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Transcriber's Office

Floor Debate  
March 12, 2019

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SCHEER: Good morning, ladies and gentlemen. Welcome to George W. Norris Legislative Chamber for the thirty-ninth day of the One Hundred Sixth Legislature, First Session. Our chaplain today is Father James Netusil from Saint Francis Borgia Roman Catholic Church in Blair, Nebraska, in Senator Ben Hansen's district. Would you please rise.

FATHER NETUSIL: (Prayer offered.)

SCHEER: Thank you, Father. I call to order the thirty-ninth day of the One Hundred Sixth Legislature, First Session. Senators, please record your presence. Roll call. Please record, Mr. Clerk.

CLERK: I have a quorum present, Mr. President.

SCHEER: Thank you. Are there any corrections for the Journal?

CLERK: I have no corrections.

SCHEER: And are there any additions, messages, reports, or announcements?

CLERK: There are, Mr. President. Communication from the Governor to the Clerk. (Read re LB7, LB11, LB32, LB42, LB55, LB56, LB57, LB61, LB63, LB65, LB70, LB71, LB75, LB78, LB82, LB102, LB115, LB117, LB121, LB122, LB146, LB154, LB190, LB193, LB194, LB196, LB258, LB259, LB264, LB301, LB355, and LB359.) A confirmation hearing report from Judiciary. Judiciary also reports LB396, LB457, and LB514 to General File. Notice of hearings from the Government, Military and Veterans Affairs Committee. Conflict of interest statement by Senator Pansing Brooks. That will be on file in the Clerk's Office. Senator Briese would like the General Affairs Committee to meet at 9:05 in Room 2022; General Affairs at 9:05. And that's all that I have, Mr. President.

SCHEER: Thank you, Mr. Clerk. While the Legislature is in session and capable of transacting business, I propose to sign and here do sign, LR35, LR36, LR37 and LR38. Colleagues, I'd like to announce this morning that Senator Murman's daughter Kelsi presented him with a brand new grandson at 12:46 a.m. this morning in Fort Worth, Texas, Landon Samuel Hewitt. Congratulations. First item, Mr. Clerk.

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CLERK: Mr. President, confirmation report from Natural Resources involving an appointment to the Nebraska Natural Resources Commission.

SCHEER: Senator Hughes, as Chairman of the Natural Resources Committee, you're welcome to open on your report.

HUGHES: Thank you, Mr. President. Good morning, colleagues. Both of the confirmation reports from the Natural Resources Committee this morning are reappointments to the Natural Resources Commission. I present for your approval the reappointment of Mark Czaplewski to the Natural Resources Commission. Mark came before the Natural Resources Committee for his confirmation hearing on February 27. Mr. Czaplewski lives in Grand Island and has worked for the Central Platte Natural Resources District for 20-plus years. Prior to that he worked for Nebraska Public Power District for 20 years. Mr. Czaplewski filled the term on the commission two years ago and would like to continue that position for another four years. Mark's career has been in natural resources field. He has volunteered much of his time working on natural resources issues. The Nebraska Natural Resources Commission is composed of 14 members appointed by the Governor representing different areas of interest. There are also 13 members that are elected by natural resources districts to represent the different river basins. Mr. Czaplewski will resume the wildlife representative on the commission. The committee advanced Mr. Czaplewski's reappointment with an 8-0 vote. I ask for your confirmation of Mark Czaplewski to the Natural Resources Commission. Thank you, Mr. President.

SCHEER: Thank you, Senator Hughes. Any discussion? Seeing none, the question before us is the confirmation report from the Natural Resources. All those in favor please vote aye; all those-- oh, and Senator Hughes, by the way does waive his closing. Thank you for the reminder as you're waving at me back there. The question before us is the adoption of the confirmation report. All those in favor please vote aye; all those opposed vote nay. Have all voted that wish to? Please record.

CLERK: 30 ayes, 0 nays on adoption of the report.

SCHEER: The confirmation report is approved. Senator Hughes, for your next report.

HUGHES: Thank you, Mr. President, and good morning, again, colleagues. My second appointment to the Natural Resources Commission is Mr. Don Batie. He is a reappointment as well. Don came before the Natural Resources Committee for his confirmation hearing on February 28. Mr. Batie lives and farms northeast of Lexington, Nebraska. He has dedicated a great deal of time to helping develop water policy over the years. Mr. Batie has served on the commission for one full-term already and would like to continue to serve and provide assistance

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to the NRC. Mr. Batie will resume the agricultural representative role on the commission. The committee advanced Mr. Batie's reappointment with an 8-0 vote. I ask for your confirmation of Don Batie to the Nebraska Natural Resources Commission. Thank you, Mr. President.

SCHEER: Thank you, Senator Hughes. Returning to discussion. Seeing none, Senator Hughes waives closing. The question for us is the adoption of the confirmation report from the Natural Resources. All those in favor please vote aye; all those opposed vote nay. Have all those voted that wish to? Please record.

CLERK: 31 ayes, 0 nays on adoption of the confirmation report.

SCHEER: The confirmation report is approved. Senator Hughes, for what purpose do you rise?

HUGHES: A point of personal privilege, please.

SCHEER: Please proceed.

HUGHES: Thank you. Good morning, colleagues. Just wish to announce that tomorrow will be cinnamon roll day here in the Capitol. The Nebraska Wheat Growers and Nebraska Wheat Board are providing warm cinnamon rolls for us, for our office staff as well. So just want to give you a heads up. Either someone from my office or Senator Halloran's office will be escorting them to the tower, but there will be fresh cinnamon rolls for you tomorrow. Thank you, Mr. President.

SCHEER: Thank you, Senator Hughes. Mr. Clerk, we'll proceed to General File, LB463.

CLERK: Mr. President, LB463 is a bill introduced by Senator Williams. (Read title.) The bill was introduced on January 18 of this year. At that time referred to the Revenue Committee for a public hearing. Advanced to General File. I do not have committee amendments. I do have an amendment from Senator Williams.

SCHEER: Thank you, Mr. Clerk. Senator Williams, you're welcome to open on LB463.

WILLIAMS: Thank you, Mr. President, and good morning, colleagues. This morning we're going to talk about the tax deed tax certificate situation that we have seen in Nebraska. LB463 will amend statutes concerning the tax certificate and treasurer's deed process to ensure that real property owners, and those in possession of real property, receive adequate and timely notice that they are in risk of losing their property if they do not take action. I want to give a little bit of a

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brief history of this and I'm assuming most of you are aware because of some World-Herald articles that were written last summer and then a Supreme Court case, the Wisner case that was heard by the Nebraska Supreme Court last summer. The tax certificate tax deed process is an important process in our state. And I start by reminding everyone that the circumstances that give rise to these situations only start when someone does not pay their taxes, and by the way, not paying their taxes for a lengthy period of time. One of the things that this accomplishes, this process is when people don't pay their taxes then we have situations where the funds that school districts are waiting for, are not available. Funds that the county and other taxing authorities are waiting for are not available. So the sale of tax certificates begins a process so that the taxes are paid and taxes can then be distributed to people. But what we have had happen over the course of time is some very inequitable situations. Right now when someone purchases a tax deed, and we're in that season right now, county treasurer's on the first Monday of March each year sell their tax certificates. They choose those properties that have had delinquent taxes for two to three years, publish in the paper, that these tax certificates are available for sale, and then they hold an auction and those tax certificates are sold. The holder then of a tax certificate, because they have paid the taxes and the delinquent interest, are then available if they hold that certificate for three years. They can apply for a treasurer's deed. It is the treasurer's deed process that is directly looked at with LB463. In arriving at the qualifications and the enhanced notification of LB463, I did assemble a working group. This working group included several county treasurers and the County Treasurers Association, NACO. I also engaged the attorneys that had represented different people in these tax deed situations. In particular, Dave Pederson from North Platte, and Mark Porto from Grand Island. Also engaged and invited to the table, a couple of the companies that purchase tax certificates, U.S. Assets and Guardian Investments and appreciated their involvement in this process. They not only buy tax certificates in Nebraska, but each of them deals in multiple states with these things. Because of lien encumbrances, the Bankers Association was involved and I would also like to strongly thank my staff for their drafting ability, in particular, Dexter Schrodtt in helping with this. LB463 accomplishes the goal of strengthening the treasurer's deed process by making several changes to existing law aimed at ensuring real property owners receive adequate notice while at the same time clarifying what is required to be filed by a treasurer's deed purchaser in the county treasurer's office. LB463 starts by removing the distinction between standard real property and owner-occupied real property in the existing statutes governing this process. Current law provides for different notice requirements depending on that distinction. The Supreme Court case from North Platte was not owner-occupied property and was thus subject to notice requirements that were not as stringent. LB463 simplifies, but at the same time strengthens, what is required for adequate notice by ensuring that those who occupy the property, as well as those listed on the title to the property, receive multiple, potential layers of notice. The bill requires personal or residential service by a sheriff or constable to be attempted on both the owner of record listed on the title and the person in actual possession or occupancy of the property. If this first layer of notice fails, a treasurer's deed purchaser then must proceed to the next layer of notice required by LB463. The second

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layer permits notice to be provided by certified mail, or designated delivery which is to be sent to the property address for a person in occupancy of the property and the person listed on the title to the address where the property tax statements were mailed. Certified mail is also required to be sent to every encumbrancer of record. If both of these first two layers of notice are not successful, the treasurer's deed purchaser must then proceed to the final layer of notice which is notice by publication. Current law requires this type of notice to be published in any newspaper of general circulation within the county where the real property is located. LB463 tightens this provision by requiring notice by publication to be published in a newspaper of general circulation which has been designated by the county board as its newspaper of publication. This will ensure that treasurer deed purchasers are not publishing in a newspaper that might not be widespread in the county as other newspapers as was the situation with the North Platte Supreme Court case. I should also point out that at any time from the time of purchase of a tax certificate to the issuance of a tax deed, the owner of the property can redeem by simply paying the tax bill. Existing law requires tax deed purchasers to prove service of notification by affidavit, whether by personal or residential service, certified mail or designated delivery or publication. The affidavit is then filed with the county treasurer's office prior to a deed of conveyance being issued for the property. LB463 keeps this existing requirement, but clarifies that copies of the signed delivery receipt or return receipt, or if applicable, copies of publication must accompany the affidavit. Furthermore, the bill requires a title search to be conducted by a registered abstractor and a copy of such title search must also accompany the affidavit. Use of a registered abstractor ensures to the county treasurer that the title search was conducted by an experienced and independent third party. The bill also clarifies and puts into statute a checklist of the documents and fees required to be filed with the county treasurer by treasurer's deed purchaser before the county treasurer issues the deed of conveyance for this property. These items include the certificate issued from the initial tax sale, the fees required by law, the affidavit and accompanying documents proving service of notice, and the affidavit and accompanying documents proving publication of notice, if applicable. Finally, LB463 addresses the issue in statute that allowed for provisions of law to be continually delayed with respect to the treasurer's deed process. This has resulted in previous good faith attempts to amend these statutes to never fully come into effect--

SCHEER: One minute.

WILLIAMS: --causing confusion from the public, investors, and county treasurer's offices. For the reasons I have outlined, I would urge this body to advance LB463. I appreciate the work of other senators in working with me on this, Senators Brandt, Briese, Chambers, Clements, Dorn, Friesen, Groene, Kolterman, Stinner, and McCollister. Again, this bill was heard in the Revenue Committee, had no opposition testimony, and was voted out on an 8-0 vote. I would encourage your green vote to advance LB463. Thank you Mr. President.

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SCHEER: Thank you, Senator Williams. Mr. Clerk.

ASSISTANT CLERK: Mr. President, Senator Williams would move to amend with AM553.

SCHEER: Senator Williams, you're welcome to open on AM553.

WILLIAMS: Thank you, Mr. President. AM553 is a simple amendment dealing with the timing of the changes made in LB463 to the treasurer's deed process. As written, due to the duration of time between a tax certificate being sold and a treasurer's deed being applied for, the improvements made,-- and that is a three year time period, --the improvements made in LB463 would not apply to a treasurer's deed process until the year 2023. AM553 adds language to capture the tax certificate sold in 2017, 2018, and 2019, thereby ensuring that when the 2017 tax certificates are eligible to become treasurer's deeds in 2020, the enhanced notice requirements and other improvements made by LB463 will apply. It is the intention of LB463 to fix the treasurer's deed process as soon as possible. Without the adoption of AM553, the people of Nebraska would not see the enhanced notification requirements take place for another four years. Therefore, I urge your adoption of AM553 and the underlying bill, LB463. Thank you, Mr. President.

SCHEER: Thank you, Senator Williams. (Doctor of the day introduced.) Returning to floor discussion. Senator Groene, you're recognized.

