

There are many other things that are done, particularly in Headstart, by way of producing conversation between children and adults who are interested in conversing with them, which helps build them up.

To my mind, the principle of early education is very sound. If I did not feel that way, I would not have sent my older daughter to nursery school at age two and a half, when I could ill afford it.

Mr. ERLBORN. Thank you very much.

Mrs. GREEN. Let me just pursue that for a moment, Dr. Findley.

If I understood correctly one of the previous witnesses, there was resistance in this region to the Headstart program. Would you comment on this?

Dr. FINDLEY. I would have to wonder whether that was as widespread as stated.

I do know this, and I am quite sure I am right about this: that the Atlanta public schools had been in conversation with the Ford Foundation about an educational improvement program by the spring of 1965, when Headstart was broached, and they were so far along that they simply shot in their proposal to the U.S. Office, or to the OEO, I should say, with the suggestion that they would be glad to undertake it with 400 children, 100 in each of four schools, and it came back with the request "Why don't you do it in 26 schools?"

And their approach was used as a model for suggesting to others as to how they might do it. I would say that here in Atlanta there was a very avid acceptance of Headstart.

Mrs. GREEN. Have you made any evaluation in your research department on the effectiveness of Headstart?

Dr. FINDLEY. No. We have not. The Headstart people have tended to prefer a kind of national evaluation that they direct, and we are only beginning to enter into conversations with them about ways in which we might participate.

Mrs. GREEN. Did I understand you to say that the national people only prefer an evaluation that they direct? Is that what you are saying?

Dr. FINDLEY. That was the way it was conducted during the first year, and even into the second year.

Mrs. GREEN. By the Office of Economic Opportunity? Or the Office of Education?

Dr. FINDLEY. The Office of Economic Opportunity.

Mrs. GREEN. Do you think this is a good procedure?

Dr. FINDLEY. Well, no, and I think they have broken out of it. They have now entered into a million and a half dollar contract with the Institute for Educational Development in New York City to try to set up studies over a longer term basis. But their initial studies were all quite short term, and I would say quite inadequate from my thought of the fact you can often get very quick results.

Mrs. GREEN. Let me go to a couple of other questions.

It seems to me that in education, and especially with the tremendous amount of growth and the tremendous amount of research that is being done, we are inclined to go for any new program just because it is new.

When there is a proliferation of agencies, as there is, and a following fragmentation of programs, do we lose a continuity of programming? Do we lose the advantages of one individual or one group, look-