

at each bill on its own merits, and make your decision as on those two bills based on their merits and not in your own mind tie them together, and make your own evaluations, but try not to link one with the other. Lastly, I do appreciate Senator Withem's support for this measure. It did go through two committees. It went through the Education Committee, it was voted out unanimously. It went through the Appropriations Committee and was voted out almost unanimously. That is 16 or 17 state senators have voted on as a public policy consideration for this initiative. Again, and in conclusion, it is not fun to cut the budget, and it is not fun to have my school superintendent at Westside, who is on my advisory committee, get angry about it. And that is not fun, it is more fun to have them pat you on the back and say what a wonderful person you are for always supporting education. But this is a cut that is justified, that there is a good public policy for. It is unfortunately the first round in a long tug of war that will occur next session and a lot more people are going to be a lot more upset than the school districts that are somewhat affected. And then I guess, lastly, one other point, and that is please look on the list of dollars that are being impacted by this cut. They are very slight, very, very slight, and I think we have to measure those particular impacts with what I see to be a very negative impact, which would be the elimination of these extremely, very needed programs. With that, Madam President, I oppose the amendment to the amendment.

PRESIDENT MOUL: Thank you, Senator Ashford. Senator Hefner. Senator Hefner. Senator Abboud. I really don't feel there has been sufficient debate yet. Senator Robinson, again.

SENATOR ROBINSON: What did you do with...did you close debate?

PRESIDENT MOUL: No, we did not.

SENATOR ROBINSON: Okay, I am sorry, I was walking around here. Thank you, Madam President, members of the body. I think Senator Withem and Senator Ashford have been circling the real reasons why we should put 1272 to rest. In the first place, when you receive a wards of the court student from another school district, you receive your per pupil cost, and then that money, the money that you receive, say it is \$3,500, then that is put in on the receipt side of the state aid formula. So to begin with, they are not receiving a full per pupil cost. What else does it do? You are going to go back home and say, well,