

rights of the individual who is subject to the inquiry, who cooperates and participates in the research.

In most instances a responsible investigator would either in a general way or in a specific way address himself to the question of consent. Partly you have an age factor, a maturity factor as influencing your decision. As I suggested, you have the question of the significance of the possible discovery of information or new knowledge to be obtained. You are really posing one of the real judgmental tests that any investigator is faced with, and interestingly, although there is no consent involved, you have some highly related question in the use of animals which is always of great concern to research people.

I face the question not only as a professional in the field but I face it as a parent. I have four children and I have raised the question of my children's participation in research and, for myself, I have resolved the question that in many instances of research I am not bothered about the problem of consent. It turns out that I am more bothered in this particular instance with the use of personality tests in school settings by school personnel, and there my children are instructed to be very "cagey" simply because at the present time there are not sufficient numbers of really professional people making use of such materials in the public schools.

Mr. GALLAGHER. If I could interject now at the number of the problem that concerns us, not the competency of psychologists, but the use of psychological and personality testing by those who are unskilled or unknowledgeable or incompetent.

Dr. BRAYFIELD. This is the thing that has disturbed us all. The fact that there has—

Mr. GALLAGHER. A mass use of this type of thing.

Dr. BRAYFIELD. One of the interesting situations a psychologist faces is that he is criticized because he knows too much and does too much and is criticized because he doesn't know enough. I would rather get the criticism of knowing too much and being highly competent—and our problem is we have, unfortunately, access to professional materials on occasion by persons who are not professionally competent to use the materials. It is true in industry as well as schools.

Mr. GALLAGHER. This is the problem.

I would like for the record to include that we have never, at any point along the line, tried to exercise any judgment on the competency or efficiency of psychologists, or criticize the psychologists to any extent. We have been highly critical of the use of personality tests that have been put together by psychologists and allowed to be distributed to incompetent people who make evaluations and judgments.

Dr. BRAYFIELD. This certainly isn't speaking as a psychologist, but what we are dealing with really is a high moral question and I look to see what social institutions have been evolved to deal with the moral questions.

On the one hand you have professionals and their internal controls. On the other hand you have some kind of social control via government. And on the other hand, in one sense, as the ultimate arbiter of the great moral issues of this or any other times you have the law.

We have discussed this whole general area at length with our general counsel, Judge Thurman Arnold and his staff, and we come to a real