

This youngster might try the job and not like it. What is wrong with that? We are training him to make choices. This is a mark of maturity. You know a number of people today who began and did not like it and turned to something else.

One of the greatest reasons for our adults today going to psychologists is because they are unhappy in their work. If we can find this out when a youngster is in his late teens or early twenties this is fine.

We know today, they tell us, a man makes his choice and changes jobs at least three times. I don't believe in preparing a person for one job.

As an educator I am interested in success and I am particularly interested in success now and for the child now. Of course in this Nation the average ADC child is accumulating the same characteristics that shaped the dependency of his parents.

School drop outs among ADC children between the ages of 14 and 17 are more than twice as high as for other children in this age group. Inability to read is the largest single cause of failure during the elementary school years. A low level of reading ability has been accurately defined as one of the basic causes of chronic unemployment and underemployment. Many of you fine people here know how hard we had to work to give reading a high priority.

It really seems almost ridiculous to say but a few years ago when I talked about starting a reading center because I knew from testing many of these children psychologically that they were being put in class for the retarded so called or the socially maladjusted or the, I think various names of the special classes and so on, these were the children who could not read in many cases.

They were children with high IQ's anywhere from 115 to 140. It does not necessarily mean if he has a high IQ he will learn to read faster and he will become a seriously maladjusted youngster if he does not have the opportunity to learn.

These are the youngsters we are particularly interested in.

Now I am saying I had a difficult time convincing people that reading is a higher priority. They said it was a lower priority. Can you imagine that? Don't ask me who.

There were several people when we were trying to set up a reading class.

Now the young child, the headstart youngster, we will say, the pre-school child, is learning concepts. He is learning to express himself, he is learning to talk.

Finally when he gets into primary grades, and here I am very much concerned, here is where he needs the compensatory type of education that he can not get in a large school set up, and I am talking primarily of course of the disadvantaged child.

Teachers will tell you this far better than I can, the bright child, the average child, the youngster will learn in spite of the teacher. The teacher will say they have done everything at the same time we know the youngster will be best helped by a good home.

These disadvantaged children, children who cannot speak English well for instance, are completely lost in a situation. I have documents to prove that this can happen not only where I come from but this happens all over the country.

I have been in teacher training a long time. I have heard individual teachers tell me from both the parochial schools, and the public schools