

whatsoever—individual school districts really determining what the curriculum will be, and so forth, and along with this a criticism of the development of some of this curriculum, some of the teaching methods, particularly the new math.

Now, what is your opinion of the new math? The opinion expressed yesterday was that it was not designed to be useful. It maybe was great theoretically, but it was not good in application.

Dr. FINDLEY. Well, I would have to say that although I did major in mathematics as an undergraduate, I would hesitate to pose as any kind of authority.

To answer your question, let me simply say that I have read statements by persons in the area of mathematics, and physics, and some of the other areas in which newer curriculum developments have come along, suggesting that some of the new approaches have not been entirely helpful. I can quote the head of the physics department on our own campus because this has been in the newspapers as his opinion.

Some of the PSCC physics, as it is called, the newer curriculum there, has had the effect of perhaps upgrading the curriculum in physics for certain students who, as you might say, can take it and enjoy it, but being pitched at such a level as to overreach the average capabilities of students, so that a smaller proportion of students are being channeled into physics than before. So that you can have effects of that sort.

I would not want it to appear that this is a general condemnation of those newer approaches, but there gets to be a stage after the early effort, in which our subject matter specialists are anxious to bring things up to date, you might say, where matters have to be tried in the operating situation, and adaptations made, when disproportions such as the one I have just talked about seem to appear.

Mr. ERLNBORN. To get into a different subject, and maybe one a little closer to your experience: Preschool education—what do you think about Project Headstart? Is this validly carried on by the Office of Economic Opportunity, or is this really just an integral part of education, and should it be handled by the Office of Education?

Mr. FINDLEY. Well, actually, as you know, support for public education has been a local matter. At the present time there are many State and local school systems, that support kindergarten for 5-year-olds. We know of almost none in which something is done at lower age levels than that. In fact, in inquiring, I have almost come to the conclusion that our little experiment out here in Clayton County is unique in having 3-year-olds and 4-year-olds, a cross-section of the public school population there, actually in a public school, as contrasted with private schools or otherwise.

I would say that our Headstart approach is one of two approaches that are in the field at the moment, which are in effect contradictory to each other. The Headstart program is proposed for those who need a head start in order to be better able to take full advantage of the type of program that will be offered them in the first grade.

For years, we have had another program for those who were so advanced as a result of favorable background that they could profit from the present arrangements for first grade, even before they reached the normal age for entering first grade.