. Hartke. Hasara..."

Speaker McPike: "Representative McCracken, would you verify
Monroe Flinn? Proceed."

Clerk O'Brien: "Hicks. Lou Jones. Shirley Jones. Keane. Kulas.
Lang. Laurino. Levin. Martinez. Matijevich. Mautino.
McGann. McPike. Morrow. Mulcahey. Munizzi. Noland. Novak.
Phelps. Preston. Rice. Richmond. Ronan. Ryder. Saltsman.
Santiago. Shaw. Steczo. Stephens. Sutker. Tenhouse.
Trotter. Turner. Van Duyne. Weaver. Wennlund. White.
Williams. Wojcik. Wolf. Woolard. Wyvetter Younge. and Mr.
Speaker."

Speaker McPike: "Mr. McCracken, Representative DeJaegher would
like to be verified. Representative McCracken."

McCracken: "I'm getting old, I can't read this with my glasses
on. Keane. Representative Keane?"

Speaker McPike: "Representative Keane? Representative Jim Keane?
Here he is, right here."

McCracken: "Thank you. Representative Richmond?"

Speaker McPike: "Representative Richmond's in his chair."

McCracken: "Representative Van Duyne?"

Speaker McPike: "Representative Van Duyne? Is Mr. Van Duyne
here? Remove him from the Roll."

McCracken: "Representative Shaw?"

Speaker McPike: "Representative Shaw here? Remove him from the
Roll."

McCracken: "Representative Granberg?"

Speaker McPike: "Representative Granberg? In..right here."

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McCracken: "Representative Lang?"

Speaker McPike: "Representative Lang is right down front."

McCracken: "Representative Hartke?"

Speaker McPike: "Representative Hartke? Representative Hartke?

Mr. Hartke here? Remove him from the Roll."

McCracken: "Representative Steczo?"

Speaker McPike: "He's here in the back."

McCracken: "Representative Morrow?"

Speaker McPike: "Representative Morrow?"

McCracken: "Oh. There he is. He's right there."

Speaker McPike: "We found him."

McCracken: "Representative Williams?"

Speaker McPike: "Representative Williams? Representative Williams here? Gentleman is not here. Remove him from the Roll."

McCracken: "Representative DeLeo?"

Speaker McPike: "Representative DeLeo here? Just a minute...just a minute. Representative Davis would like to change her vote from 'no' to 'aye'. Representative DeLeo here? Mr. DeLeo? Remove him from the Roll."

McCracken: "Representative Turner?"

Speaker McPike: "Representative Turner? Representative Turner? Mr. Turner here? Remove him from the Roll."

McCracken: "Representative Martinez?"

Speaker McPike: "He's in his seat."

McCracken: "Representative Rice?"

Speaker McPike: "Mr. Rice is in his chair."

McCracken: "Representative Bugielski?"

Speaker McPike: "He's down front."

McCracken: "Representative Capparelli?"

Speaker McPike: "He's right...right in the middle."

McCracken: "Representative Lou Jones?"

Speaker McPike: "Representative Lou Jones? Is the Lady here?"

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Remove her from the Roll."

McCracken: "Nothing further."

Speaker McPike: "Representative Cullerton."

Cullerton: "I'd like to vote 'aye', please."

Speaker McPike: "Vote Representative Cullerton 'aye'.

Representative Lou Jones has returned. Would you put her on the chair...on the Roll as 'aye'. Representative DeLeo has returned. Vote Representative DeLeo 'aye'. Representative Currie would like to be changed from 'no' to 'aye'. Representative Terzich would like to be changed from 'no' to 'aye'. Terzich. On this Bill there are 60 voting 'aye', 44 voting 'no'. House Bill 3569 having received the Constitutional Majority is hereby declared passed. Representative Leverenz. Under State Government Administration. The Gentleman has asked leave to bring...I'm sorry. Representative Matijevich. The Gentleman has asked leave to return House Bill 3197 to Second Reading. Hearing no objections, leave is granted. The Bill is on Second Reading. Mr. Clerk, are there any Amendments filed?"

Clerk O'Brien: "Floor Amendment #6 Representative Leverenz"

Speaker McPike: "Representative Leverenz."

Leverenz: "I thank you, Mr. Speaker. I would move now to table Amendment #5, which has a technical flaw with the adoption of Amendment #3."

Speaker McPike: "Amendment #5 the Motion is to table, is that correct?"

Leverenz: "Correct."

Speaker McPike: "Motion is to table Amendment #5. Any discussion? Question is, 'Shall Amendment #5 be tabled?' All in favor say 'aye', opposed 'no'. The 'ayes' have it. The Amendment's tabled. Further Amendments?"

Clerk O'Brien: "Floor Amendment #6 offered by Representative

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Leverenz."

Speaker McPike: "Representative Leverenz."

Leverenz: "Amendment 5 is tabled, and Amendment 6 would correct the flaw in 5. I move for the adoption of Amendment #6."

Speaker McPike: "Gentleman moves for the adoption of Amendment #6 and on that Representative McCracken."

McCracken: "Thank you. Has the Amendment been printed and distributed?"

Speaker McPike: "Yes."

McCracken: "Could I have just a moment to find it, Representative Leverenz? We can get right back to it."

Speaker McPike: "Representative Hultgren, do you have this Amendment?"

McCracken: "I don't care if Representative Hultgren has the Amendment. I've asked him for a moment to look at it."

Speaker McPike: "I was going to ask him to bring it to you."

McCracken: "Well put."

Speaker McPike: "Representative McCracken."

McCracken: "I need a moment to look at it. Could we take it out of the record?"

Speaker McPike: "Alright. We'll stand at ease for a moment. Representative McCracken."

McCracken: "This is going to take more than a moment. Could we take it out of the record? And I'll get right back to Representative Leverenz."

Speaker McPike: "Well, we'll just stand at ease for a minute."

McCracken: "No. No. I'm asking, politely."

Speaker McPike: "I know."

McCracken: "This is a long Amendment. It's an entire new article. I need to look at it and have an analyst look at it."

Speaker McPike: "Well, we will wait, Representative McCracken. We've agreed to wait. The House will stand at ease for a

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minute while Representative McCracken reviews the Amendment."

Speaker McPike: "Representative Leverenz."

Leverenz: "Thank you. I move for the adoption of Amendment #6."

Speaker McPike: "Representative McCracken."

McCracken: "I'm tempted to respond impolitely. Is this someone's idea of a joke? I don't care what you say is in the Amendment. I want to see it in writing. And I want the analyst to look at it. And the analyst hasn't done it. And I'm directing my remarks to you, too. This is no joke. I wanted help until an analyst looks at it. And as soon as it's ready, I'll tell you whether I'm ready. Get it?"

