

ing at the whole child from the time he is two or three until he gets in high school?

I refer specifically to Headstart. What justification is there from an educational specialist's viewpoint in saying that we will spend in Headstart \$1,100 on the child when he is 3 years old, and 4 years old, and 5 years old, and then, when he is 6 years old, place him in the overcrowded classroom, with little counseling and guidance little clinical attention, and little attention to medical needs?

What real justification is there for this?

And would you react to a suggestion that was made yesterday, that we need the equivalent of the Food and Drug Administration in the field of education, to say whether or not we should use the recommendations and findings of educational research?

Are they good for education? That is an oversimplification, but would you react to that?

Dr. FINDLEY. To react to this last point first, I would say that it would certainly be helpful to have a body serving to guide people in the interpretation of the significance of findings and new approaches.

I have felt it has been of great advantage to those of us who are in the field of educational measurement, which happens to be my specialty, that there have been the mental measurement yearbooks, which are published at about 5-year intervals, under the editorship of Prof. Oscar Burroughs of Rutgers University.

These are, you might call them, a consumer's research kind of publication with respect to the tests that have come out during the period, and those of us who are professionally responsible in the field take considerable pride in being asked to contribute to that, and considerable care in our responses, because Dr. Burroughs has the very happy device of having not one but three people review every test, so your review will be laid alongside of everybody else's.

I think this notion of having a body that might pronounce on the significance of studies is a good one. I think that this should be in the form of advice, rather than dicta.

I think a great deal of research that comes out is rather carefully controlled and designed to give leads, but much of the research in education needs to be conducted on the level of what is now dignified by the term "systems approach," in which you develop something to meet a purpose in an ongoing situation, and you evaluate how well it has worked on the first go-round. You then attempt to improve how you will do it. You then attempt at a later time to see how well that has come about. In other words, the research is of a great variety of sorts, and I think we need to draw on all of it, and have this type of advice.

Now, as far as separating the function of the early education of children from that of the later education of children, I feel that there is a definite inefficiency in this separation.

I think, however, until such time as we gain acceptance of support of education at more levels, the fact that an experiment was tried, even by an agency that some might want to say is not qualified to conduct such inquiry, has had the effect of bringing something forward faster for consideration than would have been the case otherwise.

With respect to the matter of reducing the amount per child as you go further up through the schools, I think that this is a point that