

general education progresses, a 5 percent increase in general education may achieve a goal that is deemed necessary, but to make an equivalent amount of progress for a special education student may require more than a 5 percent increase of the education amount, special education amount that we spend. In other words, if somebody can walk upright with no problem because their legs are not crippled or weakened in any way, they can run up 20 stairs a lot faster than somebody on crutches can get to the top of 10 stairs. So if we're going to try to let this person with the crutches reach the 20th stair, it's going to take more time depending on the tilt of the stairs and how large each step in that staircase would be. The person may need something in addition to his or her crutches to mount those stairs. So the point I'm trying to make is this, a 5 percent increase in general education aid for a general education student may achieve more for that student than a 5 percent increase in special education aid would achieve for the student in special education.

SENATOR WESELY: Now it's one minute, Senator Chambers.

SENATOR CHAMBERS: Thank you, Senator Wesely. And you are right this time, unlike "Slush Slimebaugh" who in my opinion always is right but is never correct and he said he'd rather be right than president, he's never one and he'll never be the other. I thought I'd go on and use that minute in that way.

SENATOR WESELY: Thank you, Senator Chambers. We're now ready for others to speak on the Chambers amendment. Next we have Senator McKenzie.

SENATOR MCKENZIE: Thank you, Mr. President and members of the Legislature. Senator Chambers, I certainly would agree with your concern about Section 3 especially in light of the fact that we have outlined a number of concerns that have come to the committee, to me personally, to Senator Bernard-Stevens, to Senator Bromm as we've discussed how we move from a reimbursement system to a block grant approach. Let me remind you of one point that I think you understand but just to be sure, the block grant approach would not begin until 1997 and this language is here to try to address the numerous concerns that have been brought up in discussions about how do we do a block grant. And I would be more than happy to work with you between now and Select File to include these specifics and in fact to connect those in some way to the accomplishment of the