

February 15, 1995 LB 20

SENATOR CROSBY: All right, the second thing, during all of your conferences and so on, did anyone ever talk about involving education of those people so they would learn English?

SENATOR CHAMBERS: Well, Senator Matzke gave...

SENATOR CROSBY: That's a friendly question.

SENATOR CHAMBERS: ...me an example of a firm in Scottsbluff which is having English taught as a second language at the work site.

SENATOR CROSBY: Okay, thank you. That was my point. My point, and I appreciate your telling me that because as I said at the beginning, it doesn't have anything to do with the amendment what I'm thinking. It really...but the bill itself and the idea for me, I thought about it during all the debate on General File and since then that for me eventually what we must do is work with public schools and with the Department of Education perhaps, that if this is a real problem and I'm sure it is. I know in certain places is a real problem, that we should figure out some way for those people to learn English on site or evening classes some way, work around their schedule so it would be because for me that's the way we assimilate. A lot of people came over the years from different...Asians, Cubans came in the sixties and seventies and most of them have assimilated and learned the language. Some of them still have a difficulty speaking it, but I know a lot of the Cuban families that came during the sixties and seventies and their children have gone on to higher education to professional level that people maybe at the beginning thought they never would. So my only point at this stage of the game, whatever happens to his bill and whatever happens after that, if we come back to this some time, we must look at the educational side of it so that people who are...so they don't stay feeling like they are outside the circle and I think that's really important. If they have somebody there at the business site that just interprets for them every day or tells them what is going on or puts the signs up in two different languages, I think that still makes them feel like, well, they're a little different. So that's what I think we have to look at is the educational side of it and perhaps maybe later after this session we can look at that if anyone thinks it's necessary, but I just wanted to get that into this discussion so you'd think about it because I still think