

Egypt said, this has nothing to do with tanks. The flag of Egypt has flown in the Gaza Strip for 2,000 years, it is our property, it is our sovereignty, we have to have it. Until Israel gives it back there can be no peace in the Middle East. We go back to the Israelis and we say, you know the Egyptians say this is about the flag of Egypt, they say, no, it's about the tanks that rolled into our homeland and attacked us. We go back to Egypt and we say, no, this is about tanks, isn't it, and the Egyptians say, no, this isn't about tanks, this is about the flag and sovereignty of Egypt. Ultimately what happened was we constructed a plan by which there were no tanks in the Gaza Strip, there were some radar provisions made, there was an air field built to make sure that it was controllable, it was demilitarized, and the flag of Egypt flew because we separated two different interests, security on the part of the Israelis from sovereignty on the part of the Egyptians. The flag was one symbol, the tank was a completely different thing. Meaning that people can want exactly the same thing for two different reasons, and see it as exonerating two completely different interests. That, historically, is exactly what has happened in this area. In 662, when I was one of the three introducers of that measure, we heard these arguments from the Class I's, you want to take over our schools, you want to control our curriculum, you want to choose our teachers, you want to be able to close our elementary schools, we're against the bill. Proponents said, you know we do not want a system in which you get to use our high schools without adequately paying for it, you get to create tax havens at the edge of our cities and put the valuable property of the state in a vulcanized system in which you don't share fairly in the cost of education; we want tax equity. One argument was, wait a second, we don't want you to control our schools, the other argument was, we want tax equity, people should generally pay the same amounts for education. And we have a system that is constructed to allow you not to do that. Now we have that argument boiled down in this amendment again, because although it's not an agreed to compromise, the two interests, according to the rhetoric that has been used for years, have in fact been separated. Control is on one side. Control is maintained. Control is kept in Class I schools for their curriculum, for their...

PRESIDENT: One minute.

SENATOR LANDIS: ...teachers and the like. The affiliated district doesn't have the power to close a school. It doesn't