Speaker McPike: "It wasn't meant as a joke."

McCracken: "I want it held until an analyst looks at it. And as soon as it's ready, I'll tell you whether I'm ready. Get it?...We're not ready."

Speaker McPike: "Yes. Representative McCracken, the Chair has given...but that is not your right, sir."

McCracken: "I know it's not my right. And if you want to start off the week like this, that's fine."

Speaker McPike: "The Amendment is printed and distributed."

McCracken: "I've had enough civic center Bills to know we want to read them. And we haven't read them. And the analyst hasn't read them. And you have a Member with another Amendment who's going to ask me to do the same thing, and I'm going to say 'no' again. If you give me fifteen minutes to read them, you won't have any trouble."

Speaker McPike: "Right. Representative Piel."

Piel: "Thank you, Mr. Speaker. Will the Gentleman yield for a question?"

Speaker McPike: "Yes. He will."

Piel: "I've got #5 and 6 in front of me. #6 supposedly clarifies the minor insignificant language in #5, where?"

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Leverenz: "Is that what your analysis says?"

Piel: "No. That's what you said, when you started out. That's the reason I'm just asking...I've got the two of them and I can compare where you've changed it."

Leverenz: "It changed...on line 4 is what changes...to Article 8."

Piel: "In other words what you're doing is changing from Article 4 to Article 8."

Leverenz: "Right."

Piel: "So, Article 5 then will not be in the Bill? Correct?"

Leverenz: "If that was what was in Amendment 5, that's correct. We've tabled Amendment #5."

Piel: "But you've got a new Article 5 in here?"

Leverenz: "We're doing Article 8."

Piel: "I beg your pardon?"

Leverenz: "We're only doing Article 8."

Piel: "So, basically then, all of the previous Amendments with the exception #5 are back in, because #5 took out, you know, parts...parts of the first Amendment, correct? So, in other words, the first Amendment is completely back in?"

Leverenz: "Everything is still intact. That which #Amendment 5 represented..."

Piel: "#5...#5 took out #1. 5 took out sections of #1...I can wait while his analyst gets that information for him."

Speaker McPike: "Representative McCracken...I'm sorry...Representative Matijevich. Representative Piel, would you repeat that?...would you repeat that?...Representative Piel, would you repeat what you said? The Chair did not hear you."

Piel: "No. I was speaking...I was speaking to the Sponsor...you know, he was waiting to get the information from his analyst. I said I could wait while he gets the information from his analyst."

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Leverenz: "We'll walk that over to him, Mr. Speaker."

Speaker McPike: "Representative Leverenz, perhaps you should take this Amendment out of the record? Representative Matijevich."

Leverenz: "Good idea. I'll take 6 out. Run it up."

Speaker McPike: "And we will return to this in...15 minutes. Alright. Returning to Education - Third Reading...is House Bill 3637. Representative Black. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 3637, a Bill for an Act to amend the School Code. Third Reading of the Bill."

Black: "Thank you very much, Mr. Speaker. Ladies and Gentlemen of the House, House Bill 3637 amends the School Code. It extends from January 1, 1990 to January 1, 1992. Downstate school boards taxing authority for constructing a new facility, building additions or purchasing or leasing facilities for purposes of fire prevention safety, energy conservation, or school security. The tax may only be used for these purposes if doing so is less expensive than reconstructing the facility in question. The tax in question is a nickel. We've done this before. I ask your consideration of House Bill 3637."

Speaker McPike: "Any discussion? Representative Williams."

Williams: "Yes. Will the Sponsor yield?"

Speaker McPike: "Yes."

Williams: "Representative Black, are the bonds here in question are these issues that have already been let, or are they new issues?"

Black: "I believe, this would be for new issues. You know, I don't think we could go back and pick anything up that's already under way. It's for new issues. Yes."

Williams: "Okay. And do these bonds require any additional referendums or anything of that nature back in the local?"

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Black: "In the Bill in question?...It simply extends that nickel tax rate, and does not have a referendum provision in the Bill."

Williams: "Okay. So, the nickel tax rate is already in place? And the bond money...and you've used...the purpose for which that nickel was put in place has been used up, and you want to extend that for this new purpose?"

Black: "For another two years. Well, we're not extending it, as I understand it, for any new purpose. It's just really extending the current law that will sunset."

Williams: "So, presently, the bonds are already used for life safety...they expire January 1st...They expired? Okay. Thank you."

Speaker McPike: "Further discussion? Representative Young."

Young: "Thank you, Mr. Speaker. Will the Sponsor yield?"

Speaker McPike: "Sure."

Young: "Is this a...a tax increase?"

Black: "Well, it depends on how you want to define that. Let's get into a semantics problem here. It's already...it was already available...it rolled off on January 1. I think if you look at it one way, you could say it's probably a tax increase. Yea. I think some people would look at it and say that."

Young: "Well, then if those of us who might call this a tax increase, would we also call it a tax increase without a referendum?"

Black: "I think there would be people who would look at it and say that as well, Representative."

Young: "Thank you."

Speaker McPike: "Representative Hoffman."

Hoffman: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House, this legislation was put in at my...the original legislation was put in at my request. To replace a

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building that had so many violations...that the cost of rehabing the building was greater than replacing the building. In the truth of the matter is, that this is a way for a district to save money not spend money. They already have the authority to do it under this law to rehab a building. What this is doing is giving them the authority in a circumstance where it's cheaper to build a new building than it is to replace an old one. This in fact saves taxpayers money. It doesn't cost taxpayers more money. And therefore, I stand in support of the extension of this legislation, which this House has passed previously."

Speaker McPike: "Representative McCrac...McNamara."

McNamara: "The Sponsor will yield for a question?"

Speaker McPike: "Yes."

McNamara: "Representative Black, what...what I'm wondering about in this...in this Bill. Is this just a downstate measure? Or is this statewide?"

Black: "To the best of my ability I think it is primarily a downstate initiative. I don't think what..."

McNamara: "But it is effective statewide?"

Black: "I think so, but I don't think it effects Chicago, obviously."

McNamara: "But it does effect the suburbs?"

Black: "I believe it does."

McNamara: "Okay. Thank you."

Speaker McPike: "Representative Black to close."

Black: "Well, thank you very much, Mr. Speaker. I think the cogent points of the Bill have been brought out in discussion, and I'd urge a favorable vote."

Speaker McPike: "Question is, 'Shall House Bill 3637 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? Clerk will take the

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record. On this Bill there are 21 'ayes', 63 'nos' and 25 voting 'present'. And the Bill fails. House Bill 3757, Representative Levin. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 3757, a Bill for an Act to amend the School Code. Third Reading of the Bill."

Speaker McPike: "Mr. Levin."

