

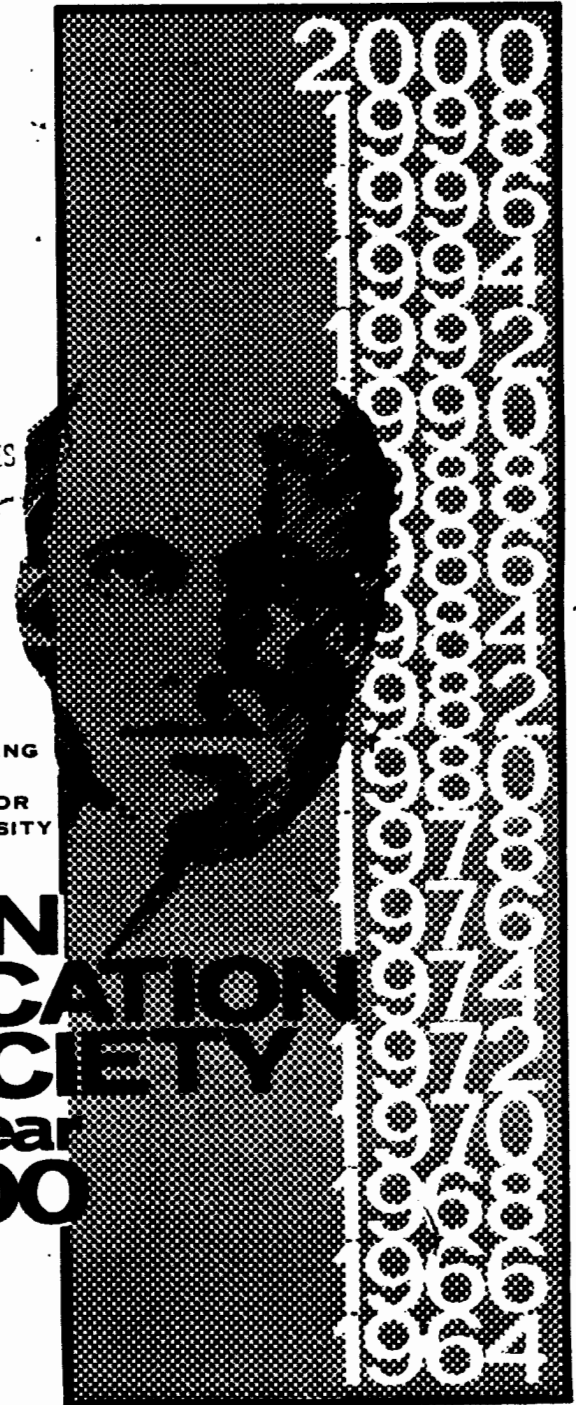
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GEORGIA STATE UNIVERSITY
ATLANTA, GEORGIA

**MAN
EDUCATION
& SOCIETY**
in the year
2000



THE 1974 CSSO INSTITUTE

MAN EDUCATION AND SOCIETY THE YEAR 2000

A Report of the
1974

Institute for Chief State School Officers

Sponsored by the United States Office of Education
in Cooperation with
The Council of Chief State School Officers

Edited by
Grant Venn, Institute Director
Callaway Professor of Education
Georgia State University

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As Director of the 1974 Institute I wish to express additional thanks to Dr. Bryon Hansford, Executive Secretary of the Council, Dr. Duane Mattheis, Executive Deputy Commissioner of Education, and to James Gibbs, William Carter, and Elam Hertzler, Commissioner Bell, and Deputy Commissioner Robert Wheeler.

May I express my double appreciation to Georgia State University and Dean Roy M. Hall and to John Evans and Nancy Briggance of my staff who had to do so much more because of my illness during the Institute.

Grant Venn
1974 Institute Director

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INTRODUCTION

Grant Venn, Institute Director
Georgia State University

The Fifth Annual Chief State School Officers Institute was designed to provide the Executive Heads of the 50 states and the territories of this nation with a chance to spend some time together, free from the daily impingements of an administrative and operational job, to study major issues in American education. A discussion of various ways that state departments of education might give leadership to the resolution of these issues, to share successful experiences relating to these problems and to exchange points of view of the issues among themselves and outstanding students, was the second purpose of the institute.

Seven days of intensive study and discussion with the top leadership of the U.S. Office of Education and the specialists invited to speak to the Chiefs reached an apparent consensus regarding the issues that are facing *Man Education and Society: The Year 2000*.

This Institute report contains the major addresses presented by speakers and an editorial interpretation of the speeches and discussions that followed each presentation.

The seven topics chosen for study by the Executive Committee of the Council of Chief State School Officers, the U.S. Office of Education and the Institute Director fell under the broad concept of "the future" and specifically *Man Education and Society: The Year 2000*. The issues selected were as follows:

1. The Role of the Future in Education
Alvin Toffler
2. Education and Human Resource Development
Willard Wirtz
3. The International Situation — The Role of Education
Frederick Champion Ward
4. Economic Patterns — Public Dollar Availability
Allan K. Campbell
5. The Shape of Democracy: The Citizen Role
Forbes Bottomly
6. The Public and Private Life of the Individual
Harold Shane
7. Energy, Natural Resources and Growth
Charles J. Ryan

Each speech is reproduced as written except in the cases where no written paper was submitted, in which case a review of the tapes of the speech and the discussions that followed provided what is hoped, by this editor, is an accurate presentation.

