

give all of the experiences, all of the knowledges, all of the attitudes about life and about curriculum that he would like to give this young child, particularly if this youngster is someone who cannot read well and consequently then cannot think.

Now, what are the handicaps of a large school system in attacking the problem of education? And believe me, I don't think I have to sell this to any of you. One, the school is geared particularly for curriculum, not for the total environment. It is amazing when someone takes an interest in a youngster and sits down and explains the mistakes to him or explains what is going on in our country. It is amazing the change in attitude of this youngster.

As someone said so well—I think it was Mr. Rockefeller pointed out here—that a youngster when he becomes a young man even changes in his personal experience. You know how true this is of children. Teachers of necessity have to have a timed curriculum. In the first 6 weeks they must cover this and so.

In the next 12 weeks what happens to the youngster who cannot read this material, who cannot think it through, who has no idea of a cause and effect relationship?

In other words, he has only learned to memorize material. This is sad. It is dreadfully sad because later on anyone can sell this young adult a bill of goods. If he has not been taught to think clearly, to decide for himself whether this concept is correct or not, to do a little bit of investigation, we call it research, it is a sad state of affairs because I think you can readily make the adjustments yourself, the relationship here to a life outside, when this youngster will only learn to memorize an answer.

All our school systems are forced to deal in numbers. They teach many children, not the individual child. Of course this is what we are constantly saying to our teachers, you do not teach children, you teach a child.

Very often in opening up a new avenue, whether it is social studies or science or whatever happens to be in the subject matter area, you have opened up a whole new world for this youngster. We used to say in school you learn to read in the first three grades and then you read to learn. That is not correct of course. You do learn to read and then to learn how to learn because in this changing society of ours which is changing so rapidly our youngsters must constantly be forging ahead.

Every new idea, every new concept that comes up, every new invention brings a whole new vocabulary. So that the curriculum cannot be the paramount interest of a teacher. It must be this individual youngster who is struggling along. I realize we talk about track plans, we talk about team teaching and program learning.

We discussed homogeneous grouping. There is only one homogeneous type of grouping. That is the individual child. As every thumbprint is different certainly every youngster is different. This is where we must do our best work.

Three, the pressures that exist and they are present. I have taught principals, I have been discussing various jobs of superintendents in various parts of the country.

I know how harassed they are by outside pressures. They cannot be flexible and independent in their approach to the problems that