

Mr. VINSON. Mr. Chairman, when Dr. Waller, or some other gentleman was on the stand speaking for the Public Health Service, I made a request that they submit a statement showing the regular Federal expenditures for all activities relating to public health for the fiscal year ending June 30, 1935. This statement has been submitted to me, and I ask unanimous consent that it be incorporated in the record next following Dr. Waller's testimony.

The CHAIRMAN. Without objection, it is so ordered.

The next witness is Mr. John W. Studebaker, Commissioner of Education.

Will you state your name and your official position?

**STATEMENT OF JOHN W. STUDEBAKER, COMMISSIONER OF
EDUCATION, DEPARTMENT OF THE INTERIOR**

Mr. STUDEBAKER. John W. Studebaker, Commissioner of Education, Department of the Interior.

Mr. Chairman and members of the committee, if it is in accordance with your procedure, I will present two statements for your consideration and discussion. The first one is divided into two parts. The first part points out the reasons for and the ways in which I believe sections 702 and 703 of this measure may be clarified with respect to the interrelationships of education, health, and welfare, so that those respective aspects of child welfare may be considered on their merits; and the second part proposes a plan by which the education of physically handicapped children may be taken care of.

The second statement, copies of which you have, will show some of the reasons why in some way provisions better than those now in existence should be made for the education of the physically handicapped children.

The first statement, copies of which you have, contains some technical suggested modifications of the measure, and with your permission, I shall read it, and then I will be glad to discuss it. It says [reading]:

Title 7 of the bill includes section 702 on the care of crippled children and section 703 on aid to child-welfare services. In each of these two sections it is assumed that the responsibilities involved, which are assigned to the Children's Bureau in the Department of Labor, relate only to the physical welfare of children and to those services commonly known as "child-welfare" services. Yet in several instances the phraseology is so indefinite and vague that considerable confusion will arise in the administration of the provisions of the bill, should this phraseology be allowed to remain in the measure. Educational, health, and welfare services are so intimately related that the utmost caution needs to be observed to obviate duplication and overlapping of functions among the separate agencies concerned.

During recent decades educators have come to recognize that schoolroom activities dealing with the ordinary subjects of the curriculum are frequently made less effective if not actually nullified by what goes on outside the schoolroom. In consequence of this, schools have developed various types of educational programs designed to serve the needs of crippled, delinquent, and otherwise handicapped children. Such programs include:

(1) Parental schools providing a 24-hour program for children presenting behavior problems which cannot be satisfactorily adjusted under existing home conditions.

(2) Schools employing visiting teachers who combine excellent education with social-work techniques and go into the homes to discover the conditions which tend to prevent children from doing well in school.

(3) Appropriate school services for the socially maladjusted and the mentally retarded, in which groups it is assumed that children designated in the act as those "in danger of becoming delinquent" would be included.

(4) Schools offering special services for crippled children. Such schools, for example, as those in Chicago, Detroit, Des Moines, and many other cities, are not only examples of excellent education but they illustrate also the appeal which the welfare of these unfortunate children has to the hearts of the communities in which they live. In the furtherance of coordinated educational programs, school buildings have been equipped with modern facilities for such medical, orthopedic, and nursing care as crippled children may need throughout the school day.

(5) Schools developing programs of adult education, especially parental education, in the hope of uniting the intelligent efforts of parents with the efforts of the teachers in better understanding and educating the children.

In view of the situation indicated above, it is believed appropriate steps should be taken to effect two changes in the bill, as follows: (1) Clarification of certain ambiguous phrases, with the consequent elimination of any possible involvement of education from the provisions of sections 702 and 703 of title 7; (2) addition of a new title making an appropriation for educational provisions for physically handicapped children, to be administered by the appropriate Federal agency. The following suggestions relating to the details of each of these changes are hereby submitted for consideration and endorsement:

A. CHANGES NEEDED TO CLARIFY AMBIGUOUS PHRASES AND TO ELIMINATE EDUCATION FROM INVOLVEMENTS OF PRESENT BILL

1. Section 702, a (p. 54, line 4): Change the phrase "medical care and other services for crippled children" to "medical care and other services for the physical welfare of crippled children."

2. Section 702, a (p. 54, lines 16 and 17): Change the phrase "facilities for diagnosis and care, hospitalization, and after care" to "facilities for medical diagnosis and physical care, hospitalization, and convalescent care."

