

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
Transcriber's Office

February 3, 1999 LB 149

further policy manipulation or construction is available. That simply isn't the case. Senator Wickersham pointed out that our underlying policy for education is needs minus resources equal aid. Well, there certainly are several available opportunities to work on the needs part of that formula and also, for that matter, the resources part of that formula. So I think you need to be reassured that this is not locking us into something or foreclosing options that may be available down the line. The other thing I'd quickly point out, there are some other very important advantages of this measure in terms of stability and predictability. There's considerable improvement in our...in our procedures along both those lines. Finally, a quick comment on printouts. Not having printouts is maybe not realistic, but certainly having printouts that are more simple and can be more quickly calculated is a possibility, and I think we can realistically look forward to that. Thank you.

PRESIDENT MAURSTAD: Thank you, Senator Raikes. Chair recognizes Speaker Kristensen.

SPEAKER KRISTENSEN: Thank you, Mr. President, members of the Legislature. I heard this morning a little bit of discussion and I want to draw us back. If we're going to talk about policy and philosophy this morning, I at least want to make sure that I put in what I believe that history was and try to get us on at least some agreement as to where our policies, in the past, have been. We started off with state aid. State aid has been a fight in this state since the day it was designed. It is not a constant. But, prior to 1959, we had a pot of money in this state. We appropriated so much money and we created the pot and we did it for a couple of reasons. One, we wanted all of the students to share in some state monies and not property tax monies, and we call that foundation. We're going to give a state foundation to students. And so we gave each student, per pupil, some money. And we had a second pot of money that was called equalization. That was to help some schools that needed it a little more than other schools, but we never put a whole lot of money into that equalization pot because it was hard to agree on who got that money. So it was much easier just to come out and say, look, we're going to give a little to everybody and do it on a per pupil basis. What happened during that period of time? Well, around the country that was commonly done and