Levin: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House. House Bill 3757 as amended provides that as a portion of the Drivers' Education course it should include instruction on the offense of driving under the influence of alcohol or drugs, the effect of that offense on public safety, and the impact that offense has on victims and their families. One of the most effective ways of reaching our young people in terms of the effects of drunk driving is through victim impact. The head of the...in Illinois...of Mothers Against Drunk Drivers was herself disfigured when she was a teenager. And when she goes around and speaks to groups of young people about what the drunk driving did to her, this has a tremendous impact. It brings home to our teenagers...that they are not invulnerable, that drunk driving can in fact disfigure, maim and kill them. That's what this legislation does. It is supported by AIM, MADD, IADDA, State Treasurer Cosentino. And with the Amendment that was added that took out the additional time periods, I don't know of any opposition. If there are any questions, I'll be happy to answer them. Otherwise, I'd just ask for your favorable vote."

Speaker McPike: "Representative John Dunn."

Dunn: "I was just...first of all, are there Amendments on the Bill?"

Levin: "Yes."

Dunn: "And...as amended then what does this Bill do?"

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Levin: "Okay. The Amendment took out...the original Bill provided for five additional hours to be added to drivers' education. For that additional five hours to be DUI instruction. On the Amendment...it takes out...the five additional hours. So, what the Bill does as amended is to require that a portion of the drivers' education course shall include instruction on the offense of DUI, the effects of that offense on public safety, and the impact of that offense on victims and their families."

Dunn: "For everyone?...Do you think that the...those who teach classroom drivers' education are not smart enough at the present time to instruct their students that it's dangerous to drink and drive?"

Levin: "I think this is an extraordinarily important issue. And one that ought to be taught to our young people before they get their license. You know, many of our young people feel they are invulnerable...they can't be..."

Dunn: "That wasn't the question. The question is 'do you think that teachers are not smart enough to tell people it's bad to drink and drive?'"

Levin: "I would hope that they would be."

Dunn: "Don't you give the teachers credit for something? For god's sakes with all the publicity out there, and they have a license to teach, don't you think that...they ought to be smart enough to say 'by the way' and during one of those thirty hours of classroom instruction that they might just peripherally mention that it is bad to drink and drive?"

Levin: "Representative, what we are providing for is not only that that instructors say that it is bad to drink and drive, but that that instructor get into the victim impact be it by way of a film that shows the affects on victims, or some kind of a panel of victims, or in some other way get the message across..."

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Dunn: "...I don't want...that's enough. I don't want to prolong this. Is this a mandate?"

Levin: "It does not add...any additional time. It simply says that it's part of the existing course."

Dunn: "This is a mandate of instruction though, isn't it?"

Levin: "That's correct."

Dunn: "Alright. Thank you. Mr. Speaker, Ladies and Gentlemen of the House, this is one more mandate, and I for one give the classroom teachers enough credit against all the background that we have before us at the present time to have the professional integrity and intelligence to teach children in a classroom that it is bad to drink and drive without this mandate, which is calculated to be a good news release, but not much else. I urge a 'no' vote on this Bill. I suspect that it will have a hundred votes, but it's a silly mandate."

Speaker McPike: "Representative Hoffman."

Hoffman: "Thank you, Mr. Speaker. I, too, rise in opposition to this legislation. I think it's apropos that this additional directive from this legislature to a school district to do a particular mandated...program follows on legislation that we only got 21 votes to extend existing law that is in place to save taxpayers' money. We can't support the schools, but we can sure give them another mandate. In my judgment, Ladies and Gentlemen, that's not what we were sent down here to do, and I rise in opposition to this legislation."

Speaker McPike: "This is on Short Debate. So, we've had someone speak for it and against it. Representative Levin to close."

Levin: "Thank you, Mr. Speaker. Just in asking for your affirmative vote, I'd point out this legislation is supported by Mothers Against Drunk Driving, AIM, Illinois

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Alcohol and Drug Dependents Association. And I'd just ask for your favorable Roll Call."

Speaker McPike: "Question is, 'Shall House Bill 3757 pass?' All those in favor vote 'aye', opposed vote 'no'. Representative Ropp to explain his vote."

Ropp: "Thank you, Mr. Speaker. I don't know whether the Sponsor of the Bill is aware of it, but it's our understanding that about three to six hours are currently being taught in the drivers education dealing with DUIs and alcohol and drugs. It certainly seems like that is sufficient. Although I would have to admit that I don't think this is a mandate that's going to cost anybody any extra dollars, it is something that logical instructors ought to be teaching and I think pretty well is being taken care of throughout the state now."

Speaker McPike: "Have all voted? Have all voted who wish? Clerk will take the record. Representative Rice...will change from 'present' to 'aye'. Representative Lou Jones votes 'aye'. Representative Santiago votes 'aye'. Representative Phelps votes 'aye'. Any other changes? On this Bill there are 68 'ayes', 38 'nos', 7 voting 'present'. House Bill 3757 having received the Constitutional Majority is hereby declared passed. The next Bill is House Bill 3789, Representative Wyvetter Younge. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 3789, a Bill for an Act to create the Enterprise High School Act. Third Reading of the Bill."

Speaker McPike: "Representative Younge."

Younge: "Thank you, Mr. Speaker. House Bill 3789 would establish the Enterprise High School Act. This would establish an enterprise high school in the East St. Louis area and the Brooklyn area in School District 188 and 189. Essentially the student would go to school a full day, and one half the

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day would be taken up in learning how to run a business or provide a service or make a product. The Bill...this concept has been very, very successful in bringing dropout students back into high school. A dropout is a person who...who really ends up on public aid and public assistance and the doles of the state. So, our policy should be to help people pass and get their high school diploma. The Governor signed into law a \$300,000 appropriation for this Bill through the Joint Partnership Training Act. This Bill is supported by the Vocational Education System. School District 188 and 189 want it and all the educational associations. And I ask you for your support and favorable passage of this matter."

Speaker McPike: "And on the Bill, Representative Wojcik."

Wojcik: "Yes. Mr. Speaker, would the Sponsor..."

Speaker McPike: "Yes. She will...will yield."

Wojcik: "Representative, would this Bill effect any other area than the East St. Louis area?"

Younge: "No. It wouldn't."

Wojcik: "Is there a cost per student? Or how do you plan on funding this proposal?"

Younge: "There was an appropriation for \$300,000, which was signed into law Joint Partnership Training Act funds. The board has estimated that it would probably cost about \$100,000 per school."

Wojcik: "Per school. And it's just again...again it would color...cover your county or the East St. Louis area?"

Younge: "That's correct."

Wojcik: "Thank you."

Younge: "Sure."

Speaker McPike: "Representative Cowlshaw."