3. Section 702, b (p. 55, line 5): Change the phrase "medical care and other services for crippled children" to "medical care and other services for the physical welfare of crippled children."

4. Section 702, b (p. 55, lines 16-18): Change the phrase "facilities for locating and diagnosing children * * * and after care" to "facilities for location and medical diagnosis of crippled children * * * and convalescent care."

5. Section 703, a (p. 56, lines 6-8): Change the phrase "welfare services for * * * dependent and neglected children and children in danger of becoming delinquent" to "child-welfare services for * * * dependent, neglected, and predelinquent or delinquent children."

B. SUGGESTIONS FOR AN ADDITIONAL TITLE TO BE ADDED TO THE BILL TO PROVIDE FOR THE EDUCATION OF PHYSICALLY HANDICAPPED CHILDREN

1. In order to enable the Federal Government to cooperate with the State agencies concerned with the education of physically handicapped children there is hereby appropriated for the fiscal year ending June 30, 1936, from funds in the Treasury not otherwise appropriated, the sum of \$10,000,000, and for each fiscal year thereafter there is authorized to be appropriated \$10,000,000, same to be allocated to the United States Office of Education in the Department of the Interior, to be expended for the education of physically handicapped children as hereinafter provided.

2. For the purposes of this act physically handicapped children shall include the crippled, the blind and partially seeing, the deaf and hard of hearing, children having cardiac difficulties, children having tuberculous tendencies, and other children who are physically handicapped to the degree that they need special educational facilities.

3. From the amount appropriated, so much, not to exceed 5 percent, as the United States Office of Education shall find to be necessary for administering the provisions of this section and for investigations and reports related thereto, shall be deducted annually for these purposes, to be available until expended.

4. The remainder shall be allotted to the States on the basis of population, for providing education and educational facilities for physically handicapped children; provided:

(a) That no allotment under this subsection shall exceed the sum made available by the State or local community, or both, for purposes of this section;

(b) That in every case the State shall present proof that there is either embodied in the statutes of the State or otherwise provided a specification designed to assist local school units in carrying the excess burden of cost involved in the education of physically handicapped children over and above that required for educating normal children;

(c) That a State plan be set up for administration of funds and for their equitable distribution regardless of locality, race, color, or economic status of the children concerned; for supervision of the work done; for necessary inter-school or interdistrict arrangements; for transportation; and for other provisions essential to the carrying out of this act.

(d) That allotments within the State may be made in conformity with population distribution, administrative organization, and other factors conditioning educational costs;

(e) That not more than 25 percent of the fund allocated to any State shall be used for residential schools or institutions for physically handicapped children.

5. When the Commissioner of Education deems a State plan and the administration thereof to be in reasonable conformity with the provisions of this section, he shall approve the same and send due notice of such approval to the Secretary of the Interior and the State agency concerned.

That is the first statement. The second one which you have before you is headed "Facts concerning educational facilities for physically handicapped children".

Section A of that statement says:

Figures showing approximate incidence of physically handicapped children needing special educational care, and approximate number now enrolled in special schools and classes of either day-school or residential type.

You will notice there a table listing four classifications of physically handicapped children, with two columns, the first column headed "Incidence." That shows that there are 100,000 children, or estimated to be that number, in the United States, of crippled children who need special school facilities in order to get the education which will enable them to stand up against the competition in the great race of life.

Then there are some 65,000 blind or partially seeing children. These partially seeing children have been overlooked. There are thousands of them that appear to be more or less stupid, but they just cannot see well enough to read the ordinary textbooks.

There are about 350,000 deaf or hard-of-hearing children, and about 1,000,000 tuberculous, pretuberculous, and cardiac children.

With those figures, you will notice in the right column a liberal estimate of the number now being cared for in the States educationally. As against 100,000 crippled children, only 17,000 are being provided with educational facilities. As against 65,000 blind or partially seeing children, only 11,000 are being provided educational facilities; out of a total of 350,000 children who are deaf or hard of hearing, facilities are only being provided for 21,000; and out of 1,000,000 tuber-

culous, pretuberculous, and cardiac children, facilities are being provided for only 50,000.

These figures are based on findings of the White House conference of 1930 and the Biennial Survey of the Office of Education. They are estimates only, since no adequate census has ever been made. A comparison of these figures (incidence with enrollment) shows the tremendous need for increased educational facilities for physically handicapped children who need special services.