Concise summation of the discussions following each topic would be impossible since no consensus regarding solutions to the issues were intended, desired, nor possible.

The following editorial comment is made based on a look at the total topic — the relationships among man, education and society in the future. Rather than an individual issue analysis, the overall conference inputs and discussions are brought together in the final chapter of this report.

The lateness of this report is not rationalized, but is simply explained as due to the illness of the director occurring at the time of the Institute and continuing for several months afterwards. Like most experiences, it teaches well. The tuition is high but the results are excellent — my health is now better.

DR. GRANT VENN

Dr. Grant Venn, Callaway Professor of Education at Georgia State University, served as Director of the CSSO Institute in 1973 and in 1974.

He is a native of the state of Washington where he received his degrees at Washington State University. He has served as Superintendent of Schools in the states of Washington, New York and West Virginia. In addition, he has been President of Western State College in Colorado, Executive Director of the AASA National Academy for School Executives and was U.S. Associate Commissioner of Education for nearly five years from 1966 to 1971.

He has written in the fields of Vocational Education, Administration and Career Education. His two best known efforts are *Man, Education and Work*, 1963 and *Man, Education and Manpower*, 1971.

He also served as Director of Field Training for the Peace Corps in 1962-63.

MAN EDUCATION AND SOCIETY THE YEAR 2000

Grant Venn
Callaway Professor Education
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SUMMARY

Man Education and Society: The Year 2000 was selected as the topic of the 1974 Institute because of the great concern for the necessity to prepare every child for an adult role in an unknown future. At the time the reader sees this, nearly every person that will be governing our society in the year 2000 will have been born and all the youth will be in school or about to enter. Those who have to make the decisions are here — their education is not a hypothetical proposition — they are present on this earth.

It is also very true that never before has any society found itself in the position where every citizen must be educated — in our present technological world, one cannot function unless one has a basic education as well as specific skills needed in a technical society.

We have reached a point where society either educates every one or supports them.

Technological change has, suddenly and dramatically, thrown up a challenge to our nation's political, economic, social, and education institutions. If it is to be solved, it is going to demand a massive response on the part of American education. Technology has, in effect, created a new relationship between man, his education and his society. Such a relationship has held for some persons in the past; technology has placed us in the position where perhaps it now holds for all men throughout the world.

Two words describe the times in which our basic social institutions were designed: *stability* and *scarcity*. The design of the home, the church and the school were reflected in these two encompassing conditions of life. In effect, the basic social institutions which prepared the young for the future, were designed as "maintainers" of society — that is, to teach our young the "right" things they would need for the future, since it was essentially like the past. The other overriding condition, scarcity, tended to cause men to reach constantly for "more" in terms of material goods; such as food, shelter and warmth. The man who could gain the most "things" was considered most successful!

Suddenly, the conditions of the environment have become "change" and "abundance" in this nation. The home, the church, and the school cannot be effective maintainers since the future cannot be predicted. The production of "more" may be our

*greatest mistake, the long-held values of "more is better", "you can succeed if you try hard enough" — in effect, many of the long-held answers don't fit the future!

The problem we face cannot be solved alone, either as individuals or as single states or nations.

What is "right" and what is "wrong"?

While it becomes obvious that all the "right" answers of the past do not fit the future, our present lack of any planning may be leading us into directions that may prove fatal.

The seven topics presented and discussed during this 1974 CSSO Institute were an attempt to raise some of the "right questions" if not the right answers.

The editor in preparing the final report of the Institute tried several approaches and finally settled on an analysis and review of the total institute as a single package. As one listened to the speeches and discussions, there were overriding issues and questions that came through all the individual topics. These issues spoke to the questions of what is the role of education and what are some of the specific changes that must be started soon if we are to give our young a chance to find the answers they need.

The essence of the Institute seems to be that certain consistent questions rose to the surface and certain consistent approaches were recommended as new approaches with little assurance that they would deliver guaranteed results.

The clearest overall approach to finding better ways seemed to be a new role for the state departments of education.

A NEW ROLE FOR STATE DEPARTMENTS OF EDUCATION

No one during the Institute suggested that state education departments could find the answer and give them to others to carry out, but it was equally clear that no one felt that state departments of education could play the passive role of simple supervision and administration of an established educational program and organization.

From the question of finances to the question of values that should be taught in the schools, the consensus was that leadership and priority changing by state departments was the most important step to be taken.

After all the questions had been asked and all the dialogue ended, it appeared that the most difficult matter would be one of instituting new approaches to education; even if evidence were available to foresee which of the new directions were correct.

The long held concept of local control of education at the individual school district level and the general belief that the federal government would be unable, either through finances or regulations, to change education, left the members of the institute

with clear recognition that they were in the position to make the greatest difference.

While the discussions brought out the need for research, for higher education change, for participation by the community and for greater political involvement by political bodies — the present political, economic and social conditions point clearly to action at the state level.

It may be that the action of the 60's and early 70's at the federal level raised greater expectations than could be accomplished — the present situation certainly and clearly points to a new direction for the states.

What should the states be doing, where do they begin and how should it be done to develop an education approach that will meet the needs of the future?

This report will not answer these questions, but the speeches and discussions did consistently lay out some issues that need consideration and some basic premises that must be looked at in every state of the nation as state departments of education assume the leadership role they cannot avoid.

The balance of the editor's section of this report will attempt to summarize the basic premises that came through all presentations and discussions and finally indicate some of the conditions that must be created in order for a new approach to the education of our young for the year 2000.