Cowlshaw: "Yes. Mr. Speaker, In order to kind of respond to the most recent series of questions, I believe you will find in

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the file on this Bill a fiscal note dated May 10th, 1990, which could hardly be more current. The last half of that fiscal note states as follows, and I quote: 'an estimated \$1 million would be required for the first year of operation, an estimated five hundred thousand would be required for the business start up, and five hundred thousand would be to operate the two enterprise high schools. The latter includes staff salaries, research curriculum and staff development costs and student salaries.' I think that there seemed to be a good deal of misunderstanding during the most recent exchange of comments about what this is going to cost. I wonder if the Sponsor would yield for a couple of questions?"

Younge: "Yes, and first of all let me respond."

Speaker McPike: "Representative, would you...would you yield for two questions?"

Younge: "Surely."

Speaker McPike: "Yes. She will."

Cowlshaw: "Representative Younge, does this call for two enterprise high schools?"

Younge: "Yes. One in School District 188, which is Brooklyn, Illinois, and one in School District 189, which is East St. Louis. And I'd like to respond further by saying that the same entity that gave a fiscal note, and I was reading from the fiscal note from the earlier year, 2541 said in summary: one hundred thousand dollars per school per year would be sufficient. So, I was referring...I have not seen the new fiscal note, but this was their fiscal note a year earlier."

Cowlshaw: "I see. Well, I...Representative Younge, I just thought perhaps it would be timely to read into the record the current fiscal note that was just filed this month. The second question is, if I understand this proposal

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correctly, the curriculum in these two high schools would be required to contain one half of classroom time devoted to business development and to managerial skills, and the other half of classroom time, that is fifty percent devoted to all of the other subjects which we normally teach in high schools, is that correct?"

Younge: "That is essentially correct, with the observation that many of the academic subjects would be taught through business subject matter? They would learn mathematics by making products and selling products. They would learn reading by reading...by doing advertisement and by writing. There would be plenty of time spent on basic ABCs and basic curriculum, but it would be in a more interesting and formal and...a more relaxed business-like environment."

Cowlshaw: "Well, Mr. Speaker, to the Bill. It's my understanding that not only is this going to be a rather costly, pardon the expression 'enterprise', but it also appears that one of the purposes is to permit young people who are either truants, dropouts or difficult to manage to enroll in this particular high school. It's rather like an alternative high school, which is the word we use for it elsewhere. And it just seems to me that there is something intrinsically wrong with providing fifty percent of that student's classroom time in something other than the regular academic subjects. Most young people who are truants or dropouts have reached a point where they are not doing well in school. They do not read with comprehension. They have almost...almost no understanding of the concepts of math...mathematics and science. And it is that instruction that those young people need most severely, not fifty percent of their classroom time in something not related to basic academic skills. And it is for that reason, in addition to the one million dollar expense,

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because I really care about what happens to these young people and I think that this is the wrong way to go about providing education to dropouts and truants. Therefore, I reluctantly rise in opposition to this Bill."

Speaker McPike: "Representative Satterthwaite."

Satterthwaite: "Mr. Speaker and Members of the House, I rise in support of the Lady's Bill in order to try to put an innovative program in place in her legislative district. Not all students learn in the same way. And while the previous speakers have objected on the basis of a student spending half of their time in the work force, I think we also should look at the fact that this Bill would require that they spend half of their time in the classroom. Since this is devoted to trying to deal with people who would otherwise be dropouts, or people who are difficult to manage in the classroom situation, it seems to me that half a school day is better than no school day. And at the same time the program would offer a mechanism for showing the practicality of learning to read and learning math skills and learning other skills that are normal classroom kinds of activities. Frequently, a young person who sees no hope for employment, sees no relationship to why he or she should be gaining the skills that are provided in the academic portion of the classroom setting. It appears to me that this is a method of telling the young people who...otherwise would not be in school, that they have a second chance. They have a way of providing for hands-on activity that will help them to understand the practicality of what they are learning in their academic program. It is perhaps a costly venture, but it is certainly not as costly as having those students spend the rest of their lives on public aid or being in prison, where we will be subsidizing them at a much higher rate than this program will cost. I

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think it deserves a chance to get underway, to see what effect it has on salvaging students who otherwise would not be in the classroom. And I would urge your support for the Lady's legislation."

Speaker McPike: "Representative Ropp."

Ropp: "Thank you, Mr. Speaker. Members of the House, I might say that in our district we have a program that is almost exactly like what the Representative is attempting to do here. We don't call it an enterprise high school, but what does happen is that many students who feel that schooling is not for them, when they finally get involved in a program that they can see some constructive benefits in providing for them some income, some work experience, they finally begin to appreciate the need for more understanding of how to read, more understanding of how to become involved in learning more math and learning skills and individual self-confidence in themselves. It's the kind of program that's worked very good, and I find it very pleasing to support the Lady's Bill. I'm not sure that it needs an awful lot of money, because we're doing it in our own district without any additional funds. But I support the intent and urge support of her...effort."

Speaker McPike: "Alright. Representative Younger to close."

Younger: "Thank you very much, Mr. Speaker. We have to do all we can to move families away from public aid and public assistance to private gainful employment. One out of every five...of children should...or could have...could be a potential entrepreneur. It is incumbent upon us to identify those young people, begin to teach them the values having to do with taking risks, having initiative and trying to make a living on their own. I believe that many dropouts if they understood the relationship between making money and providing services and making products and

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earning a life and earning a living would go on to graduate from high school and be successful people. This program has an eighty percent retention and graduation rate. And I recommend it to you. And I ask for your favorable support."

Speaker McPike: "Question is, 'Shall this Bill pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? Have all voted who wish? Clerk will take the record. On this Bill there are 64 'ayes', 45 'nos', and 5 voting 'present'. House Bill 3789 having received the Constitutional Majority is hereby declared passed. Alright. Returning to Representative Matijevich's Bill that was taken out of the record. What's the Bill number, Sir? 3197. Amendment #5 was tabled. Representative Leverenz on Amendment #6."

Leverenz: "Withdraw."

Speaker McPike: "Amendment #6 is withdrawn. Representative Phelps on Amendment #7. Amendment #7 withdrawn. Further Amendments?"

Clerk O'Brien: "Floor Amendment #8."

Speaker McPike: "Representative Matijevich."

Matijevich: "Mr. Speaker, point of order on Amendment #8. It refers to Article X with the withdrawal of 6 and 7 there is no article...9 in fact...I would ask the Chair, that be ruled out of order."

Speaker McPike: "Representative McCracken."

McCracken: "I couldn't even follow that. Would you tell me what about it is out of order?"

Matijevich: "Well...it..."