GROENE: Thank you, Mr. President. I appreciate Senator Williams doing the work on this bill. My staff was busy preparing a bill itself because the main case that made the news was in my district, a ranch family lost a million and a half dollars of property for \$50,000 worth of delinquent taxes. I believe Senator Friesen was preparing a bill also and we met and Senator Williams is take the lead on this so that staff time was not wasted in competing bills. His staff worked with mine. I appreciate the hard work and diligence into this bill. It's needed. Families should not lose their legacy, their inheritance over delinquent taxes even though we must, as Senator Williams said, make a firm commitment that you do owe those taxes and you should pay them. There's a concern I still have that when the notices are printed in the papers three consecutive weeks, that a name, person's name is not attached to those notices. All they put in the paper in most cases is the legal description. In rural Nebraska, we know each other and if a name is attached to the notice and we see that grandma Jones, the widow lady has not been paying her taxes and we know her situation, and we contact them or family members to make sure that they know, would know of the situation. I believe we need to amend this or create a bill next year where when the notices are put in the paper, there's a name attached to that legal description. But for now the fact that the individual who owes the taxes, or their tenant, must physically be given a notice, not just mailed, not just put in the paper, is a great improvement

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into the process and I stand in full support of AM553 and LB463. It was a great collaborative effort by rural senators to get this bill here and well-written by Senator Williams and his staff. Thank you.

SCHEER: Thank you, Senator Groene. Senator Clements, you're recognized.

CLEMENTS: Thank you, Mr. President. I rise in support of LB463 and AM553 as well. I also thank Senator Williams for bringing this bill and including me in the discussion group because I was also looking into this problem that occurred in my district. And this will keep the current system, some people wanted to completely eliminate the tax deed, but I think it's important to keep the current system while protecting those people who are at risk of losing their property. In my district, we had a retired farmer and his wife who lived on 80 acres and they had medical struggles. They were mostly going to doctor visits and in-and-out of the hospital and not picking up their mail and not really paying attention to mail. They were ignoring the bills coming in and even the tax notices, their farm income with the farm economy struggling and just living on rental landlord-share that was too short to pay the taxes and other bills. And so they were getting various collection notices and probably certified letters in the mail which they weren't able to pay and were not aware that their own farm was at risk. And finally, a tax deed on their 80 acres was given for about \$30,000 to the buyer. The buyer got 80 acres, including the house that the farmer and his wife lived in, and the value of that 80 acres in my area is about \$500,000, which was acquired for around \$30,000 through the tax deed. Well, the owner finally did notify the farmer and his wife that he was their new owner and owned their property. And so the farmer came into my office asking for help and what he could do and how he could reverse this and if it was really final. In checking in the law the attorneys in our office looked into it and they asked the buyer, they offered to pay him \$50,000 for the \$30,000 he had just paid out just lately, give him a big profit just to cancel the deal and recover the property. Well, the buyer refused and kept their 80 acres and the house they were living in. They became renters of their own house that they had lived in for years and years. This bill proposes also give notice to the farm tenant. The man farming their land was their neighbor just down the road and he was the person that was very diligent and took care of his business and even took care of the neighbors and helped them out, but he had not noticed that the farm had been sold either. And this neighbor, if he would have known about this and gotten notice from this that would be required in this bill, he would have urged the farmer to figure out a way to pay their taxes. The neighbor probably would have brought the north 40 acres where the house was not sitting and would have--

SCHEER: One minute.

CLEMENTS: --been able to cover the \$30,000 and maybe, probably, some other bills. So this bill will help a lot to alleviate a problem that they have, but it does maintain the system so that it

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is important for counties to get taxes paid that are delinquent if we would have eliminated the process altogether. I think that more delinquents would have happened, less taxes would have been paid. So this will keep taxes being paid, but especially protecting those people who are in danger of losing their property in this sort. And so I do urge your support of LB463 and AM553. Thank you, Senator Williams, and thank you, Mr. Chairman.

SCHEER: Thank you, Senator Clements. Senator Friesen, you're recognized.

FRIESEN: Thank you, Mr. President. I stand in support of LB463. I know it was an issue all summer. I had a few phone calls and stuff from people, too, and I agree with Senator Williams. And we were all going to work on this, I guess, and in the end, I think one bill came out and I think that's a good thing, but I will say that I don't think this fixes everything and we'll have to maybe look at it down the road some more yet, but it's a lot better than what it was. There's still some issues with notification and things like that. When people are hard to find, it does make it difficult to make sure that that notification happens, but I think we've done-- in the bill he's done a good job of including as much as he can. There's still some items that I think when they publish the delinquent taxes in the paper, and if anybody has ever looked at one of those, you can tell that you, unless you know the description of your property, you will not be able to identify it in there, and I think that still is one flaw that we're going to have to address down the road. But otherwise, I think it's a good bill. It's going to help, and hopefully situations like what occurred over the past couple of years will not happen again. So I just stand in support of the amendment and the bill. Thank you, Mr. President.

SCHEER: Thank you, Senator Friesen. [Visitors introduced.] Seeing no others in the queue, Senator Williams, you're welcome to close on AM553.

WILLIAMS: Thank you, Mr. President, and a special thank-you to Senator Groene and Clements and Friesen for telling some of their personal stories that deal with this. AM553 just shortens the time frame so that the legislation can go into effect and start affecting tax deeds as early as 2020. So I would encourage your green vote on AM553. Thank you, Mr. President.

SCHEER: Thank you, Senator Williams. The question before us is the adoption of AM553. All those in favor please vote aye; all those opposed vote nay. Have all voted that wish to? Please record.

CLERK: 31 ayes, 0 nays on adoption of Senator Williams' amendment.

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SCHEER: AM553 is adopted. Returning to the floor discussion. Senator Erdman, you're recognized.

ERDMAN: Thank you Mr. President. Good morning. Senator Williams, I think this is a great bill and I think it's an opportunity for us, as Senator Clements described, to prevent people who are in dire situations from losing their property. Senator Williams, do you know of treasurers who put those delinquent taxes in the paper with the name of the person who owns the property?

SCHEER: Senator Williams, will you--

ERDMAN: Sorry. Senator Williams, will you yield to a question?

WILLIAMS: Be happy to. No, I do not. We did bring that up and talked to the county treasurers about that. It is possible they could do that. They oppose that because of the additional cost and also because of the concern of listing property owners that are past due on their taxes and the concern that those property owners would be quite upset by that listing in the paper.

ERDMAN: Okay. Thank you for your answer. I understand that and there are counties who do that, put the name in there. And in my county when the delinquent taxes come out, they're basically the legal description and so to determine whose property that is you have to go to the record and discover whose property belongs to that legal description. My comment is, the county commissioner was to the treasurer, if you place the person's name next to their delinquent taxes, you may find that more people would pay their taxes before they get put in the paper with their name by them. And consequently, in this case if you have a person who has not paid their taxes and the name appears and their neighbor knows that that person may have dementia or some other health issue, it would be very obvious that that person would go to that person and say, hey, look, do you have a problem? Why haven't you paid your taxes? So would you be acceptable if we put an amendment on there to make the county treasurer's put their name with the property description?

WILLIAMS: Excuse me, would you repeat that, Senator Erdman, I'm sorry, I missed.

ERDMAN: Okay. Senator Williams, would you be interested in placing an amendment on this bill in Select File to place-- to force the county or make the county treasurers put their name next to the legal description of whose property is delinquent.

WILLIAMS: I would be willing to consider that from that standpoint. What I would tell you is we brought a working group together, as I mentioned in my opening, and we talked about many

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alternatives to this situation. Remember, the plain fact is, the property owner has been given notice through their tax statement on multiple times leading up to the sale of a tax certificate. So it's not that they have not received notice. This process only starts when someone does not pay their taxes.

ERDMAN: Okay, but-- so how do these people lose their property then they didn't know their property was going to be put up for tax sale. So if their name was in the paper, someone, a relative would maybe see that.

WILLIAMS: Well, Senator Erdman, you are missing the enhanced notification requirements that are required following a tax certificate. A person has to hold the tax certificate for a minimum of three years before they can make application for a treasurer's deed.

ERDMAN: I get that.

WILLIAMS: I don't want to use your time.

ERDMAN: Yeah, but I understand that. But I still think it's important that the name be placed with the description of the property so people know whose delinquent taxes they are. Thank you.

SCHEER: Thank you, Senator Erdman and Senator Williams. Seeing no others in the queue, Senator Williams, you're welcome to close on LB463.

WILLIAMS: Thank you, Mr. President, and I appreciate the discussion we have had on this this morning. As you have heard, there have been cases happen that certainly reached inequitable results and the attempt of LB463 with the amendment is to create enhanced notification to avoid those situations. Again as I was just discussing, this circumstance only arises when someone does not pay their taxes to begin with, and does not pay their taxes for a lengthy period of time. The enhanced notification for the issuance of a treasurer's deed would take care of most, if not all of the questions concerning the names whether that's in the paper because the requirements are having direct personal or residential service conducted by a sheriff. I would just read, in closing, a letter that I received from Dave Pederson, the attorney that represented the Wisner family from Lincoln County, North Platte, in the Nebraska Supreme Court. And in his letter to me he says, if the additional safeguards in this bill had been in place, the Wisner family would not have lost their family farm. I think that's the bottom line we're looking for here and I appreciate all of the involvement and I would encourage your green vote in moving LB463 to Select File. Thank you, Mr. President.

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SCHEER: Thank you, Senator Williams. The question before us is advancement to E&R Initial of LB463. All those in favor please vote aye; all those opposed vote nay. Have all voted that wish to? Please record.

CLERK: 35 ayes, 0 nays on the advancement of LB463.

SCHEER: LB463 does advance to E&R Initial. Mr. Clerk.

CLERK: Mr. President, some items, thank you. Enrollment and Review reports LB354, LB354A, and LB449 to Select Files. Enrollment and Review also reports the following bills as correctly engrossed: LB16, LB29, LB48, LB112, LB112A, LB116, LB125, LB145, LB224, LB254, LB384, LB486, LB575, LB660, and LB660A. Two announcements. Retirement Committee will hold an Executive Session at 10:00 in Room 2022; that's Retirement at 10:00. And then Revenue will hold an Executive Session at 11:00 in Room 2022; Revenue at 11:00. That's all that I have, Mr. President.

SCHEER: Thank you, Mr. Clerk. Next item.

CLERK: Mr. President, LB399 is on Select File. Enrollment and Review amendments were considered and adopted on March 7. This morning the first amendment I have to the bill, Senator Slama, AM617.

SCHEER: Senator Slama, would you first give us a review of what LB399 is and then I will turn over to Senator Chambers as well and then we will go to your introduction of the amendment.

SLAMA: Thank you. Thank you, Mr. President, and good morning, colleagues. Just a refresher on LB399. It serves as the first major revision to Nebraska civic education standards since 1949. Our students face a constant barrage of standardized tests in English, reading, math, and science. Thanks to the competitive nature of these tests, these subjects can take the limelight away from other areas of instruction such as civics. When a student walks across stage at their high school graduation, we can rest assured that their skills in other core subjects have been sufficiently tested and analyzed. Once the pomp and circumstance fades however, these newly minted adults will, hopefully, find themselves in a voting booth. LB399 lays the groundwork to ensure that our students have at least been given a basic introduction to their government. Our nation's history and government structure is simply too important to take a backseat to other core subjects. LB399 with the adopted committee amendments sets a very achievable bar for school districts, updates outdated wording, and removes the criminal repercussions for failing to follow our civics education statutes. It also empowers the Americanism Committee, which is renamed the

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Committee on American Civics, to host two public meetings per year with at least one of those meetings open to public comment. This will ensure transparency and accountability in each school district's curriculum choices. In past years the nationalization test requirement has proven to be the civics education revision's downfall. And instead of just trying to push it through committee on a split vote, I listened to concerns that had been raised in the past. I worked with opposition testifiers to address their most pressing concerns. This bill which had died in past split committee votes and on the floor made it through on a 8-0 vote and advanced from General File on a 42-3 vote. Thank you both to those who have supported this bill from the start and opponents who have worked with me to find a compromise in the committee amendment which maintain the spirit of this bill. I look forward to improving this bill on Select File. Thank you.

SCHEER: Thank you, Senator Slama. Senator Chambers, would you like to refresh us your objections.