Basic Premises Emerging from the 1974 CSSO Institute

The following premises are not intended as a complete nor inviolate interpretation of the speeches and discussions but rather, an attempt to summarize the main threads that seemed to be in the total fabric of the Institute. Hopefully, it will serve to encourage the reader to carefully read the major speeches.

Premise One

Schools and curriculums have been built on the past experience of society as the best formulator of education for the future.

Toffler's belief that the schools have been a "maintaining" institution for a static predictable society was not agreed to by all, but there was agreement that the education for the future had to end its reliance on the past as predictor of the future.

The traditional cluster of knowledge, skills, values, and concepts will not help our young face the future in their private life, the international situation, their citizen role, their work role, nor in the area of energy, national resources or growth.

The continued expansion pattern of the present technological society, based on past needs and values, as it is; cannot perpetuate itself forever.

Lastly, in terms of designing schools and curriculums, neither

researchers or state departments of education can set relevant educational goals by reviewing what has been.

Premise Two

The future will be pluralistic and changing – tomorrow will not be like today.

How then do we know what to teach our young and how to re-educate our adults? The answer, if there is one to this question, assumes a knowable future; this appears to be false at the beginning. An attempt to find answers with old processes seems to be unproductive.

During the discussions following every topic, there seemed to be an attempt to say "you are an expert, tell us the answer," and each expert said in effect, "we don't know any answer" other than we must teach our young to look to the future and continue to learn new ways and new things.

Premise Three

Education cannot be completed during the childhood and youth of the individual.

The patterns of formal education have been set by economic and cultural needs of the past. Financing of education has been based on the premise that when you are young you learn. Values, knowledge, and concepts are presented as if they would last forever. Without exception, there was agreement that this approach to formal education is unacceptable for today and tomorrow.

Premise Four

Knowledge is not enough – the use of knowledge and its effect on the future must be understood.

It is unlikely that anyone could prescribe what knowledge would be needed in the future, but it seems certain that new knowledge, technology, public policy and individual actions must consider the effect of future conditions created by the use of that knowledge.

Premise Five

The future is more dependent on the values man holds and the political decisions made than it is on the continued extension of technology.

The euphoria, created in our society by the application of knowledge and technology to the old problems of food, shelter and warmth led us to believe that simply doing more and better, what we were already doing, would continue to solve our problems, has turned to a sour depression.

We spend more on education — yet we have massive unemployment! Our young do not hold our old values the way they

should. We have more of what we need; but crime, pollution and welfare all increase.

We have come to realize that we must decide what we value most and that we must make some hard value judgments as a society aware of the fact that there is an environment that is finite and destructable — man is not isolated from nor can he isolate himself from the earth — nor can man live alone!

Premise Six

Energy and resources in the world are finite; increased use of energy cannot be a permanent solution to our problem.

Our energy shortage, more than anything else, caused us as a nation to realize that we live in a world where we cannot disassociate ourselves from that world nor the actions of man in that world. Even if the energy problem was solved, the finiteness of air, water, soil and other necessities for life would still require overall understanding and decisions related to our dependency on all parts of the world.

Premise Seven

Education must help every person develop minimum tool learning skills.

The concept is not new, yet it is now a goal which everyone must achieve if one is to solve the problems he faces individually and that man faces as a whole. While learning the basic tool skills was desirable in the past because it enhanced one's opportunities to get more, it now becomes an essential so each person may contribute to society and so group decisions may be reached that will help achieve a viable future.

Premise Eight

Individuals need more learning about social process with a greater emphasis on participation in group decision making.

Again we come face to face with the fact that many problems of the future must be solved based on values and priorities set by groups. Many of these values will have to be enforced by group action and will need the involvement of many individuals in order that hard decisions can be implemented. Many of the future problems cannot be solved by individual decision or action. The heavy emphasis on individual achievement and competition may need to include learning about cooperation and group achievement.

Premise Nine

There can be no such thing as "value free" education.

As learning becomes more tied to the future, personal and societal change "values" come to the foreground. It is doubtful that we shall ever return to the concept of values in the same way

we saw them in the past, but there can be no doubt that our young must be motivated in terms of purpose and values if they are to learn effectively.

Perhaps there is a need for the clarification of new values needed to solve future problems. They may become clear as we begin a deliberate search for values we wish to teach and to provide experiences for our young in using these values in solving real problems. Values that guide behavior as it relates to a changing environment must be understood.

Premise Ten

Education must become more an interplay between the learner, the environment, and the society.

It would appear that our young have become isolated from the "real work" of society and from the real decision making of society. Decision making may become the subject of the learning process if there are greater opportunities for "action learning" and group learning by teachers and students. Many persons feel that our youth in school today tend to become "de-motivated" by being cut off from the productive work and the essential decision making processes of home and society.

Premise Eleven

The rapid changes in today's society have created a need for more frequent and earlier teaching of abstractions and sampling of reality.

The over emphasis on knowledge, information, and theories have caused our youth to be freed from the testing of their beliefs in a non-controlled environment — the real world. If one remains too long removed from the environment and culture, one tends to see the "real world" as unreal or to reject the learning environment of formal education as unfair and unimportant. Many of the young are so isolated and unable to "try-out" their concepts and theories in the real world that the problem of transition from school becomes too great to handle — in effect, the schools cannot educate alone!

Premise Twelve

The immediate future is not likely to provide a larger share of the public dollar of the GNP for public elementary and secondary education.

