

Mr. BIEMILLER. You are very kind.

Mr. MEEDS. After laying that background I am going to ask you this, I am referring to section 205 of the Elementary and Secondary Education Act, subsection 2—

That to the extent consistent with a number of educationally deprived children, the school districts of the local educational agency who are enrolled in private elementary and secondary schools, such agency has made provision for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate.

The bill goes on and enumerates many other things. In your opinion would that be the key phrase that broke the deadlock over aid to education in this Congress?

Mr. BIEMILLER. Yes; I think it definitely was.

Mr. MEEDS. As a legislator and as a Member of this Congress can you see any way at this time of gaging the temper of Congress, the Constitution, and all of the other things which you have taken into consideration as a legislator and as a legislative representative; can you see any way to project general aid to education without including something like that, and if you don't include something like that should we pass it?

Mr. BIEMILLER. I stated earlier in answer to a question from the chairman that for whatever my opinion is worth, I still think the Congress is devoted to categorical aid, to the types of statement that you are speaking of, and I do not believe that you would have much success in passing a general aid bill at this time.

Mr. MEEDS. You are also knowledgeable about Public Law 874 which allocates money to school districts on the basis of children who are federally connected. This type of feeling may be used for general aid and in fact it is being used now, is it not?

Mr. BIEMILLER. That is the point. The Federal impact bill is predicated upon the theory of a direct Federal impact on a given school district, magnifying the problems of that given school district. As long as you have a legitimate Federal impact I think this is a procedure and I will illustrate that, if I may, by testimony which I gave shortly after the 1954 school decision on segregation when the AFL appeared in behalf of legislation proposed by Congressman Stewart Udall to extend the Federal aid concept into school districts that were having problems that arose from the decision of the Supreme Court which we regarded as Federal impact on those districts. We have had a modified form of that in some of the titles of the Civil Rights Act of 1964 as I pointed out in my testimony.

Mr. MEEDS. Where we do have this Federal impact and can trace it we have been able to give general aid to education, have we not?

Mr. BIEMILLER. Where you can trace Federal impact, yes.

Mr. MEEDS. Thank you.

Chairman PERKINS. Mr. Gardner.

Mr. GARDNER. Thank you, Mr. Chairman. Having not been here for the entire testimony, I would just like to make some general comments and ask specific questions of Mr. Biemiller. First of all, we have been listening to testimony for the past week concerning the Teacher Corps, and it would seem to me that the one strong statement that I have heard in favor of it is through a National Teacher Corps we