Speaker McPike: "Yes...the Chair will."

McCracken: "No. No. I would like to hear his point before you rule. So I can make a response."

Matijevich: "Alright. I made the point of order, Representative

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McCracken, that it amends the Bill as amended replacing all of Article X. There is no Article X in the Bill coming up to Amendment #8..."

McCracken: "You wouldn't stand on a technicality, would you?"

Matijeich: "I'll do everything I can. You know a technicality got you here. And you know what I'm talking about..."

McCracken: "All this to avoid a mere \$20 million for Rosemont."

Matijeich: "We...we've wasted about a half hour already."

McCracken: "Why is it so important? I don't understand. Last year we spent \$200 million, and this year you...we're bickering over \$20 million. Surely Forest Park gets \$20 million..."

Matijeich: "Look...look at all the fun and we're not going to spend a cent of it."

Speaker McPike: "Alright. Representative Matijeich, your point is well taken. The Amendment is out of order. Further Amendments?"

Clerk O'Brien: "No further Amendments."

Speaker McPike: "Are there any fiscal notes filed?"

Matijeich: "They've all been filed."

Speaker McPike: "Requests? Are there any requests filed, Mr. Clerk?"

Clerk O'Brien: "They're requests related to Amendments #6 and 7."

Speaker McPike: "Amendment #6 was not adopted. The fiscal note is not applicable. Further fiscal notes requested?"

Clerk O'Brien: "A state mandate impact note relating to Amendment #7."

Speaker McPike: "Amendment #7 was withdrawn. Therefore, the fiscal mandate's request is not applicable. Anything further?"

Clerk O'Brien: "A fiscal note request relating to Amendment #7."

Speaker McPike: "The same ruling on that. Third Reading. House Bill 3864, Representative McAuliffe. Read the Bill, Mr.

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Clerk. 3864, on Education, Third Reading."

Clerk O'Brien: "House Bill 3864, a Bill for an Act in relation to Vocational Education. Third Reading of the Bill."

McAuliffe: "Thank you, Mr. Speaker. In its present form House Bill 3864 requests the State Board of Education to conduct a study of Vocational Education needs in Illinois and to report the results of that study to the General Assembly. I know of no opposition. It's supported by the State Board of education..."

Speaker McPike: "Does anyone stand in opposition to the Gentleman's Bill? Question is, 'Shall House Bill 3864 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Representative Goforth? Have all voted? Have all voted who wish? Clerk will take the record. On this Bill there are 111 'ayes', no nays, none voting 'present'. House Bill 3864 having received the Constitutional Majority is hereby declared passed. House Bill 3870, Representative Petka. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 3870, a Bill for an Act to amend the School Code. Third Reading of the Bill."

Speaker McPike: "Representative Petka."

Petka: "Thank you, Mr. Speaker. Members of the House, House Bill 3870 is an Amendment to the School Code, which makes optional, rather than mandatory, municipal police control over school playgrounds, recreational grounds or athletic fields. This Bill came out of committee with a 22 to 0 vote and was placed on the Consent Calendar. It was taken off Consent Calendar for the purpose of some questions dealing with legislative intent. This Bill is a...result of a request from two school districts in my legislative district who...to solve a problem they had with conflicting sections of Illinois state law. I would be happy to answer

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any questions, Mr. Speaker."

Speaker McPike: "Is there any discussion on this? Is there any opposition? It is on Short Debate. There being none. The question is, 'Shall House Bill 3870 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? Clerk will take the record. On this Bill there are 114 'ayes', no 'nays', none voting 'present'. House Bill 3870 having received the Constitutional Majority is hereby declared passed. House Bill 3909, Representative Wyvetter Young. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 3909, a Bill for an Act to amend the Public Community College Act. Third Reading of the Bill."

Speaker McPike: "Representative Young."

Young: "Thank you, Mr. Speaker. House Bill 3909 would permit the trustees of State Community College to establish a family resource center. Family resource development is a method of teaching new coping skills to low income families and to motivate them to improve their quality of life. It is a program which has programs aimed at helping low income families develop their skills to get off of public aid to get into gainful private employment. During the course of the hearing of this Bill in committee, Representative Satterthwaite asked that I talk with the Director of Public Aid. In discussing this Bill and establishing a family resource center, she gave her commitment that she would help to establish this center. And that she believed that funds from the Illinois Department of Public Aid were appropriate in helping to train these families. It is time for us to turn away from public assistance and teach families what they need to know to stabilize their...economic picture. To teach the mothers how to take care of their children and run their homes. To move

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families towards economic stability. That is the purpose of the family resource center. And I ask for your favorable support of this matter."

Speaker McPike: "Representative Ropp."

Ropp: "Thank you, Mr. Speaker. Would the Sponsor please yield?"

Younge: "Certainly."

Ropp: "Representative, do you have a...an extension service down in your area?"

Younge: "Yes, we have the...Illinois Department...the University of Illinois has an extension service, but they do very little work inside of East St. Louis. The focus of the extension service is basically rural. The whole point of this service, and I have been talking with the University of Illinois, and I believe that their extension service will be brought in to help urban communities. I believe that they will be cooperating with this project."

Ropp: "Let me correct one thing. The extension service is not just rural. It might have been sixty years ago, but if anything the extension service now is more involved with urban areas dealing with the very problems that you have expressed you have in this particular area. And I also think that if the service that is already present, we are funding it with both state and federal dollars that attempt to deal with family problems and help families to...make a better lot out of their life. I'm sure that you have YWCAs, YMCAs, church groups and any number of other service organizations that are providing help for people. And I just don't see at this particular time we need to set up a brand new program that is doing what you probably have fifteen or twenty other agencies attempting to do the same thing in the State of Illinois. Thank you."

Younge: "In response I'll say that there is not a YWCA or a YMCA in East St. Louis. The nation extent of the U of I's

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extention service is very limited in terms of the numbers of families that they actually touch in East St. Louis. I have checked all of that out. They wish to cooperate with this project so that they can extend their services in East St. Louis. Basically, what they do is send out notices about nutrition. The problem is much deeper in East St. Louis. We're talking about the disintegration of the family structure and we need people like 'jeans' workers going from door to door, helping our families stabilize themselves. And so it is for those reasons, Mr. Speaker, I ask for the support of this Body on this Bill."

Speaker McPike: "Representative Stephens."

Stephens: "Thank you, Mr. Speaker. I've been informed that although the director spoke with you about this Bill, that she did not endorse the Bill, but she is committed to work with the school. They can complete an RFP through Project Chance and they could qualify for a grant from Project Chance or participation in Project Chance just like any other agency can. And that's the realm in which the director wants to work with you. There's no reason that this problem can't be addressed, but the Department of Public Aid has not issued a paper or has the director endorsed this Bill."

