

fact, there is no way to do that. There is no way to provide, in my view, for what anybody would say is really equal educational opportunities. Those children are going to have different educational opportunities and they may produce results that are all...that are satisfactory to the patrons of the district in terms of the quality of that education, but it will be a different kind of education in each one of those school districts. But the supporters of this proposal will tell you, well, it isn't about that at all anyway; it is about how much people pay for equalization or for...I'm sorry, for their schools and we think that no one should have good schools without paying for them,...

PRESIDENT ROBAK PRESIDING

PRESIDENT ROBAK: One minute.

SENATOR WICKERSHAM: ..unless we're all paying approximately the same amount. At least that's the way I understand the arguments to go. Well, that isn't really possible either because of the different configurations that we have in school districts across the state of Nebraska. We have large urban school districts that spend a great deal of money on special education, that spend a great deal of money on administration, that spend a great deal of money on transportation, and I'm not saying that those expenditures aren't legitimate. But you don't find those expenditures, necessarily, in a one-room schoolhouse in Sheridan County or Cherry County, for example. You find a different kind of expenditure in those schools. I think, quite frankly, that most of 1050 is simply about money and who gets it. And that argument will continue and the rationales...

PRESIDENT ROBAK: Time.

SENATOR WICKERSHAM: ...that will be advanced will have more or less validity than those now being advanced for the changes in 1050.

PRESIDENT ROBAK: Thank you, Senator Wickersham. Senator Withem.

SPEAKER WITHEM: Yes. Madam President, members of the body, just want to make a couple of comments. I put my light on more than anything else to just talk about, Senator Abboud made the