The rising and immediate demands of more public dollars for welfare, health, crime, old age, energy development, and unemployment, to list a few, will make it much more difficult than in the past to receive financing. In fact, education's long held political strength shows a temporary, if not a long term, decrease. A shift from local and federal dollars to more state aid seems to be the

pattern that will continue — again a push toward greater state leadership and accountability.

Premise Thirteen

Many of man's future problems must be solved on a world wide basis.

While it must be said that the participants of the Institute understood this, there seemed to be less viable discussions as to how education could tackle this issue effectively. It would appear, however, that failure to educate our young regarding this fact may be the action that could have the greatest effect on our future.

The previous premises are an attempt to select and synthesize the many ideas that were presented and discussed. In any case, they become the basis for some specific ideas that were brought up in the discussion as to how education might be changed to help educate our young to be able to work out solutions for their future more effectively than in the past.

CONCLUSIONS

Three things seem to emerge from the total institute that apply to each of the seven Institute issues and the premises which the presentations and discussions brought out.

First

In the United States today, every citizen must learn the basic tool skills if he is to function as a citizen in a democracy and as an individual in his private, public and work life.

In addition to the three R's, the basic skills would appear to include group participation, environmental relationships and planning for the future!

Second

The simple concept of improving what is already being done in education will not be adequate, it may even be harmful in solving present and future problems.

Organization, structure, role and purpose, methods, content, financing, relationships among school and society, leadership, and time frames must all be evaluated and changed. The greatest danger seems to be that simple improvement rather than basic change might be attempted.

Third

All speakers and discussions pointed up the fact that leadership for such a searching analysis and formulation of new directions cannot come from 16,000 local school districts nor from a federal

government concerned with crime, welfare, energy, unemployment, health and other problems that can only be solved at national level — leadership must come from the states, individually and collectively. ←

This broad conclusion must raise the question of whether the states are willing to assume such a task and how they must cooperate to provide some new directions. While the failure to take any immediate action may not show any obvious default, it is certainly true that education, or more accurately, learning is the key to the future.

The following conclusions seem to be suggested as approaches which might bring about major change!

One

The states collectively should establish specific minimal competencies in each of the basic tool skill areas and each state should make them the first priority for funding, staffing and organizing.

This would suggest the following:

- (a) Legislation and policy which would allow state expenditures for teaching illiterate adults in every state and territory. Done ←
- (b) State policy enactment that would require skills in diagnosing and getting help for incompetent students by every certified educator regardless of speciality. Done ←
- (c) New state action for our high school and college students and interested adults to be trained and used as tutors, aids and teachers of the basic skills as a way of giving special help and as a way of establishing the priority. Done ←
- (d) Reward success in the reduction of illiteracy and student achievement through increased state finances. Done ←
- (e) Annual state reports should be devised to replace the normative achievement tests in the future with competency achievement. Done ←

Two

The states should convene a task force to study and report the ways that are being tried and ways that might be used to provide alternatives to earn the high school diploma.

- (a) A review of all state legislation and regulation that prevent learning or prevent recognition of learning outside the school should be made and published with suggested ways to include such learning in students attempts for a diploma or certificate.
- (b) Standardized test competencies should be developed in the various courses in the secondary schools and used as a basis for giving credit toward graduation.
- (c) Students achieving minimal credits ought to be encouraged

to develop their unique aptitudes and to test these in the community, work force and the school systems.

- (d) There should be a policy devised in each of the states that ends the long held basic of "time in place" as the evaluation of learning for credit. Done - Mastery Learning OBE

Three

The rigidity of the present public education pattern as to schedule, curriculum, staffing and financing allows for little individualization of instruction or development of alternative learning styles. Choice/Charter Schools/STW

- (a) Financing patterns which fix attendance and schedule patterns should be studied as to new ways to allow local school districts to experiment with alternative learning approaches without penalty in loss of state aid.
- (b) Restrictions and regulations which make local school units subject to loss of aid in terms of yearly calendar, location of classes, methods of instruction and size of class ought to be studied for a new way to encourage flexibility.
- (c) Regulations must be developed which encourage the use of the community, adults, students and other learning sites than the classroom and teachers.
- (d) Certification, licensing and graduation requirements should be reviewed to see which create rigidities in the learning process.
- (e) Full-time attendance from grades one through twelve may have become a barrier to learning — what are alternatives? ←

Four

Ways must be found and policies established in the states which provide opportunities for youth to participate in the real world as part of their education.

- (a) Youth need to test and try out their knowledge and skills in the significant activities of the culture prior to completing high school.
- (b) Educational credit should be available to students for activities related to their studies in work, volunteer action, community participation, school volunteer programs and other programs contributing to the betterment of the home, school, community and society.
- (c) Such activities ought to take place throughout the calendar year.
- (d) A starting point for such contribution ought to be in the schools where youth can help teach younger children the tool skills as well as the many content courses where certain children may need special help.

- (e) Recognition and opportunities for youth contributions are fundamental to the development of worth and dignity in the young — to always get and never give detracts from the self image of the individual.

Five

States must begin to develop policies which change the concept and the myth that all education takes place while one is young.

- (a) Many states have regulations that keep youth in school full-time and prevent the continuing education of adults.
- (b) The time traps of learning for the young, earning for the middle-aged and yearning for the retired must be changed to a concept of continuous learning.
- (c) There is a necessity to change state regulations which prevent the use of older, volunteer citizens from becoming active in the education of youth.