The next section of the statement reads as follows:

B. Approximate average per pupil cost of educating certain groups of physically handicapped children in special day classes (exclusive of cost of buildings or permanent equipment):

Crippled.....	\$200
Blind.....	375
Partially seeing.....	200
Deaf.....	350
Tuberculous, pretuberculous, cardiac.....	125

Figures taken from Biennial Survey of Office of Education. They show the great need for special assistance to local communities in meeting the excess cost of educating physically handicapped children over and above the cost of educating normal children.

The final section of this statement reads as follows:

C. Number of States giving legislative authorization and special financial aid for special education of certain types of physically handicapped children in local school districts:

	Number of States	
	Legislative authorization	Special financial aid
Crippled.....	16	12
Blind or partially seeing.....	19	12
Deaf or hard of hearing.....	19	14
Tuberculous, pretuberculous, cardiac.....	12	4

Figures taken from study published by Office of Education in 1931. They show the need of Federal aid to promote and develop the educational program in the States for physically handicapped children.

I also have here some statements, Mr. Chairman, showing the type of legislation which has been enacted in a few States in which this problem has really been faced. I should be glad to submit those statements referring to typical States, such as Maryland, California, and some other States, if you care to have them.

Mr. REED. I suggest that those statements be included in the record, or I think you might read two or three of them, and then put the others in the record.

The CHAIRMAN. Without objection, it is so ordered.

Mr. STUDEBAKER. Among the States that have enacted progressive legislation and have progressive programs in this field are New York, Maryland, Pennsylvania, Michigan, Minnesota, Ohio, Cali-

ifornia, Wisconsin. These are some examples of legislation which has been enacted by the States:

Maryland.—And wherever the city of Baltimore or any of the counties of the State shall inaugurate a special program of instruction under standards, rules, and regulations of the State board of education to meet the needs of any child whose handicap is physical only and whose needs are not met by ordinary school facilities, the city or counties so providing the same shall be entitled to receive, toward the cost of teachers, special equipment, nursing, therapeutic treatment, and transportation, an amount not to exceed \$200 per child, to be paid by the State of Maryland out of a special fund to be appropriated for such purpose in the State public school budget. The State superintendent of schools shall ascertain the respective amounts the city of Baltimore and the counties shall be so entitled to receive from the State under this section, and when such amounts are so ascertained, the State superintendent of schools shall certify the same to the State comptroller.

Wisconsin.—In excess of \$70 per child * * * the amount apportioned to any board shall not be in excess of the following * * *: (a) For each pupil residing in the district and attending * * * such day school * * * or * * * class for the deaf or blind, \$250; for children physically disabled, \$300; (b) for each pupil residing outside the district, but within the State, who attends * * * such day school or class * * * \$400; for children physically disabled, \$450. (Transportation for the physically disabled is also furnished.) (Laws of Wisconsin, 1927, ch. 488.)

California.—The average daily attendance of physically handicapped pupils shall be included in the total average daily attendance of the district for purposes of the usual State and county apportionments on average daily attendance and teacher units. In addition to the above apportionments the State and county will reimburse the district for the amount of the excess cost of educating physically handicapped children when the cost is more than the average cost of educating a normal child in said district. Such reimbursement, however, cannot exceed \$100 each from the State and the county for each unit of average daily attendance of physically handicapped children. Excess cost is determined by computing the difference between regular classes and the average current expenditure for each unit of average daily attendance of physically handicapped pupils. The district must furnish the buildings and equipment, as items expended for capital outlays cannot be included in figuring the cost of this special instruction.

I put those statements in the record, Mr. Chairman, because in principle they correspond to the system of legislation which is provided for here. I am persuaded that because of the high degree of specialization of the needs of these children this problem will never be met adequately in the United States without some stimulus from the Federal Government. Certainly, it is not being met in the States anywhere without the States taking action in recognition of the high degree of specialization which provides for the wiping out of the tariff barriers among all the school districts within the States to permit the movement of these children around over the State to find schools which they can attend, with the assistance of the State itself.

I think this problem suggests one of the dark continents of American education. There is no radical difference in the distribution of intelligence among children physically handicapped and that larger group not physically handicapped.

We can all think of plenty of illustrations of physically handicapped people who have been given such assistance as to make them influential contributors to our American life.

I have had considerable experience personally in dealing with this problem as a public-school administrator on the frontier of Amer-

ican education in a local community, and I know from that experience that it is entirely possible to turn hundreds of thousands of these young people into tax producers instead of allowing them to continue as tax consumers. That is the real problem.