CHAMBERS: Thank you. Mr. President, members of the Legislature, I had expressed a lot of opposition to this bill. I have gotten heartburn because of it, if I had a heart. What we're faced with now is a bill that obviously is going to pass. The Governor will sign it. I thought in the early days of the discussion there could have been a possibility of derailing it. Once it became clear that such would not be the case, I entered a different mode where I'm now concerned about the Legislature as an institution, the quality of work that we do. There will be bills with which I disagree. On this one, I spent all of the weekend, not to the exclusion of everything else, going through the bill, combing those E&R amendments which have become the bill, wrote a number of amendments, some substantive, others grammatical or syntactical, but they are essential from my position because a bill that talks about education should, in the way it's written, bespeak the work of educated people. So I have talked to Senator Slama. I have given her all of the individual amendments that I had put together and I gave a copy of the E&R amendments, with the amendments that I would make above or between the lines of the text of that E&R amendment. There's no way that she would have an opportunity to review those this morning, so we will go 40 minutes, then the bill will ease to the side and come back Thursday. I believe that we're going to be able to make some changes and nobody in a position such as mine will ever get everything he or she thinks ought to be done. What I'm going to do this morning is join the discussion if I get the opportunity. I see a lot of lights on and for once, I'm glad. I hope my colleagues take up the 40 minutes. I can be doing other things with reference to the bill. And that's all the time I'll take at this point. Thank you, Mr. Speaker.

SCHEER: Thank you, Senator Chambers. Senator Slama, you're welcome to introduce your amendment. Senator Slama, you're welcome to introduce AM617.

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SLAMA: Thank you, Mr. President. AM617 addresses Section 7 of the bill which had raised some concerns in the last round of debate. I have amended that section to read as follows: "Every school board of the State Board of Education and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section." Then we add a period, strike the rest of that paragraph, and add: "Neglect thereof by any employee may be considered a cause for dismissal." This clarifies some of the confusion surrounding that section and I believe addresses the concerns raised, rightfully by Senator Bolz that the wording there was rather unclear. So this is simply a cleanup amendment and improves the bill. Thank you.

SCHEER: Thank you, Senator Slama. Going to floor discussion, Senator La Grone, you're recognized.

La GRONE: Thank you, Mr. President. And just so I can be clear about why I'm speaking this morning, it's my understanding that some of Senator Chambers' concerns that he brought to Senator Slama could be attached to this amendment so I'm simply trying to allow time to see if that can happen, which is often-- this is the first time I think it's happened this session, but as we go forward in the session I'm sure it will happen a lot more. We're just need to give folks who are trying to cleanup a bill on the floor a little time to get that done so we can get a bill in it's best shape possible before it moves forward. That said, I absolutely am in complete support of LB399. I think it's a great bill and I think it shows how this body can work together effectively. Obviously, versions of this had been brought in the past which were not palatable to everyone and I think it shows that this body can work, that we're able to come to a compromise in this instance. I think it's really important to address the concerns of the education community as well as making sure there are students are being taught subjects that the general public finds important. And really the educators are experts in this area and so I really think it's great that we were able to get an amendment that addresses some of their concerns. And I also think that it's really good that we're working to cleanup the language in outdated statutes. A lot of times in this body, when stuff is drafted it may address antiquated provisions of statutes that I think all too often we just kind of slide over and don't do anything with. And a lot of times in committee, you'll see a committee cleanup bill that its purpose is it just goes in and it addresses outdated statutes. And that's obviously a great use of a committee's time but it makes the committee work a lot easier when we can address that on the front end with a bill. And I think that this bill and this amendment and hopefully the amendments that are coming to this amendment, which is again why I'm speaking so that we can get time to address those, will do a great job of cleaning that up so that some future education committee doesn't have to go back and just have the bill on antiquated language. I think all too often we strike compromise--- compromise is a very good thing, though sometimes when we hastily do it, it can lead to bad language that has to be cleaned up later. This is an exception to that. This is something being done the correct way. And so I thank Senator Chambers for his expertise in the area, definitely, and I also thank Senator Slama for doing all of the legwork to make sure that something like this happens. And I'm going to go

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on for a little bit longer to give them more time to work that out. But I think when we talk about American history, what our country has become, this Chamber is a great example of that with all the many depictions of our history that we have around this Chamber. So would Senator Brewer yield to a question.

SCHEER: Senator Brewer, will you yield?

BREWER: I would.

La GRONE: Thank you, Senator Brewer. Senator Brewer, you were in the military, correct?

BREWER: Yes, I was.

La GRONE: Well, thank you for your service. As I'm looking around this room, I see a lot of depictions of parts in our history where the military played a role. I don't-- do you have any knowledge or background of the United States survey frieze that's depicted up here on our right in the top threes up here? No, that's fine.

BREWER: You do understand that I was in the infantry, not the engineers, so I'd have to say no to that.

La GRONE: Would the engineers generally do that type of work of surveying?

SCHEER: One minute.

BREWER: Yes.

La GRONE: Okay. So, do you think that was an important role that they played in the early part of our history in settling the western lands of our country?

BREWER: Well, setting the boundaries for all the properties, yes.

La GRONE: Well, thank you for that and thank you to the engineers who conducted that for their service. Thank you, Senator Brewer. Again, I'm just doing this today to make sure that Senator Slama has time to go through Senator Chambers' amendments so we can, hopefully, address them sooner rather than later. I fully support LB399 and AM617. I think this is how the process should work. I think this shows that we still can work that way and I hope that we see this type

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of compromise many more times in the future of this session so that all-- we can address antiquated language in a lot of our statutes and really make our bills the best that they can be. How much time do I have left, Mr. President?

HUGHES: Five seconds.

La GRONE: Perfect. With that, I guess I'm done then. Thank you, Mr. President.

HUGHES: Thank you, Senator La Grone. Those in the queue are Morfeld, Bostelman, Arch, Clements, Geist, and others. Senator Morfeld, you're recognized.

MORFELD: Thank you, Mr. President. Colleagues, I think my position on this bill is fairly clear and if Senator Chambers is working with Senator Slama on this, then I will review the amendment and probably happily work with them on that compromise, and I appreciate them doing that. But this morning I want to rise to talk about something that came up that's near and dear to me and many other people this week and that's the apparent white nationalist and neo-Nazi that decided to post on a white nationalist neo-Nazi on-line forum extensively about how he feels about LGBT Nebraskans, about black Americans, about Jewish people, and about women. I personally rise to stand to condemn those words but to also acknowledge that we have a lot of work to do. We have a lot of work to do because I find that these sentiments that were expressed by this young man are all too common, not only in our state but in places and communities across the country. I've seen it in my work here in the Legislature. I've received similar sentiments and messages about somebody that I care about. And if we don't think that when we debate issues like LGBT equality, when we debate issues about a quality in terms of women's rights, and we vote down those bills like Senator Pansing Brooks's LGBT nondiscrimination bill, that that doesn't send a message that those people that we are trying to protect do not deserve protection, then we need to step back and rethink about the messages that we're sending as a body in terms of populations and people that need to be protected. And if you don't think that the LGBT population doesn't need to be protected, that people of color don't need to be protected, that apparently people of a certain religion and background don't need to be protected, then all you need to do is look at this young man's comments because if you think that this is an anomaly, then you're wrong. This is all too common. We just don't talk about it. I want to read some of those things that this gentleman said on this on-line forum. Gays are the scum of the earth. He said, my whole political ideology revolves around harming journalists. Sorry for the journalists in here, I left you out earlier. Apparently, you need to be concerned as well. He said, quote, I want to crater an Israel not Israel on a crater. He also said, cheap immigrant labor equals more wheat fields. Colleagues, these sentiments are all too common. I see them on my Facebook page, I see them in my direct messages on social media, and we need to start condemning this. We need to start condemning it publicly and not just when we find out that a person that has

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been employed by us has been saying it for the last few years, but we need to condemn it every day. And we don't need to just condemn it, we need to take action. We need to take action on substantive legislation that provides these individuals protections. We need to start taking action because action speaks louder than words. And if you don't think that there's a problem, all you need to do is start reading through these 3,000 comments. And with that, Mr. President, I'll yield my time to Senator Hunt, if she so chooses.

HUGHES: Senator Hunt, you're yielded 1:04.

HUNT: Thank you, Mr. President. Thank you, Senator Morfeld. I got in the queue a little bit late today and it's not a secret that I'm opposed to this bill. I've been speaking against it since it came out. And the events of this weekend just kind of illustrate why I'm so in objection to some of the language in this bill. I think that when we're teaching kids what nationalism is, when we're teaching kids what patriotism means, and then when we see in the news cycle what's being enforced as white nationalism, as patriotism to some of these people who support these ideals, it's just not culturally sensitive and it's not appropriate right now to put that kind of stuff in statute. And nobody with white nationalists or antisemitic beliefs should be within spitting distance of government, of any political campaign. And while this white nationalist views are abhorrent, they're unfortunately not uncommon and I'm really concerned about the growing volume, the loudness of antisemitism in our country.

HUGHES: Time, Senator.

HUNT: Thank you.

HUGHES: Thank you, Senator Morfeld and Senator Hunt. Senator Bostelman, you're recognized.

BOSTELMAN: Thank you, Mr. President. Good morning, Nebraska. Good morning, colleagues. Today is happy 115th birthday, not today but to recognize Dr. Seuss' birthday of 115 years. This morning I had the privilege of being the guest of Harrison at Wahoo Elementary School. If you notice, I have a sticker of-- read every day a Dr. Seuss. Today was good. Today was fun. Thank you, thank you, everyone. The 2019 Read Across America breakfast featuring Dr. Seuss characters and a complete breakfast with green eggs and ham was a huge success this morning. I want to thank everyone who attended. Last year there was over 840 people that attended. Grandpas, grandmas, parents, friends, relatives, and a lot of other political individuals, the dignitaries, those type of folks were in attendance. A big thank you to the kitchen and custodial staff and it wouldn't be possible without them. Also thanks to the characters that come from the high school. Many of the students dress up in Dr. Seuss characters. Last year, Thing One and

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Thing Two made an appearance and that was very enjoyable, and the fifth graders who wrote letters and invited state and local dignitaries and escorted myself and many others throughout the morning. Thank you to elementary principal, Kreifels, superintendent Lavaley, the Red Cross-- the Read Across America National Education Association event this morning was a big success and I would encourage all of you to attend your elementary school if they extend that offer to you. I yield the rest of my time to Senator Slama.

HUGHES: Senator Slama, you're yielded 3:19.

SLAMA: Thank you. So I would like to briefly address what emerged this weekend and thank Senator Morfeld and Senator Hunt for bringing it up. On Sunday night information emerged, that Senator Morfeld referenced, that a person had posted thousands of hate-filled, vile comments on-line. I didn't work extensively with this person and the fact that he held those views is a shock to me. Those comments are indefensible and beyond sickening. His comments are disgusting and have no place in civilized society. I hope he gets help and gains a true understanding of how intolerable, toxic, and damaging this ideology of hatred really is. And I hope this serves as an example that these views are unacceptable in this day and age. That said, the last 48 hours have underscored the importance of LB399, especially page 5, (b) which reads, the benefits and advantages of our form of government and the rights and responsibilities of citizenship in our government and the dangers and fallacies of forms of government that restrict individual freedoms, or possess antidemocratic ideals such as but not limited to Naziism and communism. Naziism, the very thing that this person was referencing in their post. And when this bill came up the last time, it was mentioned that we don't need to include this section because schools are covering this. But we hear today that these views are becoming all the more common, so evidently we're failing somewhere in teaching our kids about why these views are vile and unacceptable. So I'd just like to reiterate that this underscores the importance of this bill and I'd also like to reference another bill, LB640, introduced by Senator Howard that I'd like to briefly--

HUGHES: One minute.

SLAMA: --offer my endorsement for. This bill would include genocide in multicultural education and reads-- for the purposes of this section, multicultural education includes but is not limited to studies relative to the culture, history, and contribution of African Americans, Hispanic Americans, Native Americans, and Asian Americans and the Holocaust and other acts of genocide which may include but not be limited to such acts in Armenia, Ukraine, Cambodia, Bosnia, Rwanda and Sudan. Special emphasis shall be placed on human relations and sensitivity towards all races. Both of these bills are important and can help address some of the hateful comments that we saw emerge this weekend and help our-- ensure that our kids are educated as to why these comments and that mode of thinking is unacceptable in civil society.

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HUGHES: Time, Senator.

SLAMA: Thank you.

HUGHES: Thank you, Senator Slama and Senator Bostelman. Senator Arch, you're recognized.

ARCH: Thank you. First of all, I want to express appreciation to Senator Slama for her willingness to carry this bill and also her willingness to obviously to address concerns to improve the language of this bill. I appreciate her perspective, having more recently than me gone through that education cycle, and her understanding of where we are now in our public schools from personal experience for the teaching of history and U.S. history in particular. I think one of the most important things that we can pass on to the generations that come behind us is an understanding of the "why", why the United States is where it is, why the state of Nebraska is where it is. We often teach the "what", sometimes we will have factual understanding of dates and times and names and history, but the understanding of why we are the democracy that we are, why we have achieved what we have in this world, why when you look at the world history and all of the civilizations that came before us, we find ourselves in a very unique position. And it didn't just happen. That passing on of the why is what is most important in our civic understanding. Because as we look back on the forming of the Constitution, when we look back on the Declaration of Independence, when we look back at the 200-plus years of history of the United States, we come even to this day in this body, the Nebraska Legislature, one of the questions that I often receive as a freshman senator this year is, what has struck you most, what has surprised you most, what has met your expectations. And the response I usually give to that question, because it has been impressed upon me, is the surprising resiliency of democracy. The ability to stand here in this body, the ability to express differing views civilly, is the heart and the foundation of the democracy, not only in all of the United States, but in the state of Nebraska as well. That understanding is absolutely essential to pass on. Again, it didn't just happen. And every generation that we see in the United States and in our state has to learn that, every single person, every single generation, it didn't just happen. So I applaud the bill that Senator Slama is carrying. I applaud the work that she is doing to make sure that the language is correct and as accurate as possible, but more than that I applaud this passing on to the generations that come behind us, our understanding of the why. And so I would urge support of this bill and support of the amendments that Senator Slama has put forward. Thank you.