Speaker McPike: "Representative Black."

Black: "Thank you, very much, Mr. Speaker. Will the Sponsor yield?"

Speaker McPike: "Yes."

Black: "Representative, I believe you have a companion Appropriation Bill for this measure, do you not?"

Younger: "Yes. I do."

Black: "Could you tell us the amount of that appropriation?"

Younger: "It's...\$500,000."

Black: "Thank you. One other thing I've...I believe in committee

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you had discussed an approximate number of people you have hoped to serve with this measure. Do you recall?"

Younger: "Yes. There would be fifteen para-professionals...there are fifteen public aide recipients who are doing a good job rearing their children and taking care of their homes. They would be trained further and then they would go out and each be responsible for about a hundred persons. And so, there would be about sixteen hundred people who would be helped to move them off of public aid. And the...amount of money that this Bill will take will be influenced by what Representative Stephens talked about because the...the Project Chance funds can be used to supplement and replace this...this budget, when we officially set it up."

Black: "Thank you, but if you're serving about sixteen hundred people it's a relatively small segment of the population, am I correct in that?"

Younger: "Well, each of these sixteen hundred people learning these skills will go help their neighbors. We believe that the effect of this will be multi...multi-generational. What the problem is with poverty is ignorance...And if we can replace ignorance with skills, we could move families out of poverty."

Black: "Thank you...thank you."

Speaker McPike: "Representative DeLeo. Mr. DeLeo? Representative Younger to close."

Younger: "Thank you very much, Mr. Speaker. This family resource center is needed in the East St. Louis area. It is needed at State Community College. The terrible burdens of unemployment and ignorance and disease, which are a part of the things that women with children in that area are struggling with can be alleviated by our presenting an organized approach that teaches them the coping skills to get out of poverty. We've got a vested interest in those

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children. We've got a vested interest in those women, and if we can by this program move them off of public aid and off the responsibility of the state, we have helped to stabilize our society. And I ask for those reasons your support of this matter."

Speaker McPike: "The Question is, 'Shall this Bill pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who wish? Representative Younge to explain her vote."

Younge: "Right. This program has been very successful in Washington D.C. in helping families to stabilize their economics...and to go into private gainful employment. I ask for your support in this matter. We've got to change the philosophy with which we deal with people and with families in our state. And we will begin to do that by teaching them what they need."

Speaker McPike: "Have all voted? Have all voted who wish? Clerk will take the record. On this Bill there are 61 'ayes', 48 'nos' and on that Representative McCracken."

McCracken: "Verification, please."

Speaker McPike: "The Gentleman seeks a verification. The Gentleman has asked for a verification. Representative Younge has asked for a poll of those not voting."

Clerk O'Brien: "Poll of those not voting: Krska and Martinez. No further."

Speaker McPike: "Representative McCracken has now asked for a poll of the...has asked for a verification of the affirmative. Mr. Clerk, would you poll the affirmative? Representative Breslin. Repre...Mr. McCracken. Representative Breslin and Representative Satterthwaite have asked leave for verification. You have leave. Proceed, Mr. Clerk."

Clerk O'Brien: "Balanoff. Breslin. Brunsvold. Bugielski.

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Capparelli. Cullerton. Curran. Currie. Davis.
DeJaegher. DeLeo. Dunn. Edley. Flinn. Flowers.
Giglio. Granberg. Hannig. Hartke. Hicks. Homer. Lou
Jones. Shirley Jones. Keane. Kulas. Lang. Laurino.
Leverenz. Levin. Matijevich. Mautino. McGann.
McNamara. McPike. Morrow. Mulcahey. Munizzi. Novak.
Phelps. Preston. Rice. Richmond. Ronan. Saltsman.
Santiago. Satterthwaite. Shaw. Steczo. Stern. Sutker.
Terzich. Trotter. Turner. Van Duyne. White. Williams.
Wolf. Woolard. Anthony Young. Wyvetter Younge. And Mr.
Speaker."

Speaker McPike: "Representative McCracken, we have a number of requests. If we can take them one at a time, it they are okay with you. Representative Keane. Representative McGann. Representative Wolf. Representative Lou Lang, right in the middle. Representative Brunsvold. Representative Martinez, is that why you're rising? No. Turn off your light, Sir, would your? Representative Sutker. No, he can't do it...Sutker's alright. Who else? Who else? Now...oh, Representative Ronan. Representative Ronan in the rear. Representative Phelps. You know we are not adjourning. The Chair wants to inform everyone, we are not adjourning. Representative Granberg, did you want to be verified? Representative Granberg. Now, Repr...that's it. Anyone else? Okay. Representative Martinez would like to be recorded as voting 'aye'. Representative Martinez votes 'aye'. Alright, Representative McCracken."

McCracken: "Thank you. Representative DeJaegher?"

Speaker McPike: "Representative DeJaegher? Mr. DeJaegher here?
Remove him from the Roll."

McCracken: "Representative Munizzi?"

Speaker McPike: "Representative Munizzi...is right there."

McCracken: "Representative DeLeo?"

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Speaker McPike: "Representative DeLeo? Mr. DeLeo?"

McCracken: "Now that's two verifications in a row that he was here."

Speaker McPike: "Yes. He's right here."

McCracken: "Representative LeFlore?"

Speaker McPike: "Representative LeFlore?"

McCracken: "Representative Shirley Jones?"

Speaker McPike: "Representative Shirley Jones?"

McCracken: "She didn't have leave."

Speaker McPike: "No. Shirley Jones did not have leave."

McCracken: "I have a list right here of everyone who has leave."

Speaker McPike: "Repre...just a minute now. Just...please. Representative Shirley Jones did not have leave. Is she here? Lady is not here. Remove her from the Roll. Now Representative Lou Jones would like to be verified. She's in the center aisle. Alright. Anybody else seeking verification? No. Okay. Proceed, Sir."

McCracken: "Representative Stern?"

Speaker McPike: "Representative Stern? Grace Mary Stern? There she is."

McCracken: "These are bad copies. I need new copies. Representative Capparelli?"

Speaker McPike: "Representative Capparelli? No. He did not have leave. He was not verified. Oh, he had to leave? I misunderstood you. Representative Capparelli? The Gentleman is not here. Remove him from the Roll."

McCracken: "Representative Richmond?"

Speaker McPike: "Representative Richmond is in his chair."

McCracken: "Representative Flinn?"

Speaker McPike: "Representative Flinn? Representative Flinn? The Gentleman is not here. Remove him from the Roll."

McCracken: "Representative Van Duyne?"

Speaker McPike: "Representative Van Duyne? Representative Van

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Duyme? Is the La...the Gentleman here? He is not. Remove him from the Roll."

