

does, basically, is it addresses some of the concerns that I have had relative to the Educational Excellence Fund for quite sometime. I was reminded last week, one evening I was invited over to the UNL campus to speak to a seminar class in educational administration, and part of what that class had been studying was some of the concepts and theories and proposals and motivations behind LB 89 and LB 91. And it was my responsibility to respond to some of their questions, and they had been studying it in depth relative to what policy decisions and what policy statements were being made relative to LB 89 and LB 91, and it was a good reminder for me to think about and go back and review some of the questions and some of the concepts that originally were proposed under LB 89. And that is why I offer this amendment to you, is that I think we have in being caught up in some of the debate relative to where the funding sources may be and the like, we have somewhat forgotten what it was we were really trying to do when we passed LB 89 and LB 91 to begin with. So this somewhat brings back that concept for us to think about and see what we are doing. LB 89, when it was offered back in 1989, was primarily sold with the idea that it was designed to attract the brightest and the best into the profession, and also to enhance the academic status of those people already in the profession, to try to continue their education. We were offered many statistics talking about where we ranked nationally with respect to entry-level salaries. There was a lot of statistics offered relative to the fact that many of our teachers had not been continuing their education and pursuing it beyond, and we are falling behind nationally in those statistics as well, and so that was really a lot of the motivation we had for providing the bonus bucks, if you will, to attempt to address that concern. A lot of it was even discussed that this really wasn't only to...certainly wasn't even to enhance the teachers that currently were in the system. Many of those, particularly a lot of the older teachers, obviously, were going to stay, and many of them were in a salary situation where it was not detrimental to stay in the profession. It was that entry, trying to get young people enticed to move into the profession and showing the general populace that we had respect for that profession and wanted to see them remunerated in a proper way. One of the problems we run into, and we run into this in all kinds of legislation, is the statistics when we are dealing with averages. In this body, I have seen averages offered to us over, and over, and over again, and as a person who spent 18 years teaching statistics, I always use to remind the students when we would get to measures of central tendency,