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Committee, or those who had the opportunity to spend many, many weeks looking at this matter. But we can't seem to do either an income or a sales tax alternative. The Governor is not providing any leadership on these matters. But I think--and I'm sorry that we're creating, I think, potentially, a crisis in two respects, that I hate to see. One has to do with the pressure on property taxes. By not taking a load off of the possible gap, by not dealing with a portion of it now, you are almost certainly facing a \$100 million cut in state aid to education and exacerbated property taxes next year. And I'm really kind of surprised at many of my rural colleagues, who had the opportunity now to prevent that possibility next year, didn't afford themselves of that opportunity now. Because that alternative came around this year, when we have \$296 million to deal with, I can tell you with certainty that one of two things is going to happen. We're going to increase property taxes, or we're going to make deep cuts in government. And if we make deep cuts in government, to me that is nothing other than a direct attack on education, on higher education, and on K-12 education. There is a book that I've read a review of and that I will be reading this summer. It's called The Race for the World. And it's a book written for people who are starting, or want to involve themselves in global companies. And it is a broad perspective of what globalization means and what America must do to deal with it and to stay ahead of the rest of the world. And it talks extensively about intellectual capital, about high levels of education, about high levels of thinking skills, about high levels of working skills, about translating those things into patents and copyrights and ways of doing things in the business world that will keep us at the lead, in the head of the pack. We're not going to do that with cheap manual labor. We're not going to do that, probably, with manufacturing skills. The rest of the world is going to do that work. But they can also do the intellectual work. And if we're going to put ourselves in a position where we're not poised to support...

SENATOR CUDABACK: One minute.

SENATOR BEUTLER: ...higher education, both in its research functions and in its education functions, and we're not in a