

affairs and exercise her/his voting rights while volunteering community service hours to the non-English speaking where she/he communicates in the foreign language she/he learned in school. She/He will enjoy a balanced diet and good health throughout life along with financial solvency, all skills acquired in schools. She/He will monitor every aspect of her/his life--budgets, health records, family birthdays--by storing data on a micro-computer she/he was taught to use in schools. She/He will die a happy person because the schools taught her/him to achieve her/his career potential, because she/he has an accident-free driving record, undoubtedly attributable to the driver education class she/he once took, and because "she" achieved a sense of personal fulfillment equal to "he." Do we expect too much from the public school experience? Yes.

Can teachers be educated to perform functions commensurate with public expectations? Yes, if expectations are translated into less grandiose goals. Yes, if expectations recognize that the organization of educational experiences will vary based on the individual student's readiness for learning.

Teachers should be educated to perform functions which imply that teaching itself is a recurring four-step activity; that teachers are both users and producers of knowledge.

1. APPLY knowledge of subject content to the formulation of instructional plans
- knowledge of learning processes to the selection of instructional approaches
- knowledge of individual differences to the organization of classroom experiences