

assets of an individual, but in fact that they derive their wealth some place else, with the rise of that kind of land, we started sending two different kinds of kids to school, kids from rural areas where the land produced wealth and was valued in large parcels, and kids who went to school with or from homesteads or from residential homes where the wealth of the family was really in income, and not in the land that they held. The per pupil cost for the same kids, well, they were equivalent, but the contribution of the farm kids, through property taxes, were much greater than the contribution of the kids from residential areas whose holdings were much smaller than the farms. That dichotomy has produced a whole raft of problems. It has given rise to the Class I school. It has given rise to the state school funds formula fight. It has given rise to the state aid formula fights. It has given rise to Amendment 4. It has given rise to the free high tuition fights. It has given rise to the fight in the state aid formula between foundation and equalization all because if you mix a system with kids that come from farms, where you pay 3 or 4 thousand dollars worth of property taxes, with kids that come from residential property where they pay 400 or 500 dollars worth of property taxes, there is a rough sense of injustice, and we have tried to build boundaries around each other, and multiply or get some kind of an equalization advantage in our tax levies, all to get around this unyielding conceptual problem in the way we tax to support schools. Senator Moore's bill does something novel, something new, and at this point, well worth doing. He says the wealth of a school district is not simply the rural...I am sorry, not simply the real property in the jurisdiction, that the wealth of the district is more than just the valuation of the land, that there are people that have intangible property, people that have high returns in dividends on their investments, people who have high salaries but have modest living, people who have wealth but that wealth is not captured in property holdings, in real property holdings, and before we start sending money from one side of the state to the other, or from one kind of district to another in state aid, if we are going to transfer tax obligations, the first place we should look to transfer responsibility away from the real property taxpayer is to that person who lives in the same school district and who has wealth but in a different form than real property, the person whose wealth is in the form of income, the person whose wealth is in the form of dividends or investments. Let them share the responsibility to fund kids going to school. Before we look for somebody outside the district, measure the