The thing we have tried to present is this: We have tried to show how medical care, and those phases of child welfare related thereto, might well be handled by the Children's Bureau, but not to confuse that medical care, which is a form of State medicine, with the procedures for the educational care of these children, which ought to be handled through separate and distinct channels already in existence all over the land.

Mr. WOODRUFF. Dr. Studebaker, you are familiar, are you not, with the activities of the Couzens fund in Michigan, and the work being done there?

Mr. STUDEBAKER. I have heard something of that work; I am not familiar with its details.

Mr. WOODRUFF. I will put into the hearings at this point a résumé of those activities, and I commend them to your attention.

(Statement referred to is as follows:)

Mr. Chairman and gentlemen of the committee, approximately 5 years ago the Children's Fund of Michigan was incorporated, and through those official incorporation records our citizens were advised that a fund of \$10,000,000 had been set aside "to promote the health, welfare, happiness, and development of the children of the State of Michigan, primarily, and elsewhere in the world." Among the directors of the fund, named in the papers of incorporation, was James Couzens, now the senior Senator from our State. Thus the identity of the man who donated the entire amount was disclosed.

This bill which we have been considering gives special attention to the welfare of crippled children. It has become, in this bill, one situation which is to be recognized as important to deal with in the effort to promote the security of our people. Because Senator Couzens began early in his life to devote his growing fortune to crippled children, because his leadership and philanthropy gave to Michigan its fine hospital for crippled children at Farmington, because that interest developed into the fund of \$10,000,000 and through that fund, or partly because of that fund, it is hoped in Michigan to give every child the benefit of all that medical and surgical science and education can give to the end that they shall be made physically and mentally fit to carry on their duties and responsibilities of citizenship; in fact, to have in Michigan an outstanding example of what can be accomplished through such intelligent philanthropy, I have asked to put in this record a few facts concerning the Children's Fund of Michigan.

I want to make it clear that I do this of my own volition and without any suggestion from Senator Couzens. I think everyone acquainted with the fund and its work in Michigan will agree that the Senator has refrained from associating his name with the fund or its work and has thus, with becoming modesty, endeavored to avoid obtaining recognition for what he has done. The facts I have obtained I got from the executive secretary of the fund, Mr. William J. Norton, or, rather, from the official reports of the fund.

Briefly, the charter of the fund requires that the entire \$10,000,000, plus interest, shall be spent in 25 years. To do this the directors must spend about \$700,000 a year. The directors of the fund, in accordance with a suggestion from Senator Couzens, have endeavored to use existing social organizations in the State, to work through them, and thus to avoid expensive costs of management and, incidentally, thus to provide a greater part of the fund for the children of the State.

Women physicians have been employed for field service, dentists have likewise been employed, children's clinics established, public-health nurses have visited with school teachers and with mothers and children. A laboratory has been established and is now becoming known throughout the world because it

has been developing information sought by many other cities and in some other countries. It freely offers this service. Ophthalmologists have been employed to examine the eyes of school children and those unable to pay for glasses have been fitted at the expense of the fund. Prenatal instruction and care have been given to mothers; likewise, nursing mothers have received instruction from nurses and doctors.

Just a brief reference to statistics of the work: In the first year the fund brought about the physical examination of 10,280 school children, gave 3,593 preventitive treatments for diphtheria and 1,472 preventitive treatments for smallpox, gave 3,354 physical examinations by doctors and 7,593 by dentists. In the second year there were 79,726 examinations of teeth and 19,287 prophylaxis given; there were 47,886 fillings and 23,897 extractions. The eye specialists gave 2,161 treatments to children and supplied 1,148 pairs of glasses.

During these 2 years the field organization was developed and officials of the many counties became interested and were induced to cooperate with the thought that eventually the counties would take over the work when the fund had completed its life span. Children are being measured and weighed by the school teachers; nurses are visiting mothers and children in the homes.

An orthodontia clinic is being operated in Detroit and with wonderful results. Causes for decay in teeth are being studied at the University of Michigan through funds provided by the Children's Fund, the causes of tuberculosis in children are being studied through another grant. Children and mothers in rural counties are receiving attention and instruction they have never received heretofore.

Incidentally, the mental welfare of children is not being neglected. Funds have been granted to Yale University, where a study of children is being made; assistance has been given to the Atlanta School of Social Work, where Negro social workers are being trained; appropriations have been made to study a plan for placing certain children in good boarding homes rather than in institutions; centers have been established for social work among children of the less fortunate economic class.

