

Dr. IANNI. Our definition of parental consent includes the word "informed." We feel they should be informed of the types of tests used.

Mr. ROSENTHAL. How extensive is the information you give to them prior to their executing the consent?

Dr. IANNI. This is a new procedure to us. We are working on it at the present time. They should know the types of tests used, the purpose of the research, the fact they will be kept confidential, and try to relate all of these factors to the specific purpose of the test.

Mr. ROSENTHAL. Are you in the process of preparing an information sheet or something of that nature that you will give?

Dr. IANNI. We are working on this at the present time. We would, however, have to handle this on a project-by-project basis because the questionnaires developed sometimes are considerably different from one research project to another.

Mr. ROSENTHAL. We have investigated Peace Corps tests. These youngsters gave their consent implicitly by attending the testing session. But this still didn't waive any constitutional invasions of the rights of privacy, and I am extremely dubious whether the parent, without a complete and exhaustive knowledge of what test will be given, can waive that right of invasion of privacy.

I assume this is something you will look into?

Dr. IANNI. Yes, sir.

Dr. CONRAD. May I say that every educational institution is supposed to impart knowledge and it is also supposed to contribute to the advancement of knowledge. And if the school system does not contribute to the advancement of knowledge, it is falling short of one of its purposes.

In the advancement of knowledge sometimes a child needs to learn to cooperate. He ought to learn to honor some social values, to recognize, for example, the value of the Red Cross. That has nothing to do with reading, writing, and arithmetic. But the child must be developed into a social person, a good citizen; and the schools use the Red Cross and disaster relief and so on as a means of getting the child to actively become a good, cooperative citizen.

Now, the advancement of learning, the advancement of knowledge, of educational knowledge, is something that the schools also have an obligation to think about, and there is a certain balancing between—

Mr. ROSENTHAL. They don't have the obligation at the expense of the Constitution, though.

Dr. IANNI. We agree with that.

Dr. CONRAD. I am not opposed to the Constitution. The Constitution, as I understand it, mentions religion, and we have been extremely careful to insist that nobody be asked a question on religion unless they were explicitly willing to answer. They have the alternative to "prefer not to answer."

Mr. ROSENTHAL. Let me ask one other question.

I always wonder about the psychological background of the people who make up these questions. On page 9 of the memorandum the committee staff prepared, of what we considered to be objectionable questions, I wonder if you could draw any inference from the fact, for example, that they haven't included Playboy magazine among those that persons subscribe to in our home.

Do you think there is any significance to something like that?