

March 8, 1990

LB 1141

LR 239

question that. I would also, I think, be first to say that there are some people who might vote against the whole plan because of that. I suspect there will be others brought into the plan and voting in favor of it because they have something to gain and I don't know if those will cancel out or not. I have no way of knowing. But I would make one final statement. One of the things about the students' voting rights that I have been always amazed with on the discussions, whether in committee or elsewhere, is that there seems to be some...some fear about what might happen. And I'm always interested because on the board of trustees, as it's envisioned in LB 1141 and, again 1141, it really doesn't make any difference if that passes or not, it's...that simply gives us an idea of what things might look like if 239 is, in fact, agreed by the public. But I guess the fascinating thing is there would be one vote among six and apparently what we're afraid of is five intelligent, knowledgeable adults will not be able to handle that one voting student. And I didn't realize they were that powerful and that influential. I also hear people say, well, what happens if some people are gone and it comes to be a tie vote and the student breaks the tie on a very important issue? I would argue if any five of us were on a commission or on a board of trustees, with one student voting right, and we knew members were gone and we weren't sure where the votes were, I suspect we would use whatever procedure is necessary to make sure that the proper people were there at the right time to get the votes done. So I'm always amazed at this fear that's out there. I would also like to put in a little plug, I guess, for students because many of these students, for example may not...in the universities, will not finish university and they will go right into work. Many will be married and not finish, for one reason another go into the work force and they are full adults at that point, participating, voting and doing whatever. And we're training these people, they are our future. In fact, what we're basically saying here in some of the discussion is that we don't want to give them any responsibilities. We're afraid of what they might do. And I don't think we need to be afraid of that, particularly the small, small say that we actually are given. I do have one concern, however, on this particular amendment to the amendment. My one concern is if this doesn't pass, there might be a movement to take it out altogether and that somewhat bothers me and that's why I'm kind of in a quandary of how I want to approach this particular amendment to the amendment. But, at this point, I think I am going to oppose it because I don't see any harm at the final decision-making process when it

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