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effectively in the state. And we do recruit our own for those programs. And lots of times people, particularly from the sparser populated areas of the state, would like to find a way to be able to go back and afford to be where they maybe would be more attuned to living than trying to encourage someone from another state to move to those areas where they don't know people and don't have family and aren't familiar. This is a recruitment tool to get people to come into the profession, the high-quality students coming into the profession and going to the targeted shortage areas. It's different from some other bills that are cut there. And I think it needs to be funded this year, and we need to get the program started. Thank you.

PRESIDENT MAURSTAD: Thank you, Senator Thompson. Senator Chambers on the motion to return.

SENATOR CHAMBERS: Mr. President, members of the Legislature, we've been talking about Nebraska. We've been talking about America. I want to say a word or two about Paris, France. In Paris and other parts of France, women are leaving what have been known as traditional women's jobs. As in America, more and varied occupational doors are opening. As a result, those pursuits which were heavily populated by women, and the pursuits are deemed to be women's areas, are experiencing shortages. And it made me think of what is being said about this teacher situation in Nebraska. More males might be going into teaching, but it still is viewed as a profession where women might predominate. And not as many women are going into teaching, because they're going into other lines of work. Things are never going to be the way they were and, in fact, if you study history, things never were the way they were. People misrepresent and they say things that are not factually true. It's why I keep saying, we need better education in the classrooms. Education is suffering. We don't have people who are capable as teachers. I don't care how much money you're giving them, look at the finished product. Listen to adults who have advanced degrees talk about ordinary issues. Listen to them discuss politics. They don't know history. They believe in myths. They state things that were never anywhere close to the way they represent them as being. And we talk about teachers now in almost worshipful tones, that they're some kind