

The CHAIRMAN. The question is on the amendment offered by the gentleman from California [Mr. YOUNGER] to the committee amendment.

The amendment was rejected.

[Mr. MACK addressed the Committee. His remarks will appear hereafter in the Appendix.]

Mr. GROSS. Mr. Chairman, I move to strike the requisite number of words. (Mr. GROSS asked and was given permission to revise and extend his remarks.)

Mr. GROSS. Mr. Chairman, we have heard a good deal in the debate this afternoon about local television problems.

Is this designed to settle local TV problems by providing for the reshuffling of VHF licenses? What is this all about? Do you want people in the agricultural areas to pay \$30 extra for a television set so the FCC can reshuffle its VHF licenses and then fill the gaps with UHF stations? I doubt that we are told the full story concerning this bill.

Mr. JONES of Missouri. Mr. Chairman, will the gentleman yield?

Mr. GROSS. I yield to the gentleman from Missouri.

Mr. JONES of Missouri. There is not going to be anything in here to hurt the big television stations. Everything that has been done so far has been with their influence. They have controlled not only the television but the radio business. I am like the gentleman, I do not understand everything in this bill, but it smells fishy to me.

Mr. GROSS. I thank the gentleman for his observation and say that I agree with him.

The CHAIRMAN. The question is on the committee amendment.

The committee amendment was agreed to.

The Clerk read as follows:

SEC. 2. Part 1 of title III of the Communications Act of 1934 is amended by inserting at the end thereof a new section as follows:

"TRADING IN APPARATUS DESCRIBED IN SECTION 303 (S)

"Sec. 330. No person shall trade or ship in interstate commerce, or import from any foreign country into the United States, for sale or resale to the public, apparatus described in paragraph (s) of section 303 unless it complies with minimum performance capabilities prescribed by the Commission pursuant to that paragraph: *Provided*, That this section shall not apply to carriers transporting such apparatus without trading in it."

With the following committee amendments:

On page 2, line 12, strike out "1" and insert "I".

On page 2, line 15, strike out "Trading In Apparatus Described in Section 303(S)", and insert in lieu thereof "Prohibition Against Shipment of Certain Television Receivers".

On page 2, line 18, insert "(a)" after "Sec. 330."

On page 2, line 18, strike out "trade or".

On page 2, line 22, strike out "minimum performance capabilities" and insert "rules".

On page 2, line 23, insert "the authority granted by" after "pursuant to".

On page 2, line 25, strike out "it." and insert "it."

On page 3, beginning with line 1, insert the following:

"(b) For the purposes of this section and section 303(s)—

"(1) The term 'interstate commerce' means (A) commerce between any State, the District of Columbia, the Commonwealth of Puerto Rico, or any possession of the United States and any place outside thereof which is within the United States, (B) commerce between points in the same State, the District of Columbia, the Commonwealth of Puerto Rico, or possession of the United States but through any place outside thereof, or (C) commerce wholly within the District of Columbia or any possession of the United States.

"(2) The term 'United States' means the several States, the District of Columbia, the Commonwealth of Puerto Rico, and the possessions of the United States, but does not include the Canal Zone."

The committee amendments were agreed to.

The CHAIRMAN. Under the rule, the Committee rises.

Accordingly, the Committee rose; and the Speaker having resumed the chair, Mr. BASS of Tennessee, Chairman of the Committee of the Whole House on the State of the Union, reported that that Committee, having had under consideration the bill (H.R. 8031) to amend the Communications Act of 1934 in order to give the Federal Communications Commission certain regulatory authority over television receiving apparatus, pursuant to House Resolution 608, he reported the bill back to the House with sundry amendments adopted by the Committee of the Whole.

The SPEAKER. Under the rule, the previous question is ordered.

Is a separate vote demanded on any amendment? If not, the Chair will put them en gros.

The amendments were agreed to.

The SPEAKER. The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed and read a third time, and was read the third time.

The SPEAKER. The question is on the passage of the bill.

The question was taken; and the Speaker announced that in his opinion the ayes appeared to have it.

Mr. COLLIER. Mr. Speaker, I object to the vote on the ground that a quorum is not present and make the point of order that a quorum is not present.

The SPEAKER. In accordance with the unanimous consent request heretofore entered into, further proceedings on the bill will go over until tomorrow.

Does the gentleman from Illinois withdraw his point of no quorum?

Mr. COLLIER. I do, Mr. Speaker.

GENERAL LEAVE TO EXTEND

Mr. HARRIS. Mr. Speaker, I ask unanimous consent to revise and extend the remarks I made this afternoon and that all Members may have 5 legislative days in which to extend their remarks on the bill just passed and that the gentleman from South Carolina [Mrs. RILEY] may extend her remarks in the body of the RECORD during the consideration of H.R. 8031.

