

So we are giving it to some because they can take it without having to fix it over any. We are giving it to some others because they need to have something to bring them up. And the great bulk in between is not being touched.

The thesis of our center, and the emphasis in our research is on the usefulness of this type of earlier education for all, and that is what we are trying to explore.

Mr. ERLBORN. Would you feel that Operation Headstart, however, is an educational process, and should be handled through the Office of Education?

Dr. FINDLEY. Well, I don't know whether Headstart would have gotten started off with the bang it did if it had been limited by some of the process that we would ordinarily go through in trying to plan and put something like that into effect.

Headstart got started, and I am glad it got started. I think it was good for us. And I would say that it should not present any unwanted competition, but rather should show something that can be done. And perhaps when more people see it, the question will arise quite naturally, "Why don't we have this for all children?"

Mr. ERLBORN. Am I getting the correct impression, that what you are saying in a way is that the old established agencies such as the Office of Education, the Department of Health, Education, and Welfare, are so set in their ways that they are not ready to innovate, and we have to go outside of the regular structure to create something new?

Dr. FINDLEY. Well, in a way you might make that criticism but I think one has to recognize that local school officials are dependent on local taxpayers for support of what they do.

Now, for many years, here in Atlanta, when the public schools were supporting, as they are now, kindergartens, out of local taxation, since there is no State aid for kindergartens, there would be mention on the part of some that a good way to save money would be to do away with the kindergarten.

Well, it so happened that that would generally trigger off all the first-grade teachers and PTA people in the community, to ringing doorbells to make sure that it did not happen, because the first-grade teachers were glad that the children had had kindergarten. And so, I would say that we have been quite limited in extending education downward.

I think now some of the reason for our starting our center with the age level we did is that there is rather good research evidence that so much goes on at this early age level, and so much of a youngster's readiness to benefit from the regular program seems to depend upon it, that we do well to try to help.

Any of us who have had any broad experience can think back that we came from homes that were, shall we say, educationally advantaged, and that there are things which were done for us which others don't get. I personally recall having learned to tell time to the minute long before I went to school, out of a little book my mother bought for me that had a little watch face on it, and you could "Tell what time Timothy got up." I knew those things. On most school records I think the grade level for which some of these things are expected is second or third grade.