

education. And I know that in my area, there was a lot of dissatisfaction the way it was handled, and it simply was handled, again the story, the ones that are really, truly needy were the ones that did not receive it, and the ones that should have been able to manage their budget are, again, the ones that received the lion's share. And I strongly support Senator Conway and I think many of us would be much more comfortable in supporting the Help Education Act if we knew it was being distributed on what I call a more equitable basis.

SPEAKER BAACK: Thank you, Senator Nelson. Before I go to the next speaker, I would like to introduce some guests of the Legislature. First we have guests of Senator Horgan. There are 72 tenth graders from Burke High in Omaha, and their instructor. Would you folks please stand and be welcomed by the Legislature. And also we have some guests of Senator Carson Rogers. We have 17 twelfth graders from Litchfield School with their teacher. Would you folks please stand and be welcomed by the Legislature. Thank you for being with us. The next speaker, Senator Lamb.

SENATOR LAMB: Question.

SPEAKER BAACK: The question has been called. Do I see five hands? I do not see five hands. We will continue with debate. Senator Bernard-Stevens.

SENATOR BERNARD-STEVENS: Thank you, Mr. Speaker and members of the body. I, too, rise in opposition to the amendment, and I will speak briefly and see how it goes. I guess my one concern is that this is the type of amendment offered at this point that could bring 719, I think, totally down, and I want to make it clear, this is a very, very serious amendment, and those that will be opposing this particular amendment, if it would be adopted, would not be able to let the bill continue to go. And I say that, not as a threat, I think that is just a reality of how serious this type of amendment is. So with that beginning of my comments, one of the frustrations I've always had, and I know these can be construed in many, many ways, and I understand that, and I will defend it, if those people who want to take it and twist it in a different manner. One of my frustrations has always been that in the teaching profession, no matter how hard you worked, no matter what you're able to do, that when we are looking at negotiations or you are looking at salary, everybody moved up the same. And when it went into negotiations, what was changed was the schedule. Maybe you would get more money per