The SPEAKER. Is there objection to the request of the gentleman from Arkansas?

There was no objection.

FOREIGN AID LEGISLATION

(Mr. MORGAN asked and was given permission to extend his remarks at this point in the RECORD.)

Mr. MORGAN. Mr. Speaker, the Committee on Foreign Affairs of the House has completed its hearings in connection with the President's foreign aid proposals for fiscal year 1963 and is proceeding with the markup of the bill.

As in past years, the Executive has prepared several volumes containing detailed information, some of which is classified by the Executive as secret or confidential, about the foreign aid programs which I want to make available to all of you in the Foreign Affairs Committee room, G-3 in the Capitol. These are essential tools in the consideration of the foreign aid legislation.

The Committee on Foreign Affairs regrets the fact that so much information is classified and wants to do everything it can to make information concerning the foreign aid program available to any Member of Congress who is willing to respect the security classification.

Although the committee might disagree with the Executive as to the need for classifying certain specific items, it is our belief that there are reasonable grounds for maintaining classification of much of this material. For one thing, it is essential to keep from the enemy specific information in the military assistance volume about the armed forces of our allies.

We must recognize also that it is advantageous to the committee and to Members of the Congress to have the benefit of frank statements from U.S. officials about the officers and operations of foreign governments. Such frank statements of opinion cannot be made available except when classified.

There appears also to be justification for keeping confidential the specific country programs until legislative action has been completed and actual amounts are known, thus avoiding disappointment and ill will on the part of the recipients.

I believe knowledge of the information in these volumes is important to the consideration of the proposed amendments to the Foreign Assistance Act of 1962 and urge the Members to come to room G-3 of the Capitol where they will be available for examination. The volumes will also be available later at the committee table during the floor debate on the foreign aid bill.

AREA REDEVELOPMENT ADMINISTRATION

(Mr. ROOSEVELT asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. ROOSEVELT. Mr. Speaker, our colleague, the Honorable WRIGHT PATMAN, who acted as floor sponsor for the bill creating the Area Redevelopment

Administration, is unable to be here today, but has brought to my attention the fact that today marks the anniversary of the establishment of the Area Redevelopment Administration.

I, therefore, Mr. Speaker, in recognition of this outstanding piece of legislation, marking the tremendous development which it has initiated, ask unanimous consent that the remarks of the Honorable WRIGHT PATMAN be inserted at this point in the RECORD.

The SPEAKER. Is there objection to the request of the gentleman from California?

There was no objection.

Mr. PATMAN. Mr. Speaker, the Area Redevelopment Administration marks its first anniversary today. Although it was established a year ago, it did not receive its appropriations from the Congress until September 30, 1961, so, in effect, it has been operating only 7 months.

The program is designed to help revitalize the economies of areas plagued by substantial unemployment or underemployment, or by low farm or family income. A total of 148 urban-industrial areas, 735 rural and small labor markets, and 50 Indian reservations are eligible at present to take part in the program. These areas have a population of 34.7 million people and a labor force of 13.2 million, of whom the equivalent of more than 1.4 million are unemployed. In other words, these areas have 19 percent of the Nation's population and 19 percent of the labor force—but they have 31 percent of the unemployment in the United States.

Average unemployment in the redevelopment areas is in excess of 10 percent, as against 5.5 percent nationally, and some of these areas have joblessness running as high as 20 or 30 percent. In the underemployment areas, the median family income is less than \$1,560, and the median farm family income is less than \$1,170.

The basis on which the Area Redevelopment program is built is local initiative. Before the Federal Government can help the redevelopment areas help themselves, representative local groups must plan long-range economic programs to avoid any hit-or-miss approach to the economic problems. In the first year, locally conceived economic plans have been submitted by 535 areas and 22 Indian reservations—more than 60 percent of all of the areas designated. Of these, ARA has approved plans from 431 areas and 12 Indian reservations.

A total of 40 financial assistance projects have been approved, involving an investment of \$10.8 million in Federal funds to help create an estimated 10,716 direct new jobs in industry, and 7,500 indirect jobs in trades and services. Out of this total Federal investment, \$8.2 million is in the form of loans which will be repaid to the Treasury, with interest. The Federal investment stimulated additional local private and public investment of \$26.7 million in these same projects.

Behind these approved projects are many more in the pipeline. An additional 202 financial assistance projects, involving \$94 million in Federal funds,

37,000 direct new jobs and an estimated 26,000 indirect jobs, currently are being processed, and an additional 488 promising projects currently are being developed at the community level. In addition, 533 job creating projects on which ARA assisted communities have been referred to other Federal agencies to be handled under existing programs.