Six

There is a need to develop a required review of each young person's education, upon reaching the high school, which will become the basis for planning the next several years of education.

- (a) Since maximum learning creates a greater achievement spread among individual students, an extended individual review and analysis ought to be done for each student prior to assigning any high school plan. It should emphasize:

1. Career planning
2. Basic competencies ←
3. Overall knowledge
4. Experience needed
5. Weaknesses
6. Special aptitudes and interests

- (b) State regulations ought to encourage the development of individual curriculums rather than mandated courses if the basic competencies have been achieved.
- (c) Opportunities for learning and problem solving where the student is held accountable ought to be emphasized.
- (d) Opportunities for group projects which emphasize planning, cooperation, community improvement, participation and implementation should be part of the learning experience.
- (e) Greater use of adults and students from other countries and cultures should be emphasized.
- (f) Studies of environmental, energy, population, food and other future oriented problems ought to be encouraged as part of individual education.

Seven

It is obvious that the schools alone cannot educate our youth.

State Departments should encourage, through policies and financing, the use of other societal agencies and resources to be part of the planned educational program of high school and older youth.

- (a) There is no way the schools can create laboratories or classrooms that simulate the new technologies or conditions which make up the real world. Perhaps, at all times a third of our youth ought to be learning outside the formal school in planned experiences.
- (b) The solution of many future problems are dependent on decisions made among and between nations — learning in other countries and bringing other people to this nation for learning ought to be part of the experience of all youth!
- (c) Since the future indicates a smaller share of the public dollar for education, states should develop regulations and policies which use the entire year and the entire society as educational resources.
- (d) Restrictions, regulations and policies often cause local school systems to fear trying such programs. Every state ought to review their own regulations and change those which try to restrict learning to schools and teachers.

Eight

The fifty states should organize a commission to establish the values that are significant in approaching problems that must be faced in the future.

- (a) A course of study should be planned around these "values" and be made available as an elective to high school students.
- (b) Since change is so great and problem solving the necessity of the future, the state should establish a study which would define the essential skills, understandings and approaches that our young should learn in order to participate in the social decisions that must be made in the future.
- (c) Knowledge and information is not only the basis for solving problems, our schools need to help our youth gain experience in group decision making as a basis for future citizenship.
- (d) The use of knowledge without understanding its consequences can prove fatal to mankind — can our youth be taught how to analyze and review the possible consequences of continued use of technology without regard to the future?

Nine

The immediate future will see three groups that must become more active in our society — women, minorities and retired — state departments of education need to look at how education should be altered to further educate and to use these resources.

- (a) Limited funds and other resources indicate that retired per-

sons could become a major contributor to the education of our youth — specific planning should be done in each state as to how this resource can be used in education.

- (b) The continued lag in the education of minorities and in their participation in the work force is a great cost to our society — ways to reach the minority parents with children in school must be found if the cycle is not to continue.
- (c) The use of women in only selected jobs and social responsibilities has become too great a waste of human resources. — a joint state effort ought to look at ways education can change to avoid continuing the restrictive use of women in our culture.

Ten - School to Work

Our society presently does not have a method for helping our young make the transition to adulthood, to the work force, to full responsibility or to independence. Can education be seen as relevant by our young if it assumes no responsibility for helping them find a place in society?

- (a) We invest huge sums of money to get our youth through high school or college and hardly a dime to see that they enter the work force where they can use their knowledge, skills or aptitudes.
- (b) We have the highest youth unemployment of any nation which would argue that every youth ought to be helped to cross the gap so they may continue to learn. Each state ought to look at the problem of the role of the school in making the entry job a means rather than an end.
- (c) One of the speeches referred to the fact that our youth are "de-motivated" because of the isolation of youth from the real world. Would a placement function for the schools help motivate youth?
- (d) Would the feedback from a "transition" function help keep the schools up-to-date in terms of change?

Eleven

Planning for the future was the essence of the institute both for the individual and the educator. Each state should devote some resources and some joint efforts to "thinktanking" the implications of change in society as it affects education and the role of the state.

- (a) Every high school student ought to devote a portion of their time to the development of a career related to the future and sensible public and private life. Obviously, no plan would be absolute but it should set some goals and objectives, as well as some alternative plans for the future.
- (b) The only thing certain to come is the future and its form is constantly changing, thus it would seem absolutely neces-

sary that the state agency devote more energy to anticipating ways education should change to help the young prepare for that future.

- (c) Most research in education has looked at parts and pieces rather than the total relationship of man, education and society. The CSSO should establish a long-range planning and policy group to look at societal issues and the implications for education. At present, there is no such body looking at this problem. Can the education Chiefs afford to let others do all the directing of the future?

The summary and conclusions reached by the editor are not those that might be selected by another person.

Again, they grow from the belief that the states must take the lead in looking at the future and must arrive at some new directions and new ways to prepare our youth for a different set of conditions than we know today.

The last several decades which saw an emphasis on research and technology as a solution to educating our young is now recognized for what it was — trying to lay out a trip without knowing where we were going.

What education should be doing is a "value decision" reached by the people who own the schools — doesn't every state department need to look at the options and allow for informed or studied choices rather than fearful reactions to a changing future?

