

February 14, 1996 LB 1050

the amount of money in the equalization pot, the more you recognize and help the children who are in school districts that appear to be needier. The more you go the opposite direction, those teachers...

SENATOR ROBAK: (Inaudible.) Are we on my time, is this my time?

SENATOR BOHLKE: You asked me to answer.

SENATOR ROBAK: Is this my time?

PRESIDENT ROBAK: There's 30 seconds left, Senator.

SENATOR BOHLKE: You don't want me to finish my answer?

SENATOR ROBAK: No, cause we only have 30 seconds left. No, they don't even understand the school aid formula. They understand that there's going to be a lid out there somewhere, and that's what they understand right now. That's why I think this is premature, this is a little too early to do this type of a bill, comprehensive bill. I think we should wait and see how...what the Revenue Committee plays out in the spending and any lid bills that come out, then we'll see what we can do for our schools.

PRESIDENT ROBAK: Thank you, Senator. Senator Stuhr.

SENATOR STUHR: Thank you, Madam President and members of the Legislature. I stand in support of Senator Wickersham's amendment. I think it's been really interesting this morning. We've been talking about equity, equity for children, for all children. As a mother, as a grandmother, as a former teacher I truly believe in equity for all children. But I have a great concern of what we're doing to the formula, so to speak, particularly concerned for those children in outstate Nebraska, shall we say, those children that live in two-thirds part of the state. How do we define equity in education? Consider some of the larger schools. It's interesting, I was looking at the cost per student and of course the smaller schools have a larger cost per student. The larger schools have the largest cost per student. Why? Because of probably, number one, the number of programs that are offered. How many swimming pools do we have out in rural Nebraska? I mean those kinds of courses. I've