McCracken: "Representative Hicks?"

Speaker McPike: "Representative Hicks? He's right here. Representative Lang, you've been verified."

McCracken: "Representative...Representative Homer?"

Speaker McPike: "Representative Homer? Representative Homer? Gentleman here? He's not here. Remove him from the Roll."

McCracken: "Nothing further."

Speaker McPike: "Representative Wyvetter Younge."

Younge: "Postponed Consideration, please."

Speaker McPike: "The Lady asks the Bill be put on Postponed Consideration and it will so be done. Representative Churchill, on House Bill 3959. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 3959,...a Bill for an Act to amend the School Code. Third Reading of the Bill."

Speaker McPike: "Representative Churchill."

Churchill: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House, House Bill 3959 provides for one time \$500 merit recognition scholarship awards to students who in the years of 1986-87 and 1987-88 ranked in the top ten percent of their high school graduating class and were available...the scholarship was available to these students. Unfortunately, there was insufficient funding and they did not receive their scholarships. This Bill would give scholarships to those students if they are still in school and if they meet the other requirements of the Bill."

Speaker McPike: "Representative Cullerton. Gentleman moves for the passage of the Bill. And on that Motion, Representative Cullerton."

Cullerton: "Yes. Representative, is there any needs test at all for these scholarships?"

Churchill: "Based on merit completely. There is not a needs

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test."

Cullerton: "Has this ever been funded?"

Churchill: "Yes."

Cullerton: "And what does this do?"

Churchill: "In the...graduating classes for 1987 and 1988 the students that qualified for these scholarships did not receive the scholarships. And so, what this would do is to provide for those scholarships for the students provided they were still in school, and that they met the other qualifications."

Cullerton: "Thank you."

Speaker McPike: "Question is, 'Shall this Bill pass?' All those in favor vote 'aye', opposed vote 'no'. Representative Matijevich? No. Have all voted? Have all voted who wish? Clerk will take the record. On this Bill there are 103 'ayes', 4 'nos', and 2 voting 'present'. House Bill 3959 having received the Constitutional Majority is hereby declared passed. House Bill 4024, Representative Satterthwaite. House Bill 4053, Representative Flowers. House Bill 4180, Representative Shaw. Representative Shaw, did you wish to call House Bill 2859 in this same order of business? Alright. House Bill 2859. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 2859, a Bill for an Act to amend the School Code. Third Reading of the Bill."

Speaker McPike: "Representative Shaw."

Shaw: "Thank you, Mr. Speaker. Ladies and Gentleman of the House, this Bill has been debated...on the floor and the only thing that I would ask at this time, we certainly...we've added the women's issue to this Bill. I think it's a...good Bill. And certainly I'd ask for its passage. And I ask for an 'aye' vote."

Speaker McPike: "Representative Black."

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Black: "Inquiry of the Chair. Amendment...Floor Amendment #1 and 2 get on this Bill?"

Speaker McPike: "Mr. Clerk?"

Clerk O'Brien: "Amendment 1 and 2 have been adopted."

Speaker McPike: "Mr. Black, does that answer your question?"

Black: "It does indeed. One question of the Sponsor, if I might? Representative, this...I think it's a silly question, but as I read through here...This definitely is a curricula mandate, is it not?"

Shaw: "Beg your pardon?"

Black: "This is definitely a curricula mandate, right?"

Shaw: "Right."

Black: "Thank you very much."

Speaker McPike: "Representative Cowlshaw."

Cowlshaw: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House, I rise very reluctantly in opposition to this Bill. I would like every person who graduates from high school in this state to know everything there is to know about the history of this nation all the other nations of the world. I'd like to understand...to have them have a comprehensive understanding of world geography. And like Representative Didrickson, I would like them to realize the immense contributions that have been made in this nation by women. There...it is not an exaggeration to say that the hand that rocks the cradle rules the world. And in fact we have just celebrated Mother's Day. Now, this is a Mother's Day mandate. If you are for mothers, you've got to be against this Bill. It doesn't make any sense. Thank you."

Speaker McPike: "Representative Preston."

Preston: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House, I know the...the hour is getting late and we...we are all in a jovial mood and anxious to get out of here, but this is a very important piece of legislation. It

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might not be as important if this were the State of Indiana or the State of Wisconsin or New York, but here in Illinois in terms of black history and black studies, we have a preeminent place in American history. It's here in the State of Illinois and in the City of Chicago that Harold Washington was elected Mayor of the City of Chicago, where Jesse Jackson lived, where Martin Luther King had great impact. To have high school graduates graduating from high school and not to know the significance of these and many others of Du Sable, of many others and their importance in Illinois history and American history, through Illinois history, we are graduating nincompoops. Yes, maybe Indiana does...ought to...maybe Indiana ought to have this kind of material included in their curriculum, but Illinois it's not just an ought or a should or a could or wouldn't-it-be-nice. In Illinois for any student to not know in another generation who Harold Washington was, who Martin Luther King was, makes that child not only uninformed, but completely ignorant. I don't want the children of this state with the rich and vibrant history that we have in Illinois to grow up ignorant. This Bill is...shouldn't be necessary because we should have been doing this in schools, unfortunately, we're not. And I'll tell you who this is important for, it's not as important to teach black history within the black community, because I can assure you that Harold Washington's significance in Chicago and Illinois and American history will be well known by every black child, but in suburban Cook, in central, in downstate Illinois, it's all that much more important to see to it that we see who has been important in the history of this state. And those individuals and many others have been so important, we have to let our children know, whether you agree or disagree with their

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philosophies they have had a great impact on where America is today and our children should know about it. I urge an 'aye' vote."

Speaker McPike: "Representative Hoffman."

Hoffman: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House, I have in my hands a copy of the Illinois School Code. And in Chapter 122, Section 27-21 it already requires that in the teaching of...of history of the United States that we include the study and the role and the contribution of...of blacks already. This is a superficial...super...it's legislation that's not needed I'll get it out one way or another. Legislation that's not needed. We already have it and therefore, I would suggest that we don't clutter up the School Code anymore than it already is. Thank you."

Speaker McPike: "Representative Flowers."

Flowers: "Mr. Speaker and Ladies and Gentlemen of the House, I stand in support of this piece of legislation, not only because we're talking about black history, but we're talking about my history, and that from which I came. And I think it's very important that people across this nation understand and know the contributions that blacks have made to this country here. This country was built off our backs. One of the previous speakers spoke about Mother's Day being yesterday, well, that's another reason why we should stand in support of this legislation. Because my mother is not only black, but she's a woman, and yesterday was Mother's Day so in respect to my mother, I think this piece of legislation should be passed. We have a very proud history, unfortunately, there's a lot of people out there that only know of black history as far as slaves, but from the country from which I originated from, Ladies and Gentlemen, I walked amongst kings and queens and that is

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from which I came, so therefore, we have no reason to hold our heads down because we were bought into this country in bondage. I stand in support of House Bill 2859. Thank you, very much."