**1974 CHIEF STATE SCHOOL
OFFICERS INSTITUTE**

July 25—August 2
Jackson Lake Lodge
Jackson Hole, Wyoming

INSTITUTE CONSULTANT—PARTICIPANTS



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MARSHALL L. LIND, Alaska's Commissioner of Education, was superintendent of schools in the Kodiak Island Borough School District prior to becoming State Commissioner in 1971. A native of Wisconsin, Dr. Lind received a B.S. degree from the University of Wisconsin, a Master's of Education degree from the University of Montana and a Ph.D. degree from Northwestern University. He has served in the public schools as a teacher, principal and superintendent. He has been visiting professor at Northwestern University. Commissioner Lind is a member of Phi Delta Kappa, AASA, NEA, and serves on the board of directors for the Agency for Instructional Television, the Northwest Regional Education Laboratory and the Center for Northern Educational Research.



WELDON P. SHOFSTALL is Arizona's State Superintendent of Public Instruction. Dr. Shofstall received the B.S. degree at Northeast Missouri State Teachers College and the M.A. and Ph.D. degrees at the University of Missouri. In June, 1970, he was appointed U.S. Secretary of HEW to the Grant Administration Advisory Committee for a three year

term. Among other professional experience, he has been Professor of Secondary Education, Dean of Students and Professor of Higher Education at Arizona State University; Dean of Administration at Stephens College; and Superintendent of Schools in Memphis, Missouri. He received the Outstanding Educator Award from the Arizona Committee for Responsible Education and has been listed in *Who's Who in American Education*.



ARCHIE W. FORD, Arkansas' Commissioner of Education graduated from State College of Arkansas and the University of Arkansas. He has received a Doctor of Law degree from Ouachita Baptist University. From elementary, high school principal, and superintendent of schools, he has a large administrative experience. His professional affiliations include life member in Arkansas Association and National Education Association, the American Association of School Administrators and a past president of CSSO.



WILSON C. RILES is California's State Superintendent of Public Instruction. Dr. Riles received both his B.A. and M.A. degrees from Arizona State College. He has received honorary Doctorate of Law degrees from Pepperdine College and Claremont Graduate School and honorary Doctor of Humane Letters from St. Mary's College,

University of the Pacific and University of Judaism, all of which are in California. His efforts were instrumental in the passage, by the California Legislature in 1972, of legislation providing more than \$300 million in new funds for education and, at the same time, creating significant local property tax relief by increasing the state's share of local school costs. He implemented a comprehensive early childhood education program, the state's first Bilingual Education Act, a broader local choice in the selection of textbooks and a more effective system of evaluating new education techniques.



DAVID A. SPEIR was appointed Superintendent of Schools on October 28, 1973, by the Governor of the Canal Zone. Joining the Panama Canal Zone Division of Schools in 1951, he has also been a teacher, counselor, assistant principal, principal, supervisor of instruction, and assistant superintendent. He graduated from the Junior College Division of

Georgia Military College in 1942, served three years in the Air Force in World War II, received his A.B. from the College of William and Mary in 1947, and the M.Ed. degree from the University of Florida in 1949. He has also studied at the University of Havana and Florida State University. He is married and has two grown children, David, 27, and Beth, 24. Though born in Georgia, he calls Florida home when he is in the United States.



CALVIN M. FRAZIER is Colorado's Commissioner of Education. He received his A.B. degree from College of Puget Sound, his M.A. and Ed.D. from the University of Oregon. His professional career covers teaching in Washington State, Assistant Dean of the School of Education at the University of Oregon, an associate professor at the University

of Colorado. A proven education leader, he served as a district superintendent in Colorado.



MARK R. SHEDD, Connecticut's Commissioner of Education, graduated from the University of Maine and received his Ed.D. from Harvard University. A wide background in education includes visiting Professor of the Graduate School of Education, Harvard University, and Consultant, Institution for Social and Policy Studies, Yale University. He has

been Superintendent of Schools, in Philadelphia and Englewood, New Jersey. He has received Honorary Doctor of Law degrees from the University of Maine, College of Wooster and Bates College. He received a Doctor of Letters degree from Drexel University. His active memberships include American Association of School Administrators, National Urban Coalition, Phi Delta Kappa, NAACP, and the Harvard Graduate School of Education Alumni Council.



KENNETH C. MADDEN, a native of Orisoria, Pennsylvania, is presently Delaware's State Superintendent of Schools. Dr. Madden received his B.S. from Shippensburg, Pennsylvania, his M.A. from Chapel Hill, North Carolina and his Ed.D. from University Park, Pennsylvania. His professional activities include membership in NEA, AASA,

Phi Delta Kappa and he is listed in *Who's Who in American Education*, *Who's Who in America*, and *Who's Who in the East*. Other honors include winner of the John Hay Fellowship in Humanities and Idea Fellow (1967). In addition to a distinguished military career, Dr. Madden has authored numerous educational publications.



RALPH D. TURLINGTON, Florida's Chief State School Officer, has a solid record of twenty-eight years of public service. As the Speaker of the House and the "dean" of the Florida legislature, he has a proven record as a pioneer in finance and education. In education, his work has led to expanding Florida's community college system and was instrumental in the establishment of a new university in Tampa, Boca Raton, Orlando, and Jacksonville. He has co-authored a book entitled *The Legislator's Guide to School Finance*.



