

February 13, 1996 LB 349

PRESIDENT ROBAK: Thank you, Senator Robak. Senator Bernard-Stevens. Senator Wickersham.

SENATOR WICKERSHAM: Thank you, Madam President. I guess one can, one can always learn to be flexible in this process. Maybe, maybe if you're flexible enough you won't turn into a complete noodle, but we'll see. I think that it is appropriate that we place Senator Robak's bill into a position where it deals exclusively with what is a relatively new idea to Nebraska. It's not a relatively new idea to other people in the United States, but a relatively new idea in Nebraska. And that is the way that she presents taking into account the income wealth or resources of individuals in a school district and their concurrent ability to support the education of their children from that wealth or that resource, however you want to characterize it. The idea in Senator Robak's bill is completely different from the manner in which we currently use income as a resource in the 1059 formula. I think in some respects, if we debate the two concepts together, it will be confusing to the body and I believe it is appropriate to keep them separate. Heaven only knows, I think most of you are confused enough those of us who have some smattering of even a vague notion of what 1059 does try to talk to you about it, and then you find after we have given you what we think we know about 1059 one of our committee counsel or someone else who knows far more than we do runs up to you and says that's completely wrong, we don't know what they're talking about, and confusion piles on top of confusion. And I think that's what we'll have potentially if we do not do as Senator Robak suggests. Senator Withem suggested that 349, the committee amendments were put out as a package, and, Senator Withem, I wouldn't disagree with that proposal. What it, what the expectation was when we got a printout that we would see the different, we had different sets of winners and losers, and that the different sets of winners and losers from the combination of the two might be something that was acceptable. I'll have to tell you that I don't have a printout. I don't know who the winners and loser are, so I'm not even able to tell you that keeping them together is a sensible thing to do if you want to make state policy by reading printouts. I simply don't know. I think in some respects we might be better off not knowing, but it seems like eventually someone always shows up with the printout and off we go. In fact, in mention of printouts, of course everyone is undoubtedly aware that the