

property in the neighboring Class II, III, IV and V school districts. And those differences are true notwithstanding the free high tuition program and those differences are true notwithstanding the fact that the rural portion of a Class II or a Class III school district may provide the same kind of educational content and quality as the Class I school district. And the upshot is, is that a farmer who owns farm property in a Class III school district may well face a significantly higher mill levy for the education of the children in that Class III school district than his neighbor farmer whose land is directly across the road in the Class I school district. Now the difference works out on a statewide average of about fifty cents per hundred, meaning simply that the average mill levy throughout Nebraska for the Class I districts is 97 cents per \$100 valuation. Whereas, the average mill levy for the Class III districts throughout Nebraska is \$1.47 per \$100 valuation. So there is a fundamental, a fundamental taxing difference between those two districts and that difference exists notwithstanding that we factor into the Class I districts the free high tuition which it must pay and notwithstanding that the Class III or the Class II districts may very well offer similar kinds of education for the youngsters in the elementary schools. Those are inherent, structural, taxing and financing differences. You and I, I believe, as a Legislature to a person are committed to the issue of state aid to schools because I think you and I are basically committed as legislators to the notion that requiring our schools to rely totally and exclusively on the property tax imposes too great a burden on local schools for the education of children and in the end will have a negative effect on the kinds of education our children will be provided for the future. So you and I over the years, starting particularly in 1968, or '67, I am sorry, '69, have worked to provide state aid to schools so that there will be income and sales tax dollars flowing to those schools not only for property tax relief but also for educational quality for children. In my view, one of the most significant impediments to further state aid for schools is this two-tier financing and structural system impediment that only when we put all school districts on the same footing, that is that all property in our state directly supports the education of children, kindergarten through the 12th grade, because it is all within school districts that provide direct education of children, for children in K through 12, only when that is done will we be in a position