JACK P. NIX is presently Georgia's Superintendent of Schools. Dr. Nix, a native of White County, Georgia, graduated from the University of Georgia with a master's degree. He holds honorary doctorates from both John Marshall and Piedmont Colleges and a Specialist in Education degree from the University of Georgia. Dr. Nix, president-elect of

the Council of Chief State School Officers, believes that the field of education, more than any other facet of society, provides the greatest opportunity to serve people. His primary goal is to see that every child in Georgia receives a quality education. Dr. Nix was one of the nation's first educators to recognize the need and importance of providing vocational opportunities to public school students who desire training in technical, skilled and related areas, and to this end, area vocational-technical schools and comprehensive high schools have been established throughout Georgia.



TIMMY TEICHIRO HIRATA, Hawaii's Superintendent has been a leader in school administration for over twenty-five years. He is a graduate of the University of Hawaii and Columbia University. As a community leader, he is active in the council of Economic Education, the past president, a founder of the Central Honolulu Community Association, and numerous other activities. His professional activities include president of the Hawaii Association of Secondary Principals, the Hawaii Association of Curriculum Development and the American Association of School Administrators. He has served on legislative, finance and other committees for many years.



D. F. ENGELKING, Idaho's Superintendent of Public Instruction, has a teaching and administrative career which spans 30 years and ranges from teaching in a rural two-room school to Superintendent of Schools at Blackfoot. Dr. Engelking attended Greeley State Teachers College and the University of Idaho. A supporter of the Eight State Project:

Designing Education for the Future, he has been active in numerous education organizations such as the Idaho School Administrators Association. Social and civic interests have included memberships in the Chamber of Commerce, Rotary Club and Lion Club. In 1972, he received the Freedoms Foundation at Valley Forge Award as a "Distinguished Educator." He received special recognition awarded for active service and interest in the National Research and Development effort in Career Education for Mountain-Plains Education and Economic Development Program. His Honorary degree of Doctor of Education was awarded by the University of Idaho, 1974. He is presently serving his fourth term as Idaho State Superintendent of Public Instruction. *



MICHAEL J. BAKALIS, Illinois' Superintendent of Public Instruction, is the youngest superintendent in the State's history and the last to be chosen by popular vote. Dr. Bakalis earned a B.S. degree in education and M.A. and doctorate degrees in history from Northwestern University. During a 12 year teaching career spanning elementary through univer-

sity levels, he established a reputation as an innovator and leader in education. His achievements at Northern Illinois University led to his appointment as Assistant Dean of the College of Liberal Arts

and Sciences. Dr. Bakalis' concerns as superintendent have included efforts for increased citizen involvement in educational decision making, for up-grading instruction, and for providing equal access to quality education. Dr. Bakalis' book entitled *A Strategy for Excellence* was published in August, 1974.



HAROLD H. NEGLEY is the State Superintendent of Public Instruction for Indiana. Dr. Negley earned a B.A. degree at DePauw University, an M.A. at Butler University and an Ed.D. at Indiana University. The author of a number of school publications, he began his career in the Indianapolis Public Schools. He entered the Indiana State Department of Public Instruction in 1967 as Director of Curriculum (6 months), later becoming Director of the Ball State University Programs at Grissom Air Force Base. From 1967 to 1970 he served as Assistant Superintendent for Instructional Services in the Department of Public Instruction. Dr. Negley has also taught courses in social studies and introductory courses in education at Indiana University, Indiana State University and Butler University. A member of various professional organizations, he headed the Indiana Committee for Individualized Instruction. Dr. Negley co-authored *Search for Freedom*, a 1970 textbook in U.S. History.



ROBERT D. BENTON, Superintendent of Public Instruction in Iowa, received the B.A. and M.A. degrees from the University of Northern Iowa and an Ed.D. from Colorado State College. Dr. Benton has held various educational positions, among which are teacher, Director of Public Information and Coordinator of Secondary Education (South Dakota), assistant superintendent and superintendent of schools. He has held professional affiliations in NEA, South Dakota Association of School Administrators, National School Public Relations Association, AASA and State Advisory Council of Vocational Education. Having served in various civic capacities in Council Bluffs, Dr. Benton was named Outstanding Young Man of the Year in Rapid City.



C. TAYLOR WHITTIER, Kansas' Commissioner of Education since 1969, received the B.A., M.A. and Ph.D. degrees from the University of Chicago. Dr. Whittier's experience includes Executive Director of Central Atlantic Regional Educational Laboratory, Superintendent of Schools in Pennsylvania and Maryland and Visiting Professor at Stetson University and F.S.U. He is Chairman of the ESEA Title III State Advisory Council of the District of Columbia and past National President and Treasurer of the Association for Educational Data Systems. Among his publications are *Teachers, Administrators, and Collective Bargaining* (1968); "A Look at Decentralization" in *The School Administrator* (January, 1969); and "The Supervisor" in *The Supervisor: New Demands, New Dimensions* (1969).



LYMAN V. GINGER, Kentucky's State Superintendent of Public Instruction, received the Baccalaureate degree from Kentucky Wesleyan College and the M.A. and Ed.D. degrees from the University of Kentucky. Listed in *Who's Who in America*, Dr. Ginger has experience in all fields of education — ranging from teaching to administration. He served as president of KEA during the development of the Minimum Foundation Program and has also been President of NEA. In 1968, he was secretary to the U.S. Delegation to the World Confederation of Organizations of the Teaching Profession held in Dublin, Ireland. Dr. Ginger was appointed by Dean Rusk to serve a two-year term on the Education Committee of the United States National Commission for UNESCO and was reappointed for an additional term.