As the years have gone on, the examinations and treatments have continued and specialists have been added to treat pediatric cases and others to treat diseases of the nose and throat and skin. The number of examinations and treatments, or in other words, the number of individuals who have now received some assistance from the fund would run into the hundreds of thousands.

Incidentally, the reports have begun to reflect the benefit from the fund. Diseases are being reduced, the health of children is being improved, school work has become better after eye treatment has been given.

In another field the fund has established a library for children, and in this manner children's classics are being offered to children throughout the State, and the opportunity to obtain these fine books is seized upon with tremendous interest on the part of the children.

During the last few years of terrible economic depression, the directors of the fund turned a bit aside from the work first begun in order to fight the existing difficulties. Thousands upon thousands of school lunches have been provided during school years and during school vacations, children have been assisted and watched and studied for evidence of harm which might have come from food deficiencies.

The directors of the fund have been wise enough to understand the tremendous value which could be had for the State and for the work they are doing through the cooperation of the trained men, and also the laymen throughout the State. Gradually and yet very rapidly Michigan is being united in a tremendous program, a well-organized and intensive effort to insure health and happiness for the children of Michigan. The directors and workers of the fund are doing their part, but they have been quick to advertise the assistance they have obtained from thousands of men and women in Michigan who are thus being honored, by name, because of their interest.

With the utmost humility in a work which should make us all humble, if nothing else will, Michigan hopes, primarily through the splendid philanthropy of Senator Couzens, to become an example of what can be done for children. We hope and we believe the record of the future will speak volumes. If we reach the goal, credit must be given to this intelligent philanthropy, fine administration, and excellent cooperation from our people. "A little child shall lead them."

Mr. STUDEBAKER. I thank you.

Mr. WOODRUFF. I think you will find the information contained therein very enlightening and will meet with your approval 100 percent.

Mr. STUDEBAKER. I shall be very glad to do that.

Mr. REED. What you are trying to do here—aside from showing the need for this service—is to point out to us the need for a demarcation in the legislation between so-called “physical” education of these and other children, and their mental education. That is, you believe that those instrumentalities of the Government which have had long experience in the education of these children should still continue to carry out the educational features, and only leave to other organizations the things that they are equipped to do; is not that correct?

Mr. STUDEBAKER. That is correct, Congressman. I have found that people who have worked intimately in public service and local communities for a number of years are persuaded that one of the real needs is simplification rather than complication in the Government organization.

I, for one, am persuaded that whether we have State medicine or not, it should not be under the control of educational authorities. And one of the purposes of these studies is to make a clear-cut distinction between medical care and hospitalization and the cost for those service, that we commonly interpret as being educational care of the same children.

So, if we can get definitions clearly set up, then those welfare groups in each State and in the local communities will have a clear field in which they may operate, while at the same time the constituted educational authorities will know the field in which they are operating. I think it is only by having such a clear-cut statement of policy concerning these various governmental functions that we can get the best and most productive kind of cooperative effort.

But when in legislation dealing with welfare on one hand, with health provisions on the other hand, and with education in the third place, there are provisions under which those separate divisions of the Government run over into other fields, that tends to destroy cooperation and cause confusion that is bound to ensue.

Mr. REED. The President set up quite a number of committees to study the various phases of economic security. I understand they made a most exhaustive study.

Did you bring these studies before the committee that formulated the bill, or did you not happen to know about it or have an opportunity to present the subject?

Mr. STUDEBAKER. We did not, because we did not realize that that committee would insert a provision that would tend to involve education.

Mr. REED. I assumed that was so. It was just an oversight that they were infringing, unconsciously, on the field of education.

Mr. STUDEBAKER. We feel that to be the case. Since we have read the measure we have consulted with one or two members of the committee, who suggested that we should present such a statement.

Mr. REED. You are in general accord with the purposes of the bill as a whole?

Mr. STUDEBAKER. Exactly so.

Mr. REED. It is just a matter of clarification that you are presenting here?

Mr. STUDEBAKER. Yes.

Mr. HILL. What is the language in the bill, in sections 702 and 703, that led you to think that the education of these children was involved in this?

