

sense of equality in funding of education. Where the poorer school districts, and we're not doing away with property tax so we still have poorer school districts defined as those that have poor land values, try to get an equal opportunity for their children in education to compete with those that have better opportunities of those with higher values. Those with poorer land values, for the most part, will have a higher levy if they're trying to compete and trying to get up there to have their kids have the same opportunity, if the school board and the people want to do so. Those are the ones that for the most part will have the high levy. Those are the ones that we cap and we put down to the \$1.10. You go back to other school districts that are...that, for the most part, have the high value, and again Inland is the one that comes to mind this year. Senator Bohlke smiles. We've had Verdigre and Venango and Inland it seemed like this year. Tell me how Inland's going to be hurt with their 89 cent levy. Tell me how they're going to have to cut back now with the 89 cent levy. And then talk to me about what schools are going to do that are at a dollar fifty, upper forties, dollar forties and so on, some in the dollar seventies. Tell me what they're going to have to do. And then let's start talking about quality of education because the studies that are out now say that the dollars that are being spent in education in the areas of increasing teacher pay and decreasing the class sizes are the most valuable dollars being spent today in quality, in achieving higher test scores and quality education. Look at Tennessee for the classic example. Look at Tennessee for the classic example. And what we're doing today is we're actually going to begin reducing teacher salaries, for the most part, because if you look at here's what teachers are going to have to do now when they negotiate over the next few years. Their school district will be at a two percent and zero; maybe they'll be up a percentage point from that. They're going to be facing severe caps in two years from now with no guarantees that there's going to be a change in those caps. So if they negotiate and they get a settlement that they don't like, and if they go to CIR and they get a negotiated settlement that they like, here's their choice--the school district will have to pay so the teachers will get the increased salary, but they'll have to lose staff because they won't be able to have as many faculty. So the teachers now are going to be at this particular phase in the bargaining when they get into it next year. They're going to be saying, well, do we try to get more money, at least maybe a cost-of-living adjustment to