

We originally filed, or originally considered overriding both years of the biennium in deference, I guess, to the administration and the body as far as what type of funds are available. We thought it might be more appropriate to attempt to override the first year of that biennium, and that's what this does. It simply replaces the 125,000 in the first fiscal year. So we're not talking about, we're not, at this point, trying to put back in the 375,000 from the second year. It seems to be more appropriate to take a look at that next year when we have a little better idea what the budget would look like. I think it's a worthwhile program, I think it allows needy students to make a choice in their educational...of educational institutions, and attempts to keep some of those students here in the State of Nebraska rather than making that choice to leave the state and obtain their postsecondary education elsewhere. With that, I would urge that we override the first year's...or the veto of the first year's veto.

SPEAKER BAACK: Thank you, Senator Lindsay. Senator Landis.

SENATOR LANDIS: Mr. Speaker, members of the Legislature, I rise to support the veto override. One of the hidden qualities that I find attractive in this is that the record of minority student scholarship awards is very, very good among our private institutions. They have made a very active approach to various ethnic communities, and have made a very serious attempt, I think, to broaden opportunities for Nebraska students. And I think that's a worthy goal, and I'm glad to be able to recognize that. Secondly, I've been here long enough to realize that those of us who care a lot about higher education are unfortunately at each other's throats all too often, and we take a very great geographic pride in our areas, in our campuses, and in the areas that we have close to home. And I think that the Legislature, in the last two years, under the leadership of Senator Warner and Senator Withem, have reminded us, graphically, that we need to think of higher education as a unit, as a system that has a wide variety of aspects and facets, a wide variety of opportunities to meet students needs. I'm hoping that the body sees higher education as a resource for the state. One of the ways to integrate all the aspects of those resources is to recognize the value of the private institutions, and, hopefully, to take some of the edge off that geographical loyalties by which we all measure, test, challenge and argue with each other in the area of higher education. It would be my goal, over time, that we see this as a significant