

SENATOR CHAMBERS: As usual.

SENATOR WESELY: ...have six minutes.

SENATOR CHAMBERS: Thank you, Senator Wesely. What I thought Senator Wesely would say when I said "as usual", he'd say, "yeah, just like Rush Limbaugh", but he missed that opportunity. But in any case, the reason I want to strike this language or I'm offering the opportunity to strike it is that we're placing a responsibility on these four groups to do something. But it's in the nature of a request that they do it. There's an acknowledgment that it ought to be done before anything in this bill takes effect, but there is nothing which says the bill will not take effect if these things are not done. So I'm going to listen to Senator McKenzie. I'm going to listen to Senator Bernard-Stevens and hear how they explain to us that this language should be in the bill, that somehow it's going to lead to a considera...well they use the term these things should be addressed. How it will lead to these things being addressed and what the term addressed means, based on how they view the language that they are putting before us. If you look at subdivision (a), how to establish the basis for distribution of the block grants. Doesn't it seem to you that before there is any distribution of anything under a block grant that should be determined? So we should not have any implementation of any part of the bill that would relate to anything being done with reference to block grants and maybe there won't be. (b), letter b, how to provide for the financial support of students with extremely disabling conditions and extraordinary needs which result in high costs to school districts. That is something which definitely needs to be addressed and while I'm on that point I'd like to mention something that Senator Bromm brought up earlier. He was pointing out his view of what I said about why I didn't think there should be the same percentage increase in special education aid as the increase in general education aid. He pointed out correctly, and we agree, that the amount spent per student in special education starts out at a higher amount than that for a general education student, so obviously a 5 percent increase of a larger amount is going to be more in term of actual dollars than a 5 percent increase of a smaller amount. In other words, 5 percent of a grapefruit would be larger in actual size than 5 percent of a tangerine if the grapefruit is an ordinary size grapefruit and the tangerine is an ordinary size tangerine, so with that I agree. Here's where Senator Bromm and I probably part company. I think with the way