HUGHES: Thank you, Senator Arch. Senator Clements, you're recognized.

CLEMENTS: Thank you, Mr. President. Been reading through this bill and in looking at it, had a few questions for Senator Slama.

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HUGHES: Senator Slama, will you yield?

SLAMA: Yes.

CLEMENTS: I was looking on page 2 where it says civic confidence must be taught in all public, private, denominational, and parochial schools. Does this apply to private, denominational and parochial schools? Are they going to require this in their curriculum?

SLAMA: The general gist of the bill and the attitude towards openness towards civics education, yes, applies to those schools. But outside of that, the specific standards do not. The three options do not.

CLEMENTS: All right. So some of these are not receiving any state funds and I wasn't sure if we could mandate that toward them. And would you say that in your definition here, in this wording, does private include home schools?

SLAMA: Yes.

CLEMENTS: All right. Well, may have to discuss that later. Another question. On page 3, starting line 7, it says to ensure that curriculum teaches knowledge in civics, history, economics, and financial literacy. I am interested in teaching financial literacy. As a banker, I see lack of that knowledge. Does this bill prescribe certain curriculum? Or can the school choose their own?

SLAMA: In terms of what?

CLEMENTS: Financial literacy curriculum.

SLAMA: Yes. This bill does not change the curriculum for financial literacy. It does not. They are still free to do as they wish.

CLEMENTS: The schools can choose what they're doing now or choose their own curriculum, right?

SLAMA: Yes, that would not change.

CLEMENTS: Okay. Another one was the naturalization examination for 8th and 11th grade. What are the alternatives to that?

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SLAMA: Yes, the two alternatives-- let me get to the committee amendment. Sorry. Just give me a second here. The first option is attendance or participation between the commencement of 8th grade and completion of 12th grade in a meeting of a public body as defined by Section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation, or-- and then the third option is completion of a project or a paper and a class presentation between the commencement of 8th grade and the completion of 12th grade on a person or persons or an event commemorated by a holiday listed in subdivision six of this section.

CLEMENTS: All right. Thank you. And the alternatives, they're required for 8th grade and 11th grade?

SLAMA: In the amendment, it's by the end of 12th grade.

CLEMENTS: All right. Thank you. Think I had one more. At least two-- okay, page 5, starting at line 8. At least two courses in every high school shall be devoted to the teaching of civics. Time shall be devoted. How much time is that? Is that the entire course or just a portion of a class?

HUGHES: One minute.

CLEMENTS: What were your intention there?

SLAMA: Could you reference the page and section number then?

CLEMENTS: Page 5, section 5, line 8. In at least two courses in every high school, time shall be devoted to the teaching of civics. And just wondered if that meant the entire course or just a portion of the class? Go ahead.

SLAMA: To me, that would mean the entire class, but if not the entire class, the majority of the class.

CLEMENTS: All right. Well, it might be helpful to clarify that. That's all I have. I'd yield the rest of my time to Senator Slama if she would like to elaborate on that.

HUGHES: Senator Slama, you have 12 seconds.

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SLAMA: Oh, wow, thank you, Mr. President. And with that, I will be done. Thank you.

HUGHES: Thank you, Senator Slama and Senator Clements. Senator Geist, you are recognized.

GEIST: Yes, thank you, Mr. President. I just want to stand and give my support as well to this bill. History and where we've come from is so important. And just in interviewing casually my grandchildren, it's always important to find out where they're at and what their understanding is and they are quite young. So, of course, their level of understanding with history is certainly not where it will be when they get to school. But I'm comforted that since most of my grandchildren will be in public school, if not all of them, that they will be taught the things that have made America what it is and why it is what it is. If they get substantial amount of that just being with grandma and grandpa, but it's comforting to me to know that this could potentially be in place in their schools. And with that, if Senator Slama would like the rest of my time to finish any remarks that she would like to finish, I would yield the rest of my time to her.

HUGHES: Senator Slama, you're yielded 3:48.

SLAMA: I appreciate it, but I'm working on amendments right now, so thank you.

HUGHES: Thank you, Senator Geist and Senator Slama. Senator Moser, you're recognized.

MOSER: Good morning, colleagues. Thank you, Mr. President for recognizing me. Just a few of the comments that I made earlier, I'd like to repeat because we've gotten into more of the nuts and bolts of the bill and we haven't really talked about some of the background that I think is really important here. The law that we currently have is outdated and has references in it that are not necessarily timely. You know, the world has changed some since the '40s and so it needs to be updated. But the reason that I'm talking this morning is not so much about the exact language. That's something that Senator Slama and Senator Chambers are currently working on, but my reason for supporting the bill and for talking this morning is to talk about the reason that we need to study civics, I don't think that civics are on the tongue of youth today. Marcia McCluens' book way back in the '60s already, talked about the medium being the message or the message and where content is de-emphasized and the medium itself, or the media, are what's actually affecting us. So even back then when it was radio, TV, print and media, Marcia McCluens could see that the message was getting lost in the transmission of it because we were so fixated on the latest news, the latest television programs, we were losing focus on the underlying content and we were focusing on the medium. Well, at this point in technology, that has warped up exponentially and now we have cell phones and computers and blogs, and we catch ourselves checking our Facebook pages, we check ourselves testing our blogs and looking to see what other people are saying. And I think that our brain is stroked by this constant flow of

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information, whether it's legitimate or not, whether it's meaningful or not, whether it's true or not. So I think that addressing civics education is critical. The current political language, I think is part of the problem, not just the way that the media present things, but a lot of the media fan flames to appeal to their fan base. They say things that they think that their viewers want to hear and they bring on talking heads that parrot the talks that they think their fan base wants to hear on both sides, not just liberal or conservative. I think it's a problem on both sides. I think we need to look beyond the talking heads. I think we need to look beyond the medium, the media, to be plural, and look to the history of our country. We need to have critical thought and study in how our country got where we are today and where we're going in the future. We need to have people that are thinking about these thoughts more so than just watching the flow of information go by them. They need to dig into it. The law needs an update. And I think our U.S. system of government, while it's not perfect, has spawned many innovations. The U.S. has been front and center on many technological advances.

HUGHES: One minute.

MOSER: And I don't think that those things would have happened if we were not-- if we didn't have the discipline that we've had in the past and I think we need to work to maintain that interest in substantive study of where our country came from and what we have accomplished and where we're going in the future. So, thank you, Mr. President.

HUGHES: Thank you, Senator Moser. Senator Bolz, you're recognized.

BOLZ: Thank you, Mr. President. I just wanted to take us back to where this conversation started, which was raising the question of how we should be responding to this bill not being implemented fully and who should be responsible for that. And I would reiterate that when we originally talked about this, it was raised that it would not be appropriate to threaten dismissal of a school board member and that we do need to be reflective and responsible and reasonable about the duties of other elected officials in addition to this body. And so I appreciate Senator Slama reviewing some of the language that I proposed to her. I appreciate the amendment, as brought up today, and I appreciate the ongoing conversation with Senator Chambers and others who are invested in this bill. But I want to remind the body that when we get back down to brass tacks, this is about more than just making this bill work right. It's about more than just holding folks accountable to establishing this bill. It's about correcting something in the language as it was originally proposed that in my understanding of how different divisions and different government bodies work, simply would not be appropriate. So I think we need to give the school boards the room that they need to take care of their responsibilities and I think that what is being put forth in terms of discussion this morning is appropriate. I look forward to seeing language from Senator Slama and Senator Chambers. Thank you, Mr. President.

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HUGHES: Thank you, Senator Bolz. Senator Hunt, you're recognized.

HUNT: Thank you very much, Mr. President. I think that it's important to-- sorry. It is very important to get more on the record about the antisemitic and white nationalist rhetoric that's coming out of the top of our government and how problematic that is and how uncommon it is, unfortunately. And that to be shocked and surprised by hearing these kinds of things, it really-- I'm shocked and surprised to hear that people are shocked and surprised because we have such a growing volume of antisemitism and white nationalism happening in our country. And this also raises questions to me about the vetting process that our Governor uses for hiring staff, whether that's for his campaign or in his own office. And when the best people that we can hire for jobs are the kinds of people who hold these racist and hateful views openly, so openly that you use your own name on-line sharing these views, it raises questions to me about the quality of talent that we have here in this state. The quality of the talent pool that we have to hire from. And people of all political backgrounds who reject hate have to continue to work to grow the pool of talent in Nebraska and make sure that this is a welcoming state where people want to live. And to me, some of those incentives, they're not just business incentives. They're things like Medicaid expansion, they're things like raising the minimum wage for tipped workers who are likely to be students, who are likely to be young people moving to our state to go to school. It's things like LGBTQ workplace protections. These are incentives that grow our talent pool in Nebraska and improve the types of people that we have here and cut back on the racist and hateful rhetoric that seems to be rising to the top in our state. And with that, I'll yield the rest of my time to Senator Chambers, if he'd like it.

HUGHES: Senator Chambers, you're yielded 2:58.

CHAMBERS: Thank you, Mr. President. Thank you, Senator Hunt. What happened over the weekend is new to white people in this state. I've told you on this floor the kind of threats, the insults, the racial slurs that are called to my office, that are written and slipped under my door, and since the flag, what I said about fabric, upset people more than what is happening to people. You should see, but you won't, the kind of material that is sent to me. And all of it, practically, is anonymous. Some guy out in Kearney did put his name and he used the n-word and he talked about what he would do if he was near me. Well, all these kind of people don't have to hunt any place to find me. I'm here all the time. I don't carry guns. I don't carry knives, but I've been able to take care of myself for 82 years without any outside weaponry. These kind of people, by these, I meant the one that people are discussing now because of what came out about him, will do what they do, say what they say, until they get caught. Then people act, as Senator Hunt said, surprised. It's very common. I'm sure there are people on this floor who have engaged in those kind of discussions, will continue to do so, and I don't think there's a white man in shoe leather who could have faced what I have for 44 years in a hostile black-environment and continue on into the twilight years of his life as I'm doing. Unafraid, not going to run, not going to hide, and

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deal with the issues that must be addressed. But in the process of that, I have to find time, take time from other things to try to bring a clean thing out of an unclean thing.

HUGHES: One minute.

CHAMBERS: I'm referring to this bill-- you said time?

HUGHES: One minute.

CHAMBERS: Oh, thank you. --to try to put it into a form that will not be an embarrassment. I know that you all would vote for it right now, you don't care about this Legislature, you don't read the statute books. You're not embarrassed by the things that make it look like almost illiterate people are writing the bills. This shouldn't be my job trying to take a bill that all of you want and doing the hard nuts and bolt work even when it comes to grammar and syntax. Forget about the ideas that are supposed to be expressed. So, I'm going to continue to do my work. You all will continue to be shocked. The racists will continue to do and say what they're going to say. I'll continue to be threatened, but if somebody comes up on me, he better know what he's getting and I'm serving notice now.

HUGHES: Time, Senator.

CHAMBERS: So if somebody gets hurt-- thank you, Mr. President.

HUGHES: Thank you, Senator Hunt and Senator Chambers. (Visitors introduced.) Senator Chambers, you're recognized.

