

time in my factory and then they are going to go over and work for Mr. IBM for awhile. And maybe by some sort of marriage of these backgrounds we will be able to get there. But pending the time when we do, the only thing we can do is to lean on experience which, as far as we can tell, is relevant. And as I analyze what goes on in other nations, I think that very little of it is relevant; that the most advanced situations are here.

QUESTION: Doctor, in examining the 25-year time that it has developed, and also the ponderous educational machinery that starts with parents, teachers, school boards and all the way up to the national level, at what point do you apply a lever and how do you apply this lever that will allow, first, your policies to get carried out, and second, present the calendar time for implementation?

DR. RUSSELL: I wish I knew. You know, back 20 or 30 years ago a group of educators began to study this question of what they called, "The Diffusion of Practice;" what is it that really makes these schools become what they are? And we learned a lot about it, or we thought we did. We learned, for example, that you cannot diffuse something that is not practical; you have got to prove that it is practicable or it is not going to go; that the diffusion process is one of leadership; that you do not diffuse, for example, through teacher education. The new people who come into a school system do not bring in new ideas. The new ideas come to people who already have status in the system. This is a function of leadership--partly of administration--but more, of people who are themselves teachers and are people of status within the school building. These are the introducers of change.

Well, we had enough of a background on this, so that when I started with the Citizenship Education Project at Columbia; which was in 1950, we thought that we knew what to do and how to spread it around, how to make schools adapt. We had money. We had jack running out of our ears. Millions of dollars were put into this project. We had every kind of support. You cannot imagine what the situation was. Even the President of the United States was pulling for it. I never got any opposition from any superintendent. We went into thousands of high schools. We were working with 45,000 teachers and practically every one of them was sold on it. I could give you 100 examples of things that we did in schools that were subjected to extensive evaluation by independent experts, and