

(TEACHERS, from page 1)

should have learned it by now.

Q. Do you still find this same thing in high school?

A. The same thing . . . They are still responsive, very eager, but not to learn . . . They still don't want to stay in their seats.

Q. How about discipline?

A. The colored children are so far behind . . . So far behind in education, it's obvious they never had the discipline of fast learning in class . . . They are not exposed to this at home and I don't think they have been exposed in their schools.

A. We speak two different languages . . .

A. You try to use something that you assume the child has already experienced and, unless it is Popeye or Bugs Bunny or something he has seen on TV, he can't understand.

A. In my class I gave a little test. One of the questions was this: 'Did early man find it hard or easy to live? I said just write the word 'hard' or 'easy.' When I graded it, I marked this one paper wrong for that question. This child came up to me and said 'I got this first one right and you marked it wrong.' I said 'Jeffry, there is no answer there.' He said 'It's hard but I couldn't spell it so I drew one.' And there was a picture of a heart. But I hadn't figured them out. The child must have something if he can associate like that. But he didn't know the difference between 'heart' and 'hard.'

A. You know, there's something being done about that, starting this year. This is the language lab (part of Operation Head Start). It's a communications skills laboratory. The idea is to teach them standard word usage . . . basically to read, to bring them up to something near grade level.

A. I have been working three weeks trying to get my (eighth grade class to pronounce three words correctly: four, yellow and earn.

A. They need to be led. If the teacher says it is time to sit up straight, they all want to sit up straight.

A. I've always wondered where that stops. By the time they come to us (in high school) it's different. There is an elementary school (See TEACHERS, page 16)

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