

April 4, 1990

LB 1141  
LR 239

accounting, calculus, higher math in order to qualify for that kind of degree, and get the kind of professional employment that you want. Those, again, you can't transfer those credits and be honest with the student that they are getting what they supposedly think they are getting. I really am beginning to be concerned about 1141, because if LR 239, indeed, is voted and passed by the voters, this bill, as I understand it correctly, we are to be able to come back to in 1991 and refine and try to do it right. But I think you must not say to the constituencies right now that this is going to solve all the problems of all the schools. It is not. It is simply a beginning. And people are fond of saying, well, if we don't do something today, five years down the road we're going to wish we had, and this place is going to fall apart. Well, you know that's not true. Five years ago people were saying that about now, that if we hadn't done something well we'd be in real trouble. Well, some people think we're in trouble, others do not. This is not a protective thing that I'm saying just because of University of Nebraska at Lincoln. It has to do with higher education in general. And you simply may not mislead your students. If coordination means that counselors at all levels will sit down and faculty will sit down with the student at the beginning of their freshman year and make them understand that there is a core of courses that they must take in order to come out with a baccalaureate degree of any kind, and the student accepts that and goes on, fine. But, if that coordination is simply going to mean that the Appropriations Committee is going to sit and say, well, we are giving them all this money and they're coordinating it correctly, we've done our job. There is so much more to education than that. I'm not going to vote for 1141 at this stage of the game, because everything I'm hearing is...

SPEAKER BARRETT: One minute.

SENATOR CROSBY: ...telling me that we are not going to be straightforward and honest with the students about what all of this is going to do for them and for the faculty. So, here we are again. I've made this speech before, and I think you must be very careful of telling people that just because you have a certain number of students on a campus that puts it up to a certain level of education. It does not. It has to do with the courses, it has to do with what the student gets from those courses and what they end with when they get the B.A. degree and then go on to whatever master's they want, or not. I think it's still a free country, I haven't forgotten it wasn't. I hadn't