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as far as the constitutional amendment argument here this morning in some ways was put it on the ballot, so people can sell it and vote on it. If that's what you want then why don't we abolish the constitution revision committee, say to every Senator any constitutional amendment he puts in here we'll put it on the ballot and let the people decide it. If that's our job to merely do it that way, then why mess around with a committee to hear bills? I don't believe that I should as a state Senator shirk my duty just to put something on the ballot to duck an issue. If I don't think it is sound, I might say in closing that in this amendment also, I hate to bring this up, but I don't know if the student even has to be a resident of the state to serve if this will go through. It doesn't say so in the constitutional amendments, I suppose he could be from any place, but that's not the point, the point is I think that they should run basically, not change our Government, run, face the voters like you and I had to do and like everyone else that holds political office has to do, face the voter, not get it the easy way.

PRESIDENT: The Chair recognizes Senator Stahmer, then back to Senator Marvel.

SENATOR STAHMER: Mr. President, members of the body, I'd like to touch on two or three points that were raised here, and I think it was Senator Fowler that I think that, or perhaps Proud that raised what is I think a very significant point, mainly even in the eventuality that a student were to be elected from a district, obviously then he would feel beholding and bound to represent those students as their representative and the people in that district then would perhaps feel that they hadn't, not the representation the general tax payer for whom Senator Syas is interested, and I don't blame them for being interested in them, but let's get back the taxation and representation, and student fees, and the cost that the student input, this is what our revolution was all about. I think the students have as much grievance as we did against the British Crown and we talk about taxation without representation. They're putting in any where from one third to a half of the money to run this situation, then many times they are getting far less in quality education, for the benefit of Senator Syas and Mahoney, who do not sit on the budget committee, I wish they could sit there for two or three or four years, and listen to these students that come before our budget committee. How well organized their testimony is. How rational their approach is, how informed they are, more often than not we learn more from the students and I think every member of the budget committee, I think agree with me. We probably learn more from the students coming before this budget committee than we do from the professors and the staff. If we are going to charge these young people up to a half of the cost of their education and not give them any voice in it whatsoever, it's not surprising then when we have students hiring among themselves experts to come in here from another state to tell them they've got a lousy library system down here, in the University of Nebraska, and that they are getting a lousy education because that is the heart of a University. What kind of a tragedy is this that we charge them this money, then offer them a mediocre education and if, when it gets down to the situation gets to such a state, that the young people themselves have to expend their own funds to display what a sad state of affairs we have existing in the University, then I think it is time to look for a change, and I think we are not too late and too old in the country not to consider change, and to suggest that because you're going to ask for a specific change in the constitution, you're going to ask for 27 specific changes, is a spurious argument. I would repeat this is taxation without representation.