CHAMBERS: Thank you. Mr. President, and members of the Legislature, I'm going to focus on the bill. Our time is limited. Senator Slama is looking at amendments that I offered. There is a lot of propaganda in the existing law. A lot of propaganda in what is being presented by LB399. I'm going to read what I boiled all of that mishmash in the first few pages into. This is what I would put, and I tried to maintain some of what is in the law that you all feel comfortable with. "It is in the interest of society to provide youth with the educational means to achieve the status of informed and responsible citizens. Achievement of this goal necessitates that they be knowledgeable of the nation's history, government, geography, and economic system. In addition, they should be inculcated with the ideals and values essential to sustaining and maintaining democracy and the constitutional republic established by the Constitution of the United States. In order that youth may be adequately prepared to assume and exercise the duties and responsibilities of citizenship, it is essential that they understand governmental structures

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and processes. Essential role of the schools is to impart such information and the study of civics is a critical component of such instruction. Due to its vital importance, civics should be included in the curriculum of all public, private, denominational, and parochial schools. It is the paramount duty of every system of education to conduct its activities, select its textbooks, and order its curriculum in such a manner that the youth are presented with the educational opportunity and means which will assist them in becoming responsible, participatory citizens." None of the propaganda-- I could get an A for grammar and English on this paper. The bill doesn't come up to this standard, but you will reject this. You will stick with what you haven't even read and that's why we have a problem as a Legislature. We should take pride in what we do. If not pride, we should try to avoid embarrassment. That whole law as it exists should never have been on the books. It was put there in 1949. Some of you all may not be aware of what the attitude in this country was then and it doesn't alter that much. Mere movement is not the same as progress. Mere change is not the same as progress. When white people write me the slurs and the racial threats telling me all the progress that black people have made in America-- oh, we have progressed if you want to call it that, but it's against the opposition of the government, the churches, the schools, every inch that we have moved forward has been fought tooth and nail. It wasn't where white people just suddenly came to realization that what's in the Constitution should be seriously taken. It ought to apply to everybody, every human being. But that's not the case. Even to go to school, we had to fight. Little girls were attacked and had to be accompanied by federal marshals to go to school because grown white people were throwing tomatoes, rocks, and other missiles at a 5-to-8-year-old child. That's what they did. And I don't want to give you the details of what happened to the black children in the high schools.

HUGHES: One minute.

CHAMBERS: But some of it, white kids would come up and pour hot coffee on them. They would trip them and then when one of the girls fell, they would try to take their clothes off. See, we know from experience what white people will do. And after 82 years of it, nobody is going to tell me that America is the land of the free and the home of the brave, that there's liberty and justice for all. I could be out in the street, I could be throwing bombs, I could be setting fires, I could encourage people to take the streets. But what is going to be left when I'm not there? What about the innocent people who would be hurt? I am trying to alter the structure of this country, the little part of it where I might have some influence to make it be what it ought to be to everybody, for everybody. Thank you, Mr. President.

HUGHES: Thank you, Senator Chambers. Senator Halloran, you're recognized. Not seeing Senator Halloran, Senator Lowe, you're recognized.

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LOWE: Thank you, Mr. President. I don't see Senator Halloran either. The last time we talked on this, Senator Chambers asked me about our national anthem because I had brought it up and I had recited the national anthem and I thought this is a very appropriate week for us doing it because last week was National Anthem Day. Senator Chambers asked me which war was the national anthem written about. And I responded something like, a revolutionary war. That's the point of this bill is so that our children can learn. They know the right place where things come from, where the-- what war the national anthem was written about. It was the war of 1812. Senator Chambers, I knew that that day, but I wanted to make a point. I didn't mind somebody calling me out on it and everybody whispering about me. I wanted to make a point that it is important for our children to learn and to learn properly. That's why I'm in support of this bill. It's a teaching mechanism. We need to continue to teach our children our history, no matter what our history is. And I believe our history has been tainted at times because we've left part of our history out, but that doesn't mean it wasn't history. We must report all history the way it is, the way it occurred. That's important for our civics. And I appreciate those who are trying to make a point of it. I'm glad Senator Slama has brought this bill and has cleaned it up some. I'm glad she has listened to those for it and against it. Thank you, Mr. President.

HUGHES: Thank you, Senator Lowe. Senator Pansing Brooks, you're recognized.

PANSING BROOKS: I'm waiving.

HUGHES: Senator Pansing Brooks waives. Senator Murman, you're recognized.

MURMAN: Thank you, Mr. Speaker, and I'm proud as a former school board member to stand in support of LB399 and the underlying amendment. I think American civics is very important to be taught in our public schools, and not only in our public schools, but also in our private schools and even home schools. My daughter does home schooling. She has been off the last day or two, as was mentioned earlier. I was very happy to receive a grandchild from her early this morning, so she's not teaching home school today. But I've been very pleasantly surprised in my experience with her and the home schooling that they, as home schoolers in the home schooling program have a very big curriculum on American civics and history. They do spend a lot of time teaching American history about our Constitution, our Declaration of Independence, not only what those documents say, but also the underlying documents that those things are based on. So, a very good program and I think that's just very important to have that in our curriculum, no matter how it is taught, which, home school, public school, private school. So I just wanted to give my support to the bill and the underlying amendment. Thank you very much.

HUGHES: Thank you, Senator Murman. Senator Cavanaugh, you're recognized.

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CAVANAUGH: Thank you, Speaker, or President, sorry. First, I'd like to again congratulate Senator Murman on his fifth grandchild. I hope your daughter is giving the kids spring break this week, maybe give herself a few days off. I also wanted to acknowledge some of the things that Senator Chambers said and just say how sorry I am that you have experienced the things in life that you have and the hatred that you have for the color of your skin. It's not something that anyone should have to endure inside this building or outside of it and I appreciate you standing up today and giving voice to that. We were reminded how far we have not come with the latest news stories around the young man working on a campaign here in Nebraska. And it's unfortunate that he felt emboldened to say such things and it's unfortunate that he feels those things. So I am sorry for you, Senator Chambers, and I will always stand with you in support. And with that, I would like to yield the remainder of my time to Senator Chambers.

HUGHES: Senator Chambers, you're yielded 3:40.

CHAMBERS: Mr. President. Thank you, Senator Cavanaugh, but nobody need feel sorry for me. The rock of Gibraltar is like velvet compared to how hard I am. These racial slurs, these threats have as much impact on me as the sweat of a gnat would have on the rock of Gibraltar. I don't ask anybody to protect me. I don't cut and run. I will die the way that I live. People say that, don't they? Well, actually it doesn't mean anything. We don't know when, we don't know where, we don't know how. One thing I do know, that things are not as they ought to be in this country. People may be upset and express offense taken at that guy who was working for the Governor. But this Legislature, remember, is the one that was unwilling to acknowledge the personhood of our LGBTQ brothers and sisters. It's kind of ironic that a black man who should be able to delight, take delight from white people putting their foot on the neck of other white people. Why shouldn't I glory in the fact that you all are telling me that some of your white brothers and sisters are so unfit to walk the earth that they should not even be protected in the workplace? But it doesn't work that way with me. I don't have to have a hammer upside my head to know that a hammer upside the head hurts. And if I saw somebody about to experience that and I could prevent it taking place, I would. I have been consistent throughout my life in trying to see that every human being is treated in a way commensurate with that something we call human dignity. I'm the one who speaks for the worst murderer, for the ones you all throw away, the ones you all say are not fit to live. And you've got Jesus and I don't have any of that. All I have is my brain. All I have are my experiences.

HUGHES: One minute.

CHAMBERS: All I have is my ability to think and understand things and then whatever it takes to act in accord with those things. If I'm standing alone, if I'm speaking alone, it's not to get anybody's approval. It's not to be praised. There's only one person that I care about in terms of

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what that person thinks. And that person will never turn against me, will never betray me, will never leave me because that person is deep down inside of me. And that person-- you all might call it a conscience. It's what leads me to do all of the things that I do, so I'll take time away from those very important issues to try to make a silk purse out of a sow's ear in terms of this LB399. Thank you, Mr. President.

HUGHES: Thank you, Senator Chambers. Senator Albrecht, you're recognized.

ALBRECHT: Thank you, Speaker Hughes. I just rise today to-- in support of AM617 and LB399. I really want to let Senator Slama know as a brand new state senator she's doing an exceptional job on this bill in listening to all of her colleagues and trying to make this the best bill possible for Nebraska. Because this has gone on for so long, I've had an opportunity to talk to a lot of people in my district about some of the things that they do. And not just in 4th grade do they come down to the Capitol, but just visiting with the American Legions and how they ask us to come in and speak to their high school groups. I had the pleasure of doing that twice and it's unique to me to know that people would actually have some questions about things that you would just take for granted that they would know, but certainly in District 17 they're going above and beyond. And I just realized that not everybody in the state does the same thing as each district. So it's going to be great to see this come into a law and be able to help not only these schools, but some of the school boards be able to do what they need to do. But I just wanted to have a shout out to District 17 for doing such an awesome job in the schools right now with civics with the children. So I don't need to take all of my time, but if Senator Chambers would like to have the mike, I'd be happy to yield my time to him. Thank you.

HUGHES: Senator Chambers, you're yielded 3:10.

CHAMBERS: Thank you, Mr. President. Thank you, Senator Albrecht. I had spoken with both Senator Slama and Senator Bolz on this provision that's before us. What I do is to read legislation. On the page of the amendment which I think may be five that deals with what will happen to individuals who may not carry out the dictates of this bill. It goes after people who are appointed or who are employees. I don't think that should happen. The responsibility should not be bucked down to the underlings and the underlings are the ones who would be fired. On page 6 there are duties set out for the State Board of Education and the State Education Department, but there is nothing in the way of termination if they don't do what they're supposed to do. So what I had done in addressing what is before us now is to just leave in place the duties of the school board, the superintendent, and whoever else would be mentioned, and strike all reference to the appointed or the employee who could be subject to termination if all these things were not done. I would strike all of that, but then I would list something that's a caution not only to those officials, but all officials. Compliance can be compelled by a writ of mandamus, pursuant to--

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and I gave the section of statute. Let these people know that when the Legislature puts a mandate on them, they are to carry it out. And we don't have to wait until somebody may be fired who is an underling and is to take the fall. Somebody-- and that somebody could very well be me -- would seek a writ of mandamus.

HUGHES: One minute.

CHAMBERS: But by putting it in the law and let it serve as a warning, these officials will do their job and it won't be necessary to carry that out. I read this stuff. This bill, the current law reads like a propaganda document. It talks about doctrine. That's not what education should be about. This law as it stands, LB399 as it stands, is the epitome of what LB399 should be working against. This is not the way education is conducted. This is propaganda. I read the piece that I wrote to indicate how you can say what they claim they want to say without all of the dust-raising, without all of the self-aggrandizement, without--

HUGHES: Time, Senator.

CHAMBERS: Thank you, Mr. President.

HUGHES: Thank you, Senator Albrecht and Senator Chambers. Senator Chambers, you're recognized.

CHAMBERS: Thank you. Mr. President, members of the Legislature, you may find it hard to believe, I care about the Legislature. You know why? It's the only hope that people situated as black people are, the LGBTQ community are, women, and everybody who lacks power. Not because those in the Legislature right now are doing the right thing, but the Legislature is the instrumentality through which, if you get the right people here, will make things closer to what they ought to be based on promises contained in the Constitution, other documents, presidential proclamations, and so forth. I would not try to sink the Legislature as an institution because I don't like the people who are here now. They're not going to be here forever. But what the people of Nebraska did when put in term limits to get rid of me is to gut the only branch of government whose job and role are to represent the people. The courts don't represent the people. They interpret, construe, and apply the law. The Governor does not represent the people. The Governor executes the law. The ones who represent the people are the legislators and to spite me-- first of all, they enshrine me in their Constitution. Everybody will know if they have any awareness of the history of term limits, that that was to get rid of one black man who studied the rules that the other white senators would not study, so rather than study the rules, get rid of him, then nobody is embarrassed. Nobody's feelings are hurt. But you've gutted the Legislature and that damage can never be corrected. In other states, there are two houses to the Legislature. If one is term

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limited out of the representative branch, they can move over to the senatorial branch. That memory, that institutional memory is retained by the Legislature. Here you have one house. When somebody is put out, that's it. Nobody remembers. Nobody knows. There's no way somebody could be in a Legislature anywhere in this country and be deemed a veteran after being there two years, or even four years. But here, after four years, you are a veteran. Don't know what brought the Legislature to where it is. Don't know what the law is that pertains to the Legislature or the constitutional provisions that relate to the Legislature. So I have to try to do what I can to maintain some degree of respectability for this body, and respectability doesn't mean being polite and saying all these nice things and not ruffling feathers. When feathers need to be ruffled, ruffle them. The Legislature is supposed to do that. This is not a tea party. We are the ones who are passing laws that are going to affect people generations down the line. We are dealing today with some nonsense that was put into the law in 1949. It's been there all of these years. It was trash then, it's trash now. I don't know which of my amendments Senator Slama will approve of, but that's the way it always is when you're in my position. Some white person approves. Some white person says thumbs up, some white person says thumbs down,--

HUGHES: One minute.

CHAMBERS: --and that's the end of it. What people don't realize is that thumbs up did not mean that a person would survive. If you read Roman history, when the thumbs were up and outward that meant the person on the arena floor should die, should die. It wasn't thumbs down and that meant you die. People don't know. Knowledge is power. The book says, do all this learning, get it all, but with all of your getting, get an understanding. And that's what I'm trying to persuade you to do this morning is put something in the law, if you intend to have it, that makes sense. Thank you, Mr. President.

HUGHES: Thank you, Senator Chambers. Senator Cavanaugh, you're recognized.

