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LB 1399

SENATOR TYSON: Thank you, Mr. President and members of the body. Senator Bohlke mentioned that there were some of us who were struggling with this whole area, and I am one of them. I recognize that one of the most difficult things in compensating anyone for doing anything is recognizing merit, and because a lot of organizations, both in government and in private life, follow the rule of one size fits all, it is sometimes difficult outside of seniority to make a difference in pay grades. Having said that, I still have a great deal of problems with the Master Teacher award, primarily, well, there were...there were two things. One is addressed by this amendment. I intend to support this amendment. The thing that bothers me most about this subject is that it is not enough to know your subject when you're a teacher. It is not enough to understand every nuance of the craft, as it were. What you must be able to do is you must be able to impart that to your students. That is the hard part. That is where you get away from the rote, as it were, from memorization of facts and canned explanations, and well-drawn lesson plans. You still have to be able to pass the information on untouched, as it were. There is a great, great advertisement on TV right now and it shows a young boy wearing slippers, shuffling his feet along a carpet to a sleeping man, and as he gets to the man, he reaches out and he touches the man's arm and a spark, a static electric spark jumps, and the man wakes up. Now on the way over there, he has passed I don't know what kind of small dog, lunch for a Labrador dog like a "Yorkey," and he looks at the "Yorkey" and the "Yorkey" snarls at him, and the message that they are getting there is knowledge is power. Well, that young man passed some power along, minute amount but he passed it along. A good teacher, who may know his subject, passes it along but an inadequate teacher may know the subject equally well and not be able to pass it along. And I have had those teachers and I have had the teachers that can excite the student and pass that information on, and recognizing the difference is one of the difficult things to do when you're designing a salary structure. I don't know that this Master Teacher plan does it. I'm going to support this amendment. There's an amendment right behind that's mine, and it says simply strike Sections 4 through 14, pardon me, 7 through 14, which is the Master Teacher Program because I am not at all sure that this piece of legislation belongs in LB 1399. I'm going to