Speaker McPike: "Representative Davis."

Davis: "Thank you, Mr. Speaker. Ladies and Gentlemen of the House, I believe that the legislation in Chapter 122 that was cited by Representative Hoffman, states that African-American history should be taught before a child graduates from elementary school, and I think the difference in Shaw's legislation is that it should be taught in every school: the elementary school as well as the secondary school. Now the question to ask ourselves is 'Why is this necessary?' Why should it be necessary that the State of Illinois or any state mandate the teaching of African-American history? Or why should the state have to mandate the teaching of the contributions of women? For a number of years and it continues today, your textbook manufacturers or publishers very frequently leave out, ignore, abolish, annihilate the history of the African-American and his or her contributions to this society. To the young people sitting in this classroom...I'm sorry...in this General Assembly I would just like to ask how many of them know that open heart surgery, the first successful open heart surgery, was done by Daniel Hill Williams, who was an African-American. Many of them don't know that. It's real important when we consider the diseases that have not been conquered by man. Perhaps one of these little African boys and girls have the key to unlock the disease that some of the diseases that cannot be cured. To attempt to ignore the contributions of certain people put all of us at risk, and it puts those who have not learned these things in jeopardy. You see if you,

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too, are operating falaciously, that African-Americans' only contribution was through their free labor, then you are missing an awful lot. You're missing the very, very rich heritage of a people who are intricately involved in this nation. I don't believe that anyone in this Body is small minded enough to believe that there are some ethnic histories or history of ethnic groups that are more significant or important than others. And I think all of us in here know and recognize that the history of the African-American people has been ignored, distorted or just not there, and that's why this legislation is necessary. Let's not make it necessary in 1992 and 1993. Let's do it now. Thank you."

Speaker McPike: "Representative Goforth."

Goforth: "I move the previous question, Mr. Speaker."

Speaker McPike: "The Gentleman moves the previous question. Question is, 'Shall the previous question be put?' All those in favor say 'aye', opposed 'no'. The 'ayes' have it. Representative Shaw to close."

Shaw: "I ask for an 'aye' vote."

Speaker McPike: "Question is, 'Shall this Bill pass?' All those in favor vote 'aye', opposed vote 'no'. Representative Didrickson to explain her vote."

Didrickson: "I would just like to add that I think that there are multiple reasons why we should be voting for this. Whether you are black or whether you are white. Whether you are a woman. Whether you are a male. If the history of the black and the history of women are not being taught in our history classes, they certainly deserve to be. And this would be the right step. And I don't think that you have to live in the City of Chicago. I think you can live in the suburban areas and downstate and understand how important that is to our young people, to our next

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generation, in terms of working together."

Speaker McPike: "Representative Parke to explain his vote."

Parke: "Thank you, Mr. Speaker. I, too, rise in support of this legislation. I think that because...because if in fact we do reemphasize the study of black history and the contribution women have made, I think our society is prepared to do that. And I think this legislation helps us refocus on those things. What is disconcerting to me is, as it is to most citizens in Illinois, as it is across this nation, is the rise of racism, that is, we are starting to see more and more, especially permitting our college campuses. I think the emphasizing of the positive contributions of our black Americans and our women helps us develop the kind of programs that will bring harmony to our nation. And I therefore, rise in support of this legislation."

Speaker McPike: "Have all voted? Have all voted who wish? Clerk will take the record. On this Bill there are 76 'ayes', 33 'nos', none voting 'present'. House Bill 2859 having received the Constitutional Majority is hereby declared passed. House Bill 4220, Representative McNamara. Read the Bill, Mr. Clerk."

Clerk O'Brien: "House Bill 4220, a Bill for an Act to amend the School Code. Third Reading of the Bill."

Speaker McPike: "Representative McNamara."

McNamara: "Thank you, Mr. Speaker. This is...this is a measure that affects School District 218 only in regards to the decennial election. We had a discussion when the Amendment was passed in order to make sure that all other school districts were out of it. I urge for its passage."

Speaker McPike: "Is there any discussion? Question is, 'Shall House Bill 4220 pass?' All those in favor vote 'aye', opposed vote 'no'. Have all voted? Have all voted who

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wish? Clerk will take the record. On this Bill there are 106 'ayes', 1 'nos', 5 voting 'present'. House Bill 4220 having received the Constitutional Majority is hereby declared passed. The Chair was informed that Dr. William Rathe, the anthropologist - garbologist that was to be in Room 114 is ill and will reschedule that for a later time at a later date. Human Services - Third Reading. Appears House Bill 797, Representative Levin. House Bill 975, Representative Currie. Representative Currie? House Bill 1651, Representative Wyvetter Younge. Well, if no one wants to call their Bill the Chair is going to adjourn. Representative DeLeo, did you want to have your Bill called? Representative DeLeo moves the House stands adjourned. Representative Matijeovich."

Matijeovich: "Well, I...announcement. The Rules Committee is going to meet at 9:00 a.m. in Room 14. And I would ask leave of the House and use the Attendance Roll Call, Jenny Frederick and I introduced House Resolution 1710 today. The Roll Call...Attendance Roll Call that the Clerk read in the record the introduction of House Resolution 1710, and that we waive the posting notice so that matter can be heard in the House Rules Committee tomorrow at 9:00 a.m."

Speaker McPike: "That was House Resolution 1710. The Motion is for the Clerk..."

Matijeovich: "And I've cleared that...I've cleared that with the other side."

Speaker McPike: "It's been cleared with both sides of the aisle. The Motion is for the Clerk to read it into the record, and for the Attendance Roll Call to be used to waive the posting requirement so that at tomorrow at 9:00 a.m. House Rules Committee. The House will adjourn...will convene tomorrow at 9:30, and we will start on Third Readings, because we have just spent two hours going through Second

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Readings, so, we would request that you get here tomorrow at 9:30 and we will start on Third Readings. Representative DeLeo moves that the House stand adjourned until tomorrow at the hour of 9:30 a.m. All those in favor say 'aye', opposed 'no'. The 'ayes' have it. The House stands adjourned. Allowing the...Clerk Perfunctory time for Senate Bills, First Reading and Resolutions."

Clerk O'Brien: "House Resolution 1710, offered by Representative Matijevich and Frederick. Senate Bills, First Reading. Senate Bill 1859, Van Dwyne, a Bill for an Act to amend the Housing Authorities Act. First Reading of the Bill. No further...Being no further business, the House now stands adjourned."

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