CAVANAUGH: Thank you, Mr. President. Senator Chambers, I did not mean to imply that you were not strong. I think everyone in this body knows that you are the rock that you say you are. I do think that it is important to rise, especially when we have young college students sitting here every day watching us, listening to the words that we say, to acknowledge that what happened in the case of this campaign was wrong and to acknowledge that we don't think that it is acceptable to be intolerant of people just because they are different from you and to view hatred and division because of that. And this young man that is what he stands for and I just want to make it clear to the young people that watch us every day that that's not what we stand for. And to young people that are watching that maybe don't have the strength yet that you have from life, that we do not tolerate hate in this state. And I thank you for your words today and most days. And I'll yield the remainder of my time to Senator Chambers.

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HUGHES: Senator Chambers, you're yielded 3:37.

CHAMBERS: Thank you, Senator Cavanaugh. Thank you, Mr. Speaker, Mr. President. And it's interesting how close the amount of time that I'm yielded is stacking up. This bill today presented us with a golden opportunity. We should have dismantled all that had been put in the books 49 years ago. Now what I have to do is pitch and patch, add a little here, take a little bit there, cut along the bias, all of these things. Why won't the other senators do it? Because they don't care. They still haven't read the E&R amendments which now comprise the bill. Haven't read what they're voting on, what they're praising. This is an example of why Hitler had a person whose job it was to deal only with propaganda. He understood the power of propaganda and what it took to gain control of the minds of the masses of people. He said you have to-- he didn't use these terms. But you dumb it down to the lowest common denominator of those you're trying to reach. That's what you do. And, whereas, people might be offended at the small lie. If you tell the big lie, that is the one that will get you across. President Trump is trying to do that, but he's not adept at it because he's not a smart man even though he brags about it, boasts about it, and insists that he's very smart. What he should say if he wants to indicate that he's got something going on upstairs, is that he is intelligent. There's a difference between being smart and being intelligent. But he's not smart enough to know that when he says he's smart, it doesn't reflect intelligence. But what he is showing, you don't have to be intelligent to be President of the United States. You all are talking about how great America has become and what it is. You have a man right now who is the President. He has lied--

HUGHES: One minute.

CHAMBERS: --documented thousands of lies. He laughed and joked about grabbing women in their private areas, joked about it. He has ridiculed a guy who was what they would call deformed, mocked him, laughed at him, then denied having done it after he tried to duplicate the way the guy's limbs were frozen. Ridicules women. Hates black people. He is the one who used that s-h-i-t word and put hold on it to apply to African countries and Haiti. That's not racist? And then somebody talks about how Israelis, how Jewish people have influence in politics. Well, look at that, is it called APAC. They do wield a lot of power through contributions. That's in the realm of politics. Quiet as it's kept, there was a Jewish house member who said what the Muslim lady said was not antisemitic.

HUGHES: Time, Senator.

CHAMBERS: Thank you, Mr. President.

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HUGHES: Thank you, Senator Cavanaugh and Senator Chambers. Senator Lowe, you're recognized.

LOWE: Thank you, Mr. President. And once again I stand in support of LB399. It's a good bill. I had a lot of good instructors going up through middle school. Well, back then we called it junior high and high school. And my civics instructors laid down the foundation of knowledge upon me, the history, and what had happened in our country and in the world. Some of it good, some of it not good. I remember that-- I remember I had to do a study on Iwo Jima and the carrying of the flag up the hill. It was over Christmas break. And I took all of Christmas break to study that. Everybody else was outside having fun and I read four books that week on Iwo Jima. It made a lasting impression on me. Civics is very important. A lot of civics is our history and we need to continue to focus on that and we need to teach where our country comes from, the beliefs and its foundations, and how we're changing because we're always changing our country and I believe it is for the better for the most part. I may not agree with some of those changes that are happening. I may not agree with some of the changes that happen here, but it is our civics that we are dealing with. It is our people, it is our-- is everything about this embodiment of this building that we are teaching. Thank you, Mr. President.

HUGHES: Thank you, Senator Lowe. Senator La "Grange", you're recognized. I'm sorry, Senator La Grone, my apologies. You weren't here.

La GRONE: Thank you, Mr. President, and I was a little confused there for a second. So just to give everyone an update on where we're at, there is an amendment being worked on with Bill Drafters right now, so I'm just trying to give Senator Slama time to get that hammered out and get that done. So, again, I support AM617 and LB399. I think this is how the process should work in trying to take care of some antiquated language with the amendment that will be coming. As Senator Chambers just laid out, it's from the 1940s and needs to be cleaned up. So I think this is a good process in order to do that. So again, simply, I'm just trying to give some time to have that accomplished and in doing so, hopefully we can make this an even better bill. I think this really goes to the heart of why we're here is to try to make good legislation and I think this is a great example of that. I think it's also a good teaching moment for a lot of us new senators to see exactly how the process is supposed to work and can work. And that's when everyone sits down, try to make a bill a better bill and hammer through our differences and find language that we can all agree on. And that's, again what Senator Slama is doing right now, trying to get an amendment down from Bill Drafters, which I think will address a lot of the language that Senator Chambers was referring to. And so I look forward to having that amendment down here when we have an opportunity for that. Would Senator Gragert yield to a question?

HUGHES: Senator Gragert, will you yield?

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GRAGERT: Yes, I will.

La GRONE: That you, Senator Gragert. Senator Gragert, you were in the military, correct?

GRAGERT: That's correct.

La GRONE: What branch?

GRAGERT: Well, quite a few of them, the Air Force, the Army, the Army National Guard and the Air National Guard.

La GRONE: Well, thank you for your service. Did you hear me earlier discussing the United States survey frieze with Senator Brewer?

GRAGERT: No, I missed it.

LA GRONE: Okay. Well, I was just looking around the room and we were talking about, you know, the history of this country and teaching folks about the history of this country, I thought there was a lot of instructed imagery in this room. And one of those pieces is the frieze that you might have a hard time seeing since you're on that side of the room, up there about the United States survey and the survey of land. I was-- asked Senator Brewer a few questions on it. He indicated that he was an infantryman and not an engineer and I didn't know if you might be able to shed more lights on that process.

GRAGERT: On the engineering process?

LA GRONE: No, on the survey that took place of the United States of the lands that we had acquired when we acquired them. If not, that's fine. I kind of sprung this on you and I'm just trying to--

GRAGERT: Yeah, well, you know not a lot of history as far as that goes. I got-- my part was aviation, not the military.

LA GRONE: Okay. And what-- and so can you talk a little bit about that? About your experience in aviation?

GRAGERT: Well, my aviation career started back in the '80s--

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HUGHES: One minute.

GRAGERT: --what I did as far as going down to Fort Rucker, Alabama and became a helicopter pilot, medevac helicopter pilot on the UH1 Huey and the UH-60 Black Hawk and then I eventually flew the King Air, the C-12. But however, I carried that on to Fort Riley, Kansas, Big Red One in my last deployment where I actually was with the Aviation Cell of the Main Command Post. So my aviation career took more than just flying a helicopters.

La GRONE: Well, thank you for that service. And again, Senator, thank you. That's all I'll question you. And then again I'm just trying to make sure that we have the necessary time to get this amendment down to take care of some of the antiquated language in here so we can make this an even better bill. And I'd ask the Chair, how much time do I have left?

HUGHES: Four seconds.

La GRONE: So I don't have to take up that much more time. I'm sure I will eventually. Thank you, Mr. President.

HUGHES: Thank you, Senator La Grone and Senator Gragert. Senator Halloran, you're recognized.

HALLORAN: Thank you, Mr. President. Colleagues, good morning, well into the morning. Civics is something that I believe has been woefully neglected not just in-- in some level in Nebraska but throughout the country. Civic knowledge and public engagement is an all-time low. A 2016 survey by the Annenberg Public Policy Center found that only 26 percent, only 26 percent of Americans can name all three branches of government, which was a significant decline from previous years. Not surprisingly, public trust in government is only at 18 percent and voter participation has reached its lowest point since 1996. Without an understanding of the structure of government, rights and responsibilities, and methods of public engagement, civic literacy and voter apathy will continue to plague Americans democracy. Educators in schools have the unique opportunity and responsibility to ensure that young people become engaged and knowledgeable voters. When civics education is taught effectively, it can equip students with the knowledge, skills, and disposition necessary to become informed and engaged citizens. Educators must also remember that civics is not synonymous with history. While increasing history courses and service requirements are potential steps to augment student's background knowledge and skill sets, civics is a narrow and instrumental instruction that provides students with the agency to apply these skills. This analysis finds a wide variation in state requirements in levels of youth engagement. While this research highlights that no state currently provides sufficient and comprehensive civic education, there's no reason to be optimistic that high quality

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civic education can impact civic behavior. Only nine states and the District of Columbia require one year of U.S. government or civics. Thirty-one states only require half a year of civics or U.S. government education and ten states have no civics requirements. While federal education policy has focused on improving academic achievement in reading and math, which they should, this has come at the expense of broader curriculum. Most states have dedicated insufficient class time to understanding the basic functions of government at the expense of other courses. Nationwide, students score very low on the APUS government exam. The national average for the APUS government exam scores 2.64, which is lower than the average AP score, all but three of the other 45 AP exams offered by schools. Most colleges require a score of 3.0 to hire, and some require a score of 4.0 or higher to qualify for college credits. Only six states had a mean score of 3.0 or above. In those states had a mean score of 4.0 above on an AP U.S. government exam. States with the highest rates of youth civic engagement-- and I believe this is what it should be about --trying to engage youth in civic engagement, tend to prioritize civic courses in APUS government in their curriculum. The ten states with the highest youth volunteer rates have a civics course requirement for graduation and score higher than average on the APUS government exam. Seven out of ten states, with the highest youth voter participation rate, score higher than the average on the APUS government exam.

SCHEER: One minute.

HALLORAN: There are many government-- excuse me, many policy levers for advancing civic education in schools. We're talking about this with LB399 including civics or U.S. government courses. Civics curricula closely aligns with state standards, community service requirements, instructions of APUS government and civic exams. While many states have implemented civic exams or civic courses as graduation requirements, these requirements often are not accomplished by resources to ensure that they're effectively implemented. Few states provide service learning opportunities or engage students in a relevant project-based learning. In addition, few students are sufficiently prepared to pass the APUS U.S. government exam. So we want to engage our youth in civic activities--

SCHEER: Time, Senator.

HALLORAN: Thank you.

SCHEER: Thank you, Senator Halloran. (Visitors introduced.) Senator Chambers, you're recognized and this is your third time at the mike.

CHAMBERS: Thank you. Mr. President, and members of the Legislature, what Senator La Grone is experiencing is something that I've done down through the years with and for various

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Speakers. There would be a need to take some time without recessing the Legislature and I would always be the one the Speaker would come to and ask how much time could I consume. I'd ask, how much time needs to be consumed? He would tell me and I'd say, well, the rules say that I can only speak three times so you're going to have to line up people to give me time, which they did. And unlike young Senator La Grone, I was able to take that time and use it without stumbling, without faltering because I had a lot on my mind and in my mind. Senator Lowe correctly mentioned that the war when that national anthem as its called now, but the Star Spangled Banner was the war of 1812, but the battle occurred in 1814. It was the battle of New Orleans and that's the one where the British were going to whip the United States people. Andrew Jackson promised black men in New Orleans, and at that time, when you counted the slaves and all other black men and some from Haiti, they outnumbered the white people. Andrew Jackson promised that if these men fought to help the United States win, they would be appropriately rewarded. They didn't know that the term appropriately in the mouth of Andrew Jackson meant you go right back to the condition you were in before you fought and helped rescue this country. Black people have fought in all these wars. I mention it because the military was touched on earlier by somebody else. Abraham Lincoln issued the Emancipation Proclamation and was condemned for it and he wrote a letter to a person, which is included in his works. And he asked that person, was he opposed to black men being in the Union Army. Then he proceeded to mention the battles that but for black men would have been lost. He said if we give up every bit of land that these black soldiers have won for us and now hold for us, we will lose the war in two weeks. Black men provided the balance of power during the Civil War but you're not taught that and you don't believe it because you're never told that. We've always been the ones who had a stick over us with a carrot at the end that was always just out of our reach to keep us going in the direction they wanted us to go and we knew what was happening, but we thought that maybe along the way we could make some things better for our children than they are for us. That is not the way it turned out. That's why you have term limits in Nebraska because of a black man who could put ten words together and make sense. I was offered by a professor at the UNL Law College a job if I would take it. I didn't want to teach-- oh, a priest at Creighton wanted me to teach a class at Creighton. I didn't want to teach at Creighton. I don't want to teach in any classroom. When I got out of school, I didn't want to go back for any reason, but I will go back occasionally to talk to students. What we ought to do in this Legislature is lead by example. Otherwise, we're just what some people might call a debating society and we don't debate very well either.

SCHEER: One minute.

