

education. We consider you and other professional organizations with a special interest in education to be among the primary and moving forces in successful adoption of the foot-in-the-door legislation which we call the Elementary and Secondary Education Act of 1965.

I am very gratified to see that you are not happy to accept that as a longstanding victory and are now agitating, and I use the word advisedly. I hope you will continue to do so for an expanded funding of these programs now that we have them started.

Mr. Dellenback.

Mr. DELLENBACK. Thank you, Mr. Chairman.

Time runs and I would like to go into a lot of points with you to get further thinking because I think some of this is very helpful to me but the clock marches inexorably.

First may I add to what my colleague from Michigan just said, a further point in connection with your flat recommendation of V (a) (1), naming the State departments. We have a State department of education and a State department of higher education in Oregon, and there is a drawback to being too flat in the legislation.

Mr. BIEMILLER. As I told Congressman Ford, I repeat that we are simply making sure that it is the educational agency. We were using the term generically and not necessarily specifically.

Mr. DELLENBACK. In the closing portion of your testimony you made the comment and this quotation from the executive council indicates that you approve of the fact that the Federal Government has assumed responsibility for sharing in the cost of education.

We have had estimates so far given to us that probably on an overall basis the Federal Government is now carrying somewhere between 5 and 8 percent of the costs of education on the elementary and secondary level. Do you have any idea how far you think this should go?

I served in our State legislature and they used to bandy around certain percentages that were the goal, always less than 50 percent for State contributions in that area. Do you have any idea what percentage you are thinking of there?

Mr. BIEMILLER. As you know those percentages vary from State to State considerably so there is no problem you can follow on the matter. We have long argued that we think that the time has come and now the Congress agreed with us last year that part of the funds for the educational system of the United States should come from the progressive income tax of the Federal Government.

Mr. DELLENBACK. We realize that when we talk about the levels of government contributing, what in large part we are saying is what will be the tax source of the contribution.

Are we talking real property taxes, Federal income taxes, or what?

Mr. BIEMILLER. We are trying to take the added educational and financial burden in the United States, which I don't think will ever drop back because of the population explosion, and there will always be children as long as the human race exists. We want to get part of the financial burden of education off of the property tax.

Mr. DELLENBACK. Do you have a rough percentage?

Mr. BIEMILLER. We have never set any arbitrary figure. We would like to see the Federal Government participate with what in the wis-