

Make no mistake about that. If it is financed properly it is going to make a remarkable impact not only on the health and happiness of the people of the United States but upon the economy. My very conservative figures, if this bill is continued in operation and adequately financed the 8 million children thereby involved will, in a few years when they get on to the working market, earn about \$20 billion a year more than they would have if this bill had not come along. That \$20 billion will give a considerable boon to the economy of the United States of America. It was a great law.

I want to congratulate and thank Mr. Perkins' committee through the years for his unusual patience in letting the school people come in here and tell their story. No matter how many of the great and alleged and actual acclaimed experts come along, he has always listened and listened and listened and given the school superintendents of the United States a great deal of time to come here and discuss things, and we appreciate it.

Last year was a very good example of the functions of democracy along those very lines. A group that I will refer to as noneducating educators recommended to the people of the United States and the Congress that they more or less chop up this impact aid substantially.

Well, chop it in two, you might say, and Mr. Perkins heard the testimony of all of the people involved at great length night and day. He allowed us to bring forth the fact that that law would have caused millions of children to suffer, many of them with a curtailed school year, not even having a 9-month school.

The Congress, therefore, listened and corrected the recommendations of some of these noneducating educators and I am not reflecting on them for being that. It just shows in a democracy you have to have a governing body to ride herd on the experts. Mr. Churchill said democracy is the worst form of government in the world, unfortunately there are no alternatives. I want to point out one thing that might turn out to be serious if things like this go on through the years. The Office of Education hired the Stanford Research Institute to go in and study this law and they came out with some strange doctrines.

Research is research. They came out with this doctrine that they were expressing opinion in there, that the dollars in Public Law 874, not just these words, had not increased the amount of learning in the United States as much as these other laws would or might.

To my consternation I went to San Francisco to talk to these people. I got hold of the head man who directed the study and I asked him "Do you justify what you have done in here in expressing these opinions?"

He said, "The Office of Education told us to express opinions."

I said, "Dr. Spiegelman, didn't you just tell me you did not know anything about education?" He said, "Yes, I did. I don't know anything about it." I said, "Wouldn't it seem a little more plausible and feasible to give opinions they would hire somebody who knew something about education?"

He said "that is right" and he made no bones about it. I said we could hire his outfit to come into Georgia to make a study of the amount of learning that the State was getting out of their money, and he said, "No, we are not equipped to do that."