CHAMBERS: With all of the talk of civics, making America great, understanding the government, what did this Legislature do a few days ago? Would not even let a vote be taken on a bill whose design was to make it possible for our brothers and sisters to be protected in the workplace against discrimination because of what they are or were perceived to be, and in 2019.

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That's what this Legislature did. And you all don't talk about it. The Chamber was about as empty as it is now and yet you'll pontificate about America, democracy, and why you need LB399. What you need is a good mirror and clean it off and look at yourself and ask yourself like Michael Jackson, take a look at the man in the mirror and see what you think about it when you're honest.

SCHEER: Time, Senator.

CHAMBERS: Thank you, Mr. President.

SCHEER: Thank you, Senator Chambers. Senator Lowe, you're recognized.

LOWE: Thank you, Mr. President. The First Amendment-- by the way I do support LB399 and will take a look at the amendment coming from Senator Slama. The First Amendment. Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof or abridging the freedom of speech or of the press or the right of the people peaceably to assemble and to petition the government for redress of grievances. It is the freedom of speech which gives us the power to dissent. It also protects the minority who may hold ideas that are contrary to the majority. Let me say that one more time. The freedom of speech is what gives us the power to dissent, it also protects the minority who may hold the ideas that are contrary to the majority. That's a very powerful statement and has been holding true in our country for a long time. It allows the states with not much population to hold power equally to that of a state with greater population. You know, I also believe in the Second Amendment. The Second Amendment is a well-regulated militia being necessary to the security of free state. The right of the people to keep and bear arms shall not be infringed. That is very important to people because nations have been known to govern not properly and the people need recourse, just as in the First Amendment where the small and mighty may take over the great and powerful. If Senator Chambers would like the rest of my time, I'd be glad to yield the rest of my time to Senator Chambers.

SCHEER: Senator Chambers, 2:30.

CHAMBERS: Thank you, Mr. President. Thank you, Senator Lowe. Members of the Legislature, give me time so we can make it possible for Senator Slama to do the work that she's trying to get done. I like what Senator Lowe touched on when he mentioned the First Amendment and the right to freedom of speech. That's all I've ever exercised when I came here. They've got closed-circuit televisions cameras. They had holes that they drilled into that beautiful wood when I came down here so they could have some troopers in another room watch me. They had stationed troopers up there in that little boxlike area to watch me. I was one out of 49. I didn't

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come down here to fist fight, although I'll defend myself. I knew what kind of body this is supposed to be and I came down here to learn the rules, which was not difficult. This is the Legislature rule book. It was by this rule book that this Legislature was gutted because the wrong man learned the rules and played by the rules and did it better than the other 48. That's why you have term limits. Talk about freedom of speech, I spoke freely. And what did the white people in Nebraska do?

SCHEER: One minute.

CHAMBERS: They wanted to shut me down. So they got term limits to say that after I served two, four-year terms back to back, I had to leave. Well, I was so old at that time, they were sure that I would be dead and couldn't come back. I sat out my four years and I'm back. And after next year, I'll have to sit out another four years. Whether I'll come back or not remains to be seen, whether I'll even be alive or not remains to be seen. But the funny thing about life, some who are half my age may not be here because the Grim Reaper, whom they now call the International Harvester, will have decided to harvest them. But I will be left here to encumber the ground. As well as I can remember some things, my memory has slipped tremendously. That's why I say, I've forgotten more than some people know or will ever know.

SCHEER: Time, Senator.

CHAMBERS: Thank you, Mr. President.

SCHEER: Thank you, Senator Lowe and Senator Chambers. (Visitors introduced.) Mr. Clerk.

CLERK: Mr. President, an announcement. The Government Committee will have an Executive Session at 11:30 under the south balcony; Government at 11:30.

SCHEER: Thank you, Mr. Clerk. Next, in the queue, Senator La Grone, and this is your third time as well.

La GRONE: Thank you, Mr. President, and I'm hearing that we're close on the amendment so I want to talk generally a little bit about what it does and then we'll move into another conversation with Senator Brewer. So really what the bill does, is it goes through and takes all antiquated language from the 1940s statutes and reworks that to modernizes it to make it more clear and really addresses a lot of those language concerns. I think this bill is important because I do think it's important to understand our history and make sure that we give our young people an opportunity to learn about that history. So part of that history in Nebraska is obviously the

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contributions the Native Americans have given to our culture and our society, and so I was wondering if Senator Brewer would yield to a question.

SCHEER: Senator Brewer, would you please yield?

BREWER: I would.

La GRONE: Thank you, Senator Brewer. I was wondering if you could talk a little bit about Native American history in Nebraska and how much they have contributed to our state, which is a great amount.

BREWER: Well, we've had the discussion on the floor with Chief Standing Bear, but Nebraska has kind of a twisted history in many ways. If you look at what happened at Fort Robinson, we asked the 9th and 10th Calvary, which happened to be black regiments, to guard the Native American prisoners that were there. So try and wrap your mind around that for a little bit. And then very soon after that, they were transitioned in the military. As a matter of fact, in World War I we had over 10,000 Native Americans that served, yet it wasn't until 1924 that Native Americans were even made citizens of the United States. So they served in World War I without even having the title of citizen. But, with that said, in Nebraska, we have a number of historic figures, whether you look at Red Cloud, Standing Bear, Crazy Horse. These were all Nebraskans technically and they each were known for different unique parts of history. When Red Cloud signed the Laramie Treaty, he said that he had given his word and he would not go back on it and he was hated by many of his relatives and fellow Native Americans because as they had what was known as the Indian Wars, he refused to fight in them because he had given his word he wouldn't go into battle again in that agreement of the Laramie Treaty in 1867. And that was just his nature. He gave his word and he stuck to his word, although it can be said that the government didn't stick to their word, so some felt that that was never a binding obligation. But the story of Standing Bear and what he did within a court, proving that he was every bit of a man-- as much of a man as anyone else and that his blood was red just like everyone else's, I think was a way to tell the story of why there shouldn't be that active discrimination that they were dealing with at that time and being moved to places they didn't want to be. The history is both good and bad, but it's a history people need to know.

La GRONE: Thank you, Senator Brewer, and I completely agree. I think it's so important that we recognize there's good and bad in many histories and I think it's important that we learn about both the good and the bad so that we can understand what we have done well and what we have not done well and we need to change in the future. And I agree with Senator Brewer, I think one of the best moments in this Legislature--

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SCHEER: One minute.

La GRONE: --is when Senator Harr's bill, I believe last year, that changed the statue in statutory hall-- Statuary Hall in Washington, D.C., to Standing Bear representing the state of Nebraska, was a huge moment. And if you don't know that story, I'd strongly encourage you to go read about it. I think it's-- excuse me --speaks ill of us that that lawsuit was required. I think we should be very proud that Standing Bear was Nebraskan and what he fought for and all he went through and that he won that case. So I think that was a great moment in our history and I hope it is something that is-- I know it is taught in our schools now but I think it's something that should get more attention hopefully through this bill. How much time do I have left, Mr. President?

SCHEER: Eight seconds.

La GRONE: Oh, perfect. I will take all of that eight seconds. I definitely appreciate the opportunity to speak. Thank you, Mr. President.

SCHEER: Thank you, Senator La Grone and Brewer. Senator Albrecht, you're recognized.

ALBRECHT: Thank you, Speaker Scheer, and I'm listening, so I'm going to ask Senator Chambers if he'd like to have my time. Speaker Scheer? Senator Chambers.

SCHEER: Senator Chambers, 4:45.

CHAMBERS: Thank you Mr. President. Thank you, Senator Albrecht. Members of the Legislature, I often use metaphors, analogies, parables. Sometimes when you tell a story you can make people understand a profound truth which all the explaining would never be able to achieve. There is something metaphorical going on here this morning. Two people who probably are as far apart politically as you might find in the Legislature, one is a female, one is a male. The female is white, the male is black. The female is the youngest person in the Legislature, the black man is the oldest man in the Legislature. Together, they are trying-- I'm going to use an expression I did earlier --to make a silk purse out of a sow's ear. I had said last week that I would spend that time combing through this bill, LB399, and rewrite it, offer amendments, but if there was not a person who was receptive it would have all been in vain, in one sense, because it was for naught. Nothing was done with it that was designed to make the bill better. But it would not have been for naught based on the way I judge what I do. I'm always outnumbered, always outgunned. Doesn't make any difference. I cannot take solace in or find an excuse just because I'm outnumbered. That does not in and of itself prevent me from saying what I ought to say, from doing what I ought to do, from lacerating and lashing my hardhearted colleagues. You all will sit

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around here, you will make appeals to religion, you will distort and twist provisions of the Constitution to justify discriminating against members of the LGBTQ community. I don't understand that. These are your people. There was a woman who made a statement recorded in the "Bible" and people who first heard it and were not knowledgeable thought it was between a man and a woman. Whither thou goest, I will go. Whither thou lodgest, I will lodge. Thy people shall be my people. Thy God, my God. That was a woman speaking to her mother-in-law. I'm not going to tell you her name, but you can find it. There are things in that "Bible," which as Gershwin said, ain't necessarily so. Like they tell all you "chillin", the devil is a villain.

SCHEER: One minute.

CHAMBERS: That ain't necessarily so. What did Billy Joel say? He'd rather laugh with the sinners than cry with the saints. Sinners they have more fun and only the good die young. Some people turn it around to say that-- I won't tell you what they say. Leave some things for you to speculate about and come to understand. But if we would let this bill that we're working on be viewed as an analogy or metaphor for where we are as a Legislature and the way we're trying to improve this bill, why don't we try to improve our knowledge of our processes, develop a respect for the institution of the Legislature, and truly be the representative of the people that this body is supposed to be. Thank you, Mr. President.

SCHEER: Thank you, Senator Chambers and Senator Albrecht. (Visitors introduced.) Returning to floor discussion, Senator Hansen. Senator Bruce [SIC] Hansen.

B. HANSEN: Thank you, Mr. President. I want to stand in support of LB399 that Senator Slama is working diligently with Senator Chambers and others to amend and to make a good bill better. So I do appreciate the time and the effort that she's putting into it and Senator Chambers and others. And so I kind of also want to play a little bit off of what Senator Arch talked about earlier and I appreciate a lot of his comments about the importance of civil discussion, about how we can talk about things that we disagree on in a civil manner and that's one of the great things about our state Legislature. And one of the things that he was appreciative of and one of the things that he learned by being a freshman senator, and that's a common question a lot of us do get asked, what's one of the things that you have learned or you're surprised by when you get to the state Legislature. And mine, along with what Senator Arch said, mine also is a-- doughnuts. There's a lot of doughnuts that get served in the state Legislature and I've learned a lot about doughnuts. And so I'm not a doughnut connoisseur. I like to feel that we have probably one of the best bakeries in the state of Nebraska in Blair, Jim and Connie's Bakery. Just want to give them a shout out, because they have probably the best doughnuts in the state of Nebraska. And so, I always liked the twist doughnuts. Those are one of my favorite ones. But I don't eat doughnuts a whole lot and I've learned a lot about being in state Legislature about doughnuts.

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There's filled ones and they make ones with candy on them now and I think that's just amazing to me. I think I ate one and I think if I eat too much chocolate I start to sweat and I ate one of those one time and I think I about passed out from too much sugar. And so I want to advise a lot of the state senators to be careful about the doughnuts that they so serve here because there are some people who are glucose intolerant. So I just want to, as a healthcare professional, I do want to put that caveat out there. And so with that, if he's willing, I will yield the rest of my time to Senator Chambers if he so wishes.

SCHEER: Senator Chambers, 2:35.

CHAMBERS: Thank you, Mr. President. Thank you, Senator Hansen and your dissertation on doughnuts will go down in the history of the Legislature. Now you say you may not eat doughnuts, you know what? One time I walked down the street eating a doughnut and I was arrested. Not for being black for once, but for imitating an officer. [LAUGHTER] Now they get the biggest kick out of that. I've known police officers and there are some who would give me information about what was going on in the police station and the chief, the safety director, the mayor, they knew somebody was talking to me. They had suspicions, but we were cagey and they could never pinpoint anybody and do anything. But there have been officers that I have known and worked with who were trying to do with the Police Department what I try to do in this Legislature. They did not cover up for the wrongdoers. They did not deny the wrong that police officers do. And they cannot on the one hand say we're like anybody else, give us that slack, and then want to be treated differently from anybody else and everybody else when they do something wrong. When a police officer observes another officer misbehaving--

SCHEER: One minute.

CHAMBERS: --that officer doing the observing is the one who ought to be the first one to try to do something about it. Now, if you all weren't in the infantry, you don't know about mass punishment. But if you had a mess-up, then everybody was punished. If when they came to inspect the barracks, somebody didn't have his bed made up right, then everybody would have all of the bed clothes taken off and thrown on the floor and everybody had to do it again. That was their way of policing the mess-ups because all the others did not want to be punished for the one who didn't know how or was unwilling to do the right thing. The police are the ones who ought to police the police. Legislators are the ones who ought to police the legislators, but that's not going to happen in either case. So it's for an outsider such as myself--

SCHEER: Time, Senator.

