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SENATOR CUDABACK: Thank you, Senator Schmitt. Senator Chambers, you're recognized to speak.

SENATOR CHAMBERS: Mr. President, members of the Legislature, I am going to wait and listen to more of the debate before I take a definitive position, therefore I won't be able to vote for Senator Tyson's amendments. But what you have to look...what I look at in a situation like this is the number of children who come out of schools not able to read, not able to write, not able to calculate, and teachers who are not much better than the students. We do not penalize the teachers who don't function as they should. So why give a reward to those who are really doing no more than what a dedicated person ought to do? Teaching is to be a profession, it's presented as a profession, not a trade. But in a trade, Senator Aguilar, say that you and I are brick masons and we lay our bricks crooked. When we get ready to finish a driveway or a floor in a basement and it's lumpy, up and down, we get punished for that. They have higher standards on us as tradesmen because if we don't conform to the high standards of our trade and what is expected, we don't get jobs. Teachers, there are incompetent teachers right now, and I could give names of them. I could give their names. You can't get rid of them. Now if these teachers, as Senator Thompson had suggested, are doing this additional work because they love their profession, they're going to do it anyway. If the only reason, on the other hand, they do it is for money, then they are just mercenaries, like everybody else, and it is changed from a profession to a trade. Everybody ought to be compensated based on the value of what they do. But I doubt that there is a person on this floor who would say that all the people teaching ought to be teaching. George Bernard Shaw had said, and I know people who have heard me say it are tired of hearing it, those who can do, those who cannot teach. And improving on George Bernard Shaw, I add, those who cannot teach, teach teachers. And we have a spiraling downward when it comes to achievement in the classroom. Young children seem to learn, to have inquiring, curious minds until they enter the classroom. When they enter the classroom, all of that activity seems to stop, not in every case. And the farther they go through school, the less they learn. And by the time they get out on the other side, they may be less capable when it comes to using the powers of