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excluded, the same about the Latino district or the white district, however they're drawn. You know why I use those terms? Not that that is the goal of the Legislature. It's to use the terms that define and describe the reality. I'm not going to join this sham of pretending that the schools in Omaha are not segregated. People up in that district, up there in that balcony who are black know right where to go and right where to take you to show you the black schools, and when you go there you'll know it's a black school. And it's there not because black people create it that way or control it, but because the policies and practices and rules of the OPS created that, maintained that, and Mackiel did it on purpose, and I handed you these articles which show that one of the biggest selling points of that \$254 million bond issue was that you will end bussing and go back to neighborhood schools. That's what Mackiel argued...

SENATOR CUDABACK: Time, Senator Chambers.

SENATOR CHAMBERS: ...and Brenda Council was right there with him. She's one of the "also-rans" they listed in the paper who happened to be with those white men,...

SENATOR CUDABACK: Time, Senator Chambers.

SENATOR CHAMBERS: ...but she didn't say anything. Oh, you said time?

SENATOR CUDABACK: I did, Senator.

SENATOR CHAMBERS: I'm sorry, Mr. President.

SENATOR CUDABACK: Senator Mines.

SENATOR MINES: Thank you, Mr. President, colleagues. Maybe I could point out to Omaha Public Schools and the coalition that when you ask 49 legislators to fix your subject, to fix what you want us to fix on the floor of the Legislature, on this, the fifty-seventh day, you get what you ask for. You're going to have different opinions, you're going to have different ideas and, frankly, everybody has probably got a right opinion. You