

April 4, 1990

LB 247, 1059
LR 239

quality of education is one thing, structure and how we give that equal opportunity is another. And sometimes you have to change the structure to provide equal opportunity in order to give quality a chance, and I think the same thing applies for LR 239CA. I think at times you have to look at the structure on providing equal opportunity out there as well, though certainly not the same way as equal opportunity in LB 1059. Examples, I think Senator Scofield and others will talk about, it is not possible for students sometimes in the State of Nebraska, outstate, to transfer credits easily. It is not possible sometimes for students who have the opportunity to take courses they need because they are the nontraditional student. They are not able to just pack up, leave families, and go to Kearney or go to the university or go to UN-O and take full-time classes. They can't do that. There is no coordination on the things that they do have. Sometimes they can take some credits to get on the way to what they need to go for their future and their livelihood, but then they can't take the rest because they have to go somewhere else. Sometimes the programs are installed out there and they get enrolled and they get on the way, and, all of a sudden, later on the universities or the state colleges, or whomever, decides we can't do it anymore because of the funding problems, and then they are left out in the cold. Changing the type of coordination so that we do have a coordinated sense of higher education will very directly affect the quality of education. People are going to be able to know exactly what they can do and what they can't do. There will be some consistency out there. And whenever you have a system that begins to run smoothly, the quality always improves as well. And I think there is some direct correlations to LB 1059 and 239CA, particularly when we raise the specter of, yeah, but what about the quality of education.

PRESIDENT: One minute.

SENATOR BERNARD-STEVENS: I also think that the body last year in its discussion, particularly of the Kearney issue and LB 247 before the Kearney amendment was added, the body particularly said that there are some serious problems, and I really want the body to consider if we continue and we do not agree with the bracket motion, which I would urge you not to agree with the bracket motion, if we continue and even pass with 30 votes 239CA, what would happen? And what would happen is we would have a direct public input, a direct public input, and if they would input and tell us, yes, we want to do this, then we come