LOUIS J. MICHOT is presently Louisiana's State Superintendent of Education. A native of Lafayette, Louisiana, he has been active in business, government, and education for many years. He has held positions as Executive Director of the Lafayette Chamber of Commerce, and Assistant to the Vice President of the Air Transport Association of America in Washington, D.C. From 1960-64 he served in the Louisiana Legislature and was a candidate for Governor in 1964. In 1968, he was elected a member of the Louisiana State Board of Education and was elected State Superintendent of Education in 1972.



CARROLL R. MCGARY is the Commissioner of Educational and Cultural Services for the State of Maine. A native of Auburn, Maine, Dr. McGary is married and the father of two children. Having earned the B.S. and M.Ed. degrees from the University of Maine and the Ed.D. from Harvard University, he also attended Tufts and Notre Dame in the Naval

V-12 Program. He taught at Boothbay Harbor and Calais and was Superintendent of Schools at Princeton, Belfast and Westbrook before joining the State Department of Education as Commissioner in 1971. Dr. McGary is a member of many educational and community organizations and he has published numerous professional studies.



JAMES A. SENSENBAUGH, State Superintendent of Schools for Maryland, received the B.S., M.A. and Ed.D. degrees from Columbia. In 1965, Dr. Sensenbaugh was awarded the Doctor of Law degree from the University of Maryland. Educational and civic responsibilities formerly held include State Director for the Department of Rural Education of

NEA, Vice President and Secretary of the Maryland Association of School Superintendents, President of the Teachers Association of Baltimore County and Chairman of the National Safety Commission of NEA. Currently, Dr. Sensenbaugh is Chairman of the Maryland State Teachers Retirement System, member of the Commission on Aging, chairs two committees on ABA, Council for CSSO, and is a member of the Public Broadcasting Commission.



GREGORY R. ANRIG is Commissioner of Education for the Commonwealth of Massachusetts. Prior to becoming Commissioner, in 1973, Dr. Anrig was Director of the Institute for Learning and Teaching at the University of Massachusetts. Other professional experience includes Executive Assistant to the Commissioner, U.S. O. E.; Director, Division of Equal Educational Opportunities, U.S.O.E.; and Superintendent, Mt. Greylock Regional School District, Williamstown, Massachusetts. Dr. Anrig has numerous publications to his credit, some of which include "Introduction," *Six Crucial Issues in Education* (1972); "What's Needed for Quality Integrated Education?," *School Management* (March, 1972); and two guest editorials, *Early Years Magazine* (1971).



JOHN W. PORTER, Superintendent of Public Instruction in Michigan, has been a director of the State College Loan-Scholarship Program, a university professor and the Associate Superintendent of the Bureau of Higher Education in the Michigan Department of Education. Current and past professional affiliations include MEA, NEA,

MASA, American Education Research Association and Phi Delta Kappa. In 1972, Dr. Porter served on the Commission for the Reform of Secondary Education and was appointed by President Nixon to the Commission for Financing Post-Secondary Education; he is currently a member of the Board of Trustees of the National Urban League, Chairman of Task Force '74 on Secondary Education, and a member of the Education Commission of the States. Dr. Porter has received several honorary doctorates.



HOWARD B. CASMEY is presently Minnesota's State Commissioner of Education. Mr. Casmey received his B.A. from Concordia College (Minnesota) and his M.Ed. from the University of North Dakota. He has had educational experience as a teacher and administrator. His professional activities include membership in NEA, Minnesota State Commissioner's Advisory Council (1956-60), Minnesota State Legislative Commission (1962-64) and Western Division Legislative Chairman of Minnesota Education Association (1962-64).



GARVIN H. JOHNSTON, Mississippi's State Superintendent of Education, received a B.S. degree and an Ed.D. from the University of Southern Mississippi and an M.A. from the University of Alabama. Dr. Johnston has been a classroom teacher, elementary and high school principal and superintendent; he was also a supervisor in the State Department

of Education and President of Pearl River Junior College. A past president of the Mississippi Education Association, he has served on the Board of Directors of the Mississippi Economic Council and on the State Advisory Committee for Vocational and Technical Education. Dr. Johnston is an active Mason, Baptist Deacon and Rotarian.



ARTHUR L. MALLORY is the Commissioner of Education for the State of Missouri. A native of Springfield, Missouri, Dr. Mallory received a B.S. in Education from Southwest Missouri State College and the M.Ed. and Ed.D. from the University of Missouri. Prior to becoming Commissioner of Education in 1971, he was History Supervisor in the University of Missouri Laboratory School, Assistant to the Superintendent of Columbia Public Schools, Assistant Superintendent of Parkway School District, Dean of the Evening division of the University of Missouri and President of Southwest Missouri State College.



DOLORES COLBURG, Montana's State Superintendent of Public Instruction, worked in private industry prior to graduating with honors from the University of Montana. Ms. Colburg later served as Administrative Assistant to the State Superintendent of Public Instruction and was elected State Superintendent in 1968. She is a member of the Board of Public Education, Board of Regents, State Library Commission, Teachers' Retirement System Board of Trustees and Educational Broadcasting Commission. She is a member of the Board of Directors of the Council of Chief State School Officers and serves as Vice Chairperson of both the Board of Directors of the Northwest Regional Educational Laboratory and the Mountain-Plains Education and Economic Development Program, Inc. Other memberships include AASA, AAUW, NOW, Montana Manpower Planning Advisory Council and Montana Special Olympics State Executive Committee (Education Chairperson) and several other state organizations.



CECIL E. STANLEY, Commissioner of Education for Nebraska, received a B.A. degree from