

humane environment that was there for children and how well that system still meets the needs of sparsely populated rural areas. And what I would suggest to you today is that if you vote to pass 662 you are in fact restructuring a system that should not be uprooted in this fashion. At the same time the stated goal was tax equity and I would suggest to you furthermore that you're not even going to get tax equity. This bill simply does not begin to address all of the problems that need to be addressed in this state. It's an interesting thought, I think, to compare where this bill came from and some of the statements have made about the bill over the last few debates and some of the assumptions that are brought to this bill. I came across a report here a while back. It was Nebraska State Planning Board. It was created in 1937. It was a Nebraska educational survey and it made a lot of statements about rural schools and how bad it was, and you know that report back there created in '37 and the report they generated in '39 basically offered the same arguments that the proponents offer today. Well I suppose a proponent could say, see, we have gone nowhere and we're just exactly where we were in 1939. What I would do is invite those folks to come out and look at what is going on in the rural area and then sit down and decide again if you have really solved the problem. Those schools have changed. I found that when I went out and looked at them. I was surprised at what I found there and how well they meet the needs of the area. There is a broad diversity of schools out there and I believe rather than crushing diversity that what the public really wants right now is additional diversity, an additional opportunity to participate in their schools. You will remember I think in one of my previous debates that I cited the book Megatrands and I suggested that 662 is going counter to what the futurists tell us is going on. There is a statement in Megatrands that says, "An agricultural society and an information age are more related to each other than either of them is to an industrial society." What I would suggest to you is that we're doing, if we pass 662, we're taking a step that if we were going to do it probably should have been done in the '50s. That's when other states started talking about it and did it. That was an industrialized age. It made sense to have industrialized schools, put all those little kids in those little cells and chug them right through the system and churn them out at the other end. Well I would suggest today that the model that the Class I's offer us gives us more educational diversity, is more humane