

and the large private schools, that this does happen, unless there is some independent group that will take enough interest in these youngsters to help them.

I am not skipping over the primary grades but if any of you have youngsters between the ages of 9 and 12 I think you will know what I am trying to get at.

To me this is the youngster that is half way up the stairs. He is a youngster who has learned to read and now he learns to contradict to add to, to try to learn more about what he has just learned to read.

He wants to know everything about everything he can possibly learn about. He wants to reach out to the whole world. If this youngster in the fourth, fifth and sixth grades as they are set up now is frustrated in his learning ability—all reading is learning—he is going to be a dropout in the seventh grade.

We can put our fingers on him. We know. This is why it can be predicted so clearly. You can predict a dropout in the second or third grade but very accurately in the fourth or fifth.

If any of you have been reading anything about the reading clinic set up throughout our country you know that the greatest number of children who are being tutored in our clinics today are from the fourth, fifth, and sixth grades.

This 9- to 12-year-old youngster, this is a crucial age when poor reading ability can spell success or failure in his life.

Wouldn't an extra class in reading take care of this problem? Absolutely not. Home environment, attitudes, hope, nutrition, medical problems and abnormalities, these are some of the aspects of the whole problem.

This child is a complex thing, not just a body and mind relationship. This youngster for instance at this time and he is starting to learn something about social studies, something about how his country was built, something about how a bill becomes a law, something about the United Nations.

Believe me when I tell you that the disadvantaged homes of these children turn their radios off just as soon as the news comes on. They want to be entertained. They don't realize the importance of it because they feel completely cut off from anything that has happened.

They blame everyone else, it is true in many instances. These children are becoming completely frustrated in the fact that they have been learning one thing at school and it does not mean too much to them because they cannot conceive of it.

A little Puerto Rican boy came in one day. He had some homework assigned. It was to draw the three Pacific States and tell something about them. We told him "Do you know what the three Pacific States are."

He said "Washington, Oregon, and California." I said "Where are the Pacific States." He found them. "Why are they called Pacific States." "I don't know." I said "Did you know there was an ocean out there." "Oh, no, there is only one ocean."

So we took a 5-minute trip from the Atlantic seaboard to the Pacific seaboard. He found out that there is a Pacific Ocean.

Now we are not criticizing any school system here. We realize only too well that a teacher teaching 30 or 35 children cannot positively