CHAMBERS: Thank you, Mr. President.

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SCHEER: Thank you, Senator Ben Hansen and Senator Chambers. (Visitors introduced.) Returning back to the queue, Senator Kolowski, you're recognized. Senator Kolowski, are you wanting to waive? Senator Kolowski waives. Senator Bostelman, you're recognized.

BOSTELMAN: Thank you, Mr. Speaker. As we continue to discuss and have an opportunity to talk about different things, I thought-- and as we're waiting for the amendment to come out, I thought it was another opportunity to talk a little Dr. Seuss. And with that, I want to go back into Wahoo Public Schools again a little bit about what they do with their Green Eggs and Ham birthday celebration. Again, it's the 115th birthday of Dr. Seuss. And I'll read something from their 2008 comment from their breakfast they had that day. It says, I do not like them, Sam-I-am, I do not like Green Eggs and Ham. The people in Wahoo seem to have a different opinion about Green Eggs and Ham than Sam-I-am because many attended the Wahoo Elementary Schools at that time, 11th annual, and now it's their 22nd annual Green Eggs and Ham breakfast. Theirs was this morning that I attended. I will say I have not found that green chicken yet that lays the green eggs, but the green eggs were very good that they had. Adults and children of all ages enjoyed a delicious breakfast from 7:30 to 8:30 and along with the students and many people from the local area. The Cat in the Hat, played by freshman Lindsey, Thing One and Thing Two, played by seniors Kelsey and Laura made a special appearance during the breakfast. And again, this was in 2008. With the help of 5th grader, Gabby, the elementary school hosted very special guests, at the time was Governor Heineman. Shannon wrote Governor Heineman a letter asking him to join her and fellow classmates at the Green Eggs and Ham breakfast. About two weeks after sending the letter, Gabby got a phone call from the Governor's secretary confirming that he would be at the breakfast. When he arrived at the school, Gabby and her father, much like Harrison this morning, met me at the door and escorted me and we had a good visit about 5th grade and about what they're learning. His favorite subject is social studies and it was a great opportunity to meet his mom and dad as well that was there and his brothers. So we had the opportunity to go through the school and sit down and have breakfast together and then after that I came straight to the Capitol and got here about 9:00. There was probably-- I'm sure there was over 800 there. There was no place to park, there were so many people there. But again, if you have the opportunity to attend a Green Eggs and Ham breakfast at one of your local schools, I urge you all to do that. It's very-- it's a very good opportunity to go meet the students and talk to them a little bit about reading and what they're doing in the school. Another thing I want to talk about, Dr. Seuss' Green Eggs and Ham becoming animated series this fall. There's an article that I'm reading says, growing up as kids, I love Dr. Seuss books. My favorite Green Eggs and Ham, with lines like, I do not like them in a house, I do not like them with a mouse. I do not like them here or there. I do not like them anywhere. How can you not fall in love with this book? They were fun to read and always had a lesson to teach, the wonderful moral of Green Eggs and Ham was, don't make up your mind about something until you try it. My mom used to use this book with me when I wouldn't try a new meal. It worked every time. Now, a certain company is going to be bringing the book, a seller of over 800 million copies worldwide since 1960, to its network.

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Produced-- the Ellen DeGeneres produced animated series will feature an all-star cast, including Michael Douglas, Diane Keaton, Adam Devine, Tracy Morgan and others. Devine will pay the reluctant Sam-I-am who won't try the delicious meal. Douglas is Guy-am-I, who just--

SCHEER: One minute.

BOSTELMAN: --wants to say, I-am-to-Try. Green Eggs and Ham, the animated series will debut this fall. I wonder if Senator Chambers would yield to a question.

WILLIAMS: Senator Chambers, would you yield?

CHAMBERS: Yes, I will.

BOSTELMAN: Since reading is such important at all ages in life, you read a lot I take it.

CHAMBERS: Yes.

BOSTELMAN: Do you have a favorite Dr. Seuss book?

CHAMBERS: I did a parody on Dr. Seuss and I never read one of those books before.

BOSTELMAN: Thank you. Mine is, I think, Green Eggs and Ham. But I do want to stress the importance of reading from adolescences, parents read to your children, and to the infants, all the way through high school and even beyond. Picking up a book and reading it, it's very important for what we do to teach our young people to learn to expand your knowledge of a subject matter, whatever it might be. And in some cases travel around the world through a book. It's a great opportunity for you to learn and expand your knowledge.

WILLIAMS: Time, Senator.

BOSTELMAN: Thank you.

WILLIAMS: Thank you, Senator Bostelman and Senator Chambers. Senator Walz, you're recognized.

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WALZ: Okay, now I'm in a dilemma here. Senator Chambers, I promised to yield you some time but is it okay if I yield it to Senator Slama? I yield my time to Senator Slama, if she would like it.

WILLIAMS: Senator Slama, you're recognized and yielded 4:45.

SLAMA: Thank you, Senator Walz and Senator Chambers, for being gracious about this. I just wanted to give everyone an update and since we're running short on time here, just kind of go through. Senator Chambers has been referencing some amendments that he's given me and I do think many of them improve the wording of the bill. I've been working with Bill Drafters if any of you have noticed my absence from the floor in the last hour. I'd just like to thank Bill Drafters, especially Micah, for helping me out on this. We'll see if we can get an amendment that has some of his changes down to the floor on time before we cut things off here in about ten minutes. But I'd just like to go very quickly through some of the changes this amendment, which may or may not make it in time, will have. They're mainly just grammatical cleanups to make it a little bit less clunky. Even if we don't get this amendment to the floor, I still have confidence that this bill is ready to go. The first change we'll make in this amendment is on line 8 of page 2. Strike the line starting with "Americanism" until the word "shall" and add the word "which". So line 8 would just read "which shall". Change the "where" on line 10 to "when". Change "carefully examined" as Senator Chambers has discussed with me on the mike on line 14 to "examine". Change "to" on line 15 to "with". Change 21-- no, change line 22 to "men and women who played a crucial role in the achievements of our national independence". That's from a slightly different wording. And then on line 23, change "preserved our union" to "preservation of the union". On line 24, change "written" to include to "includes". On line 25, insert in order-- change the wording on lines 25 and 26, "multicultural education as set forth in sections 79-719 and 79-723 in order to instill" and then on line 26, again, read, "and not be merely a recital of events", that's a change from "and not be a mere". Again, I don't have enough time to run through each of the changes coming down and I don't know for sure if we'll make it in time. But I do think these amendments improve upon some of the clunkier wording of the bill. But even if we don't get this amendment done in time, I'm confident that the bill is ready to go. And I'd just like to take a moment to thank everybody who has played a role in getting this bill to where we've needed it to be. That extends to the Education Committee, the Bill Drafters, my L.A., who right now is updating my computer to see if we can get this amendment in time. Senator Chambers, for working with me and clarifying some points on the mike as well. This bill was a team effort and we may or may not get this last amendment in on time--

WILLIAMS: One minute.

SLAMA: --but even so, I feel confident that this bill is ready to go and I'd just like to thank everybody who helped in-- helping it get there. So, thank you, Mr. Chairman.

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WILLIAMS: Thank you, Senator Walz and Senator Slama. Senator Cavanaugh, you are recognized.

CAVANAUGH: Thank you, Mr. President. I rise today to show my continued support for my colleagues working on this bill and these amendments and I'd like to yield the remainder of my time to Senator Chambers if he would like it.

WILLIAMS: Senator Chambers, you're yielded 4:35.

CHAMBERS: Thank you, Mr. President. Thank you, Senator Cavanaugh. And I'm pleased that Senator Slama accepted some of the suggestions. However, what I would like to see is this whole thing go away. This remains a propaganda piece. It came from a period in this state's history which ought to cause shame to the people in this state, except they're spared from that because they don't know the history of this state. Some things you put in museums to remind people of how horribly people on one hand are treated by people on another hand because the ones mistreated were weak, the ones who did the mistreating were strong, but you don't advance the cause of human development by hiding those things. They have to be acknowledged. The bad has to be rooted out. But when the society cannot even face its history, then those who are the victims of it, those who suffer from it, will never develop the same attitude toward the flag, toward the so-called traditions of this country, because although I am on the plantation with the white man, he's there as the owner, I'm there as the property. So the mere fact that two individuals are in the same location doesn't mean they are enjoying the same privileges, the same consideration. Black people have been in this country as a race longer than most white people and their families. They were with Columbus from the very beginning and we have been misused, mistreated, abused. Never led a revolution against this country, never bombed a church. Never went to a school and harassed little white girls trying to go to school. Never tried to stop anybody from voting. Never got into a mob to throw somebody off a bus because of his or her color. Never wrote on a menu, we reserve the right to deny service to whom we please and the ones they were pleased to deny service to are always people of my complexion. The bill speaking of it as a metaphor, does as Senator La Grone pointed out, show how people who ordinarily might be at odds in terms of ideology can cooperate to achieve a common purpose. The common purpose that Senator Slama and I had was to make a bad thing better. She won't think it's bad. She'll think it makes a good thing better. I still think the best thing would be to do away with all of this. Excise pages from one of the old statute books which contains the language of this law to show how backward Americans were, how self-righteous, self-centered, how deceptive they were. They condemned communism. Do you know that communism came into flower during the early days of the christian church where everybody--

WILLIAMS: One minute.

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CHAMBERS: --had all things in common? That's all communism is. And communism started with Christianity. The man who wrote the flag salute was a socialist and yet you all hate socialism because you don't know anything. And that's what I have to contend with. I read your books. I study your history and then I watch what you do and there's the dichotomy. I don't know how it is that I maintained my sanity all these years here but I don't think I did. I think I'm crazy, but a crazy black man is still leaps and bounds ahead of sane white people. Imagine what I would be if I were not insane, if I were not mentally challenged. What would you have to deal with? You couldn't deal with me. But nature believes in the survival of the species.

WILLIAMS: Time, Senator.

CHAMBERS: Thank you, Mr. President.

WILLIAMS: Thank you, Senator Chambers. (Visitors introduced.) Mr. Clerk, you have a motion on the desk?

CLERK: I do, Mr. President. Senator Slama would move to invoke cloture pursuant to Rule 7, Section 10.

WILLIAMS: It is the ruling of the Chair that there has been fair and full debate on LB399. Senator Slama, for what purpose do you rise?

SLAMA: Call of the house, please.

WILLIAMS: There has been a request to place the house under call. The question is, shall the house go under call? All those in favor vote aye; those opposed vote nay. Record, Mr. Clerk.

CLERK: 26 ayes, 2 nays to place the house under call.

WILLIAMS: The house is under call. Senators, please record your presence. Those unexcused senators outside the Chamber please return to the Chamber and record your presence. Any unauthorized personnel please leave the floor. The house is under call. Senator Kolowski, please check in. Senator Crawford, please check in. Senator Groene, would you please return to the Chamber, the house is under call. There's been a request to move forward with a roll call vote in regular order. Members, the first vote is the motion to invoke cloture. All those in favor vote aye; those opposed vote nay. Excuse me, we'll do a roll call vote.

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CLERK: (Roll call vote taken.) 40 ayes, 3 nays to invoke cloture.

WILLIAMS: The motion to invoke cloture is adopted. Members, the next vote is on the adoption of AM617 to LB399. All those in favor vote aye; those opposed vote nay. Have all voted? There's been a request for a record vote. Mr. Clerk.

CLERK: (Record vote read.) 42 ayes, 0 nays on the adoption of the AM617.

WILLIAMS: The amendment is adopted. Members, we will now vote on advancement of LB399 to E&R for engrossing. All those in favor vote aye; all those opposed vote nay. There's been a request for a roll call vote. Mr. Clerk.

CLERK: (Roll call vote taken.) 40 ayes, 2 nays, Mr. President, on the advancement of the bill.

WILLIAMS: The motion is adopted. LB399 is advanced. Raise the call. Clerk, for items.

CLERK: Mr. President, your Committee on Enrollment and Review reports LB284 as correctly engrossed. Health reports LB284-- excuse me, LB248, LB556 and LB570 to General File with amendments; LB571 to General File with amendments. Priority bill designations. Senator Cavanaugh adopts LB311 as her priority bill for the session. Executive Board reports LB561 to General File. An amendment to be printed to LB399 by Senator Chambers. Series of name adds. Senator Wayne to LB15, Albrecht, LB15, Lathrop, LB15, DeBoer, LB15, Wishart, LB605, Slama, LB640.

Mr. President, Senator Gragert would move to adjourn the body until Wednesday morning, March 13, at 9:00 a.m.

WILLIAMS: Members, you've heard the motion to adjourn. All those in favor say aye. Opposed say nay. We are adjourned.