Omaha Public Schools was brought about by deliberate policies of that public school system that hired...

SENATOR CUDABACK: One minute.

SENATOR CHAMBERS: ...him as a lobbyist. But to get away from that, back to what we're talking about here, nobody is harmed by this amendment. Who opposes it? OPS. How are they opposing it? By talking about segregation. Which district has segregated itself more than any other district in the state? OPS. OPS is a district where there are children of different races, ethnicities, national origins, derivations, and so forth, but it is the OPS practice which has made it possible, for some of you who've never been to Omaha to see it, to look on a piece of paper and know right where the bulk of the black children go to school, the bulk of the Latino children go to school, the bulk of the white children go to school. Black people didn't set it up like that. The Legislature didn't set it up like that. The Latinos did not set it up like that. The Omaha Public School System set it up like that. Now they're going to come down here and tell you it's unconstitutional?

SENATOR CUDABACK: Time, Senator.

SENATOR CHAMBERS: Thank you, Mr. President.

SENATOR CUDABACK: Thank you, Senator Chambers and Senator Redfield. Senator Kruse, followed by Senator Pahls.

SENATOR KRUSE: Mr. President and members, thank you. I welcome the debate. We're talking about quality of education and I support a number of the things said on both sides. But we're looking past some things. First, let me recognize, school is where education takes place. Been said several times; oh my, yes. It's also been said that schools represent the neighborhood and that OPS has tried to make this a neighborhood thing. Oh my, yes. It has been said that smaller districts do good work. Oh my, yes. I have lived in small, medium, and large districts across this state. And here's where I differ. The next one that I have down is, there's more input from citizens in small districts. Oh my, no. That depends upon the