

## *A Sequel . . .*

Today's school planners draw direct lines between schools and such societal concerns as economic growth, poverty, civil rights, crime and delinquency. Are we willing to endure the tensions that develop when our young people design their own future, especially when their designs appear to shake our beliefs and our institutions? We ought not make decisions in education merely for the sake of making them, merely for the sake of keeping the "machinery" running smoothly. In this context we might ask, "How much head start will Head Start provide?"

Obviously, educational decisions take place within a highly complex matrix. The writers in this and the October, 1965, issue have given evidence of this. But perhaps we have been too optimistic. Is there a chance that the search for direction and commitment in educational decision-making is futile, given the many meanings attached to the words democracy and pluralism, freedom and responsibility? Perhaps, we are lucky to have to settle for directions and commitments. The reader must judge for himself.

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May we ask again for our out of state reader's help in obtaining zip codes which must appear as a part of each address after January 1, 1967. Mahalo.