Mr. STUDEBAKER. The statement having to do with other services. I do not know just what those other services are. It is at that point where you can have a good deal of misunderstanding as to what the function of so-called "child welfare" would be. So that in the main my answer to that would be that we have taken out of the measure the phrase "other services" and have substituted therefor a more exact term, namely, "medical services or medical diagnosis in connection with physical welfare", and so on.

Mr. HILL. Let me ask you this question: If the language in the bill had been the same as that which you suggest, in order to confine it to medical services and to physical welfare, would you then have presented this additional title to take care of education?

Mr. STUDEBAKER. Yes; because we have discovered that you have got to give these children the right kind of educational facilities, following the investment in medical assistance, and during those longer months and years when those same children are trying to become educated, they need special facilities in order to capitalize the kind of security toward which the President obviously aims, in providing assistance to these children in the medical or physical field.

Mr. HILL. I understood you to say in response to a question from Mr. Reed that the reason that you did not present this matter to the Committee on Economic Security was that you did not know that they were going to use language which would involve educational features.

Mr. STUDEBAKER. That is right. The fact of the matter is I think I should explain that so far as my own personal connection with this is concerned, I have been here only a short time and scarcely knew how to proceed in securing a hearing before such a committee. We were not asked to present any suggestions.

Mr. HILL. Are you presenting this as a part of the administration's program in this bill?

Mr. STUDEBAKER. I am presenting it at the suggestion of the Department of the Interior and one or two members of the committee who said they thought it would be a good thing to present it to the committee.

Mr. HILL. This measure presumes to be an administration bill. You are in the Department of Education?

Mr. STUDEBAKER. Yes.

Mr. HILL. That is in this administration.

Mr. STUDEBAKER. That is right.

Mr. HILL. What we want to know is whether your suggestions made here are acceptable to the administration as a part of the administration's bill.

Mr. STUDEBAKER. It was suggested that I consult with the chairman of the committee, and I have not been able to do that for the past week.

Mr. HILL. The Chairman of the Committee on Economic Security?

Mr. STUDEBAKER. Yes.

Mr. VINSON. In other words, the Committee on Economic Security had not taken any action upon your suggested amendment?

Mr. STUDEBAKER. That is right. We have not had a chance to present it to the committee.

Mr. DINGELL. I have been trying to find out from some of the witnesses what their ideas are in connection with the field of medical activity in connection with the entire program. What I have in mind particularly is the question of a possible disturbance of the ethical and traditional practice of medicine. You have made some reference here to an idea that I was wondering whether it had some connection with what I had in mind. You refer to State medicine. Do you have any idea that in connection with this bill or in any manner or method there should be any such thing as regimentation of the medical profession, when you say "State medicine"?

Mr. STUDEBAKER. I think I said in that connection, or at least I meant to imply in my remarks, that so far as education is concerned we prefer to have the debate about State medicine take place outside of our sphere of action. I think our suggestions here looking towards clarification of this measure will help to bring that about. I think I also said that so far as I am concerned personally, as I view the administration of public education, whether we have State medicine or not, I do not think that educational authorities ought to manage it. So to put it in another way, I shall say—

Mr. DINGELL. Let me interrupt there. In other words, regardless of what might ultimately come, you believe that the autonomy and the present practice of the medical profession should be preserved, that is, independent and individual action. You have not in mind a disturbance of the fee basis or the present practice among medical men. You do not want to go into any socialistic or communistic idea of controlling medical men and paying them so much as servants of the Government. You have no such idea in mind, have you?

Mr. STUDEBAKER. I am not advocating that.

Mr. DINGELL. I want to point out, since you referred to State medicine, that there is some apprehension, as you know, on the part of medical men as to regimentation, making medicine a State function.

Mr. STUDEBAKER. That is right. But I am not advocating it. What I am advocating is that I want to get that problem in such shape that education is not involved in it, and then let it be debated on its own merits, outside the field of education.

Mr. REED. What the committee will feel like doing with some of the recommendations, I do not know, but you do stress the point that whatever educational activity might fall within the language of the present bill, that field should be protected from invasion by these clarifying amendments?

Mr. STUDEBAKER. That is right.

The CHAIRMAN. We thank you, Doctor, for your appearance and the testimony you have given the committee.

STATEMENT OF A. L. HARBISON

Mr. HARBISON. If your honors please, I want to address myself to the reasons for this plan and how to accomplish the result. Those are the two things that I desire to discuss, if I may:

First, the reason for this plan in its operation will be to bring the people of the United States out of the depression that they are now in and will put the buying power back into the hands of those people