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that I presented was based on science. It was based on research. And I'm holding in my hand, Senator Brown had asked whether in fact there was any data to support it, I'm holding in my hand copies of just a few of those studies that you are welcome to look at. We found that students do better not only in smaller schools, smaller classrooms, but especially in smaller districts. It involves the community to a greater level. It involves the parents where they feel empowered to make a difference in their schools, and the data is there. This is not a slam against Omaha Public Schools. I would have no reluctance to put my children in Omaha Public Schools. But it is about a nationwide trend that shows us that, in fact, costs go up the larger the districts are. And I distributed the fishhook in Nebraska and you will find that pattern across the country. But more than that, you will find that instruction funding in smaller districts is higher because the costs of administration are less and the costs of all the supports go down. We can invest more dollars in the classroom where our children can benefit. Now I will tell you when you look at a study that Asian students do better than white students. And I'm not going to argue for why that is, whether it's culture, whether it's genetics, I'm not going to argue that. We just know the data says that. But I know that a white student doesn't do better in a classroom just because they're sitting next to an Asian student. And Senator Chambers is right. Preach it, brother. They don't do better just because they're sitting next to a child of a different color. They do better because they have a teacher who knows what they're teaching and can inspire that child to learn. Teachers will always be the essence of a quality education. It is not based on size. But if we can't give the teacher the tools that they need and the money they need in the classroom and we don't invest our dollars where they matter at the classroom and teacher level, we will not achieve excellence. So I agonized over the OPS and suburban school problem. I drove back and forth from Lincoln. It was never out of my thoughts. I pondered and I agonized and I studied, what's the best solution? If I were to design a district that would provide the best education for the students in our state, how would I design it? Would I just try to tweak the one we have? Or would I take the opportunity to try to redesign it so that it's based on the data we have, the research