A total of 33 technical assistance projects have been approved, involving \$758,650 to finance research studies by universities, private firms, and Government agencies to help break bottlenecks which have impeded economic progress.

A total of 89 retraining projects have been approved, involving \$4.6 million to help 7,666 worker-trainees acquire new skills in growing occupations.

By the end of fiscal 1962, ARA expects to have approved financial assistance projects that will create an estimated 30,000 direct new jobs and 21,000 indirect jobs, and to have programs approved to retrain 15,000 unemployed workers.

This will provide a start toward solving a major domestic problem. To bring unemployment down to a 4-percent level in the areas designated as eligible because of substantial and persistent unemployment will require the creation of 660,000 direct and indirect new jobs; to make up the underemployment deficiency in the other designated areas will require an estimated additional 300,000 direct and indirect jobs.

This can be accomplished, given a continuance of the partnership of private enterprise, the communities, the States, and the Federal Government that has existed in the first year of the Area Redevelopment Administration.

My own district has shown great interest in the ARA program. A number of proposals have been filed. Indications are that more will be forthcoming in the near future. Two cities, Clarksville and Detroit, have already received a \$474,000 public facility loan and grant.

While much remains to be done, it is clear that in only 7 short months ARA has already accomplished a great deal.

America is undergoing a population shift of major proportions. People in great numbers are moving from the countryside and our towns and smaller cities to urban areas. Yet if our Nation is to remain strong and free, it is of vital importance that the local economies of our smaller population areas remain healthy. It is of equal importance that areas of economic blight be helped to help themselves. We cannot have two national economies—one rich and one poor. The ARA program helps all areas of our country, directly or indirectly.

This kind of imaginative attack upon our Nation's economic problems holds high promise for the future. I have every confidence that excellent as the Area Redevelopment Administration record has been, that it is only a prolog to greater accomplishments in the months ahead.

BRIDGING THE GAP BETWEEN BASIC RESEARCH AND EDUCATIONAL PRACTICE

(Mr. KING of Utah asked and was given permission to address the House

for 1 minute, to revise and extend his remarks, and to include extraneous matter.)

Mr. KING of Utah. Mr. Speaker, short of another war which all of us pray the world can avoid, the struggle between the free world and the Communist world could be decided in the classroom. Today, more than ever before, education is our key to survival.

My interest in the improvement of American education compels me to draw the attention of the Congress and the Nation to an article by a team of University of Utah scholars which appeared in the January issue of the NEA Journal. It deals with one of the very serious problems which we face in achieving a goal of continuing improvement in education, which is the problem of putting the findings of educational research into classroom practice. Every American concerned about our progress in education should read this article, "Bridging the Gap," which follows:

BRIDGING THE GAP BETWEEN BASIC RESEARCH AND EDUCATIONAL PRACTICE

(By Calvin W. Taylor, professor of psychology; Brewster Ghiselin, professor of English; and John A. Wolfer, research assistant, Department of Psychology, University of Utah, Salt Lake City)

Today, there is scanty assurance that the many basic research findings with potential relevance to education will quickly—or ever—be applied in determining what happens in the classroom. Yet a great and immediate need exists for speedy action to close the gap between what is known through research and what is applied in educational practice.

This conclusion, by no means new, was freshly impressed upon us during a recent 2½-year research project supported by the U.S. Office of Education. Our research (soon to be reported under the title "Development of a Theory of Education From Psychological and Other Research Findings") was aimed at increasing the use of scientific methods and, especially, of unrecognized implications in scientific findings, to improve educational practice.

As the project progressed, we found that there is already much basic research in the behavioral and social sciences with potential educational value. We found, however, that nearly all such materials require a great deal of development through extension of fundamental insights, fresh applications of principles, and specific adaptations of procedures, before they can be put to use in the schools.

There is little precedent for such developmental programs in the educational fields, but fortunately there are interesting precedents in other fields. In the physical sciences, the development (D) effort is usually several times as large as the research (R) effort. In fact, in the total R. & D. program in the Nation, several billions of dollars are being spent annually for D activities (mainly in the physical, biological, and military sciences) in order to obtain rapidly the full fruits from the R activities. If educators would study the ratio of research to developmental activities, both in funds and in human effort, in various fields such as engineering, agriculture, medicine, and the military, we believe they would get an idea of what ratio might be needed in education.

They might also be shocked to see how comparatively little has been done to make relevant research findings useful for education.

The difficulty and importance of the developmental problem—the problem of making research findings bear upon practice—may be seen in the way ideas of creativity