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was in hopes that when we set this for special order, somehow or other, we could have our say and still let the Chair take the vote periodically. Unless we can do this, as far as I am concerned, we are just going to wander through quagmire the next thirty days. So please try to cooperate with the Chair. Make your point and then let's get the vote and either vote it up or down. I think we can do it. I think you will cooperate. I think you can have your say but unless we work together the next thirty days are going to be unmitigated hell. Let's put it that way.

PRESIDENT: Do you want to proceed then with the debate, Mr. Speaker?

SPEAKER MARVEL: I would suggest that we proceed with the debate and hopefully get some votes between now and noon.

PRESIDENT: All right. We will proceed then with the debate. Before we do, the Chair would like to introduce in behalf of Senator Marvel, some twelve students from the American Government class from Nebraska Wesleyan University, John Ramirez, sponsor. They are under the South balcony. Would the Wesleyan group stand up and be recognized? Welcome to the Legislature. The Chair recognizes Senator Landis.

SENATOR LANDIS: Mr. Speaker, members of the Legislature, I will make my remarks brief, given the admonition of the Speaker. I want to point out that I voted in favor of the previous Dworak amendment. It is because it is based I think, on a sensible analysis of what is actually a faulty assumption in the bill. The bill says right now that population growth and cost increase are equivalent. If population goes up there has to be an equivalent or should be an equivalent cost increase. That is simply not so in the laws of economics. Costs are high initially with program implementation. They are not necessarily increased greatly when additional population increases take advantage of that program. For example, let me give you the idea of a classroom in which you provide instruction for a number of students. You have twenty five students in that classroom with a teacher and that classroom is heated. You add five students to that classroom and your costs do not go up by that equivalent amount. They don't go up 25% or 20%. They go up marginally. The assumption in the bill that population is equal to costs is faulty. So when Senator Dworak attacked that assumption I think he made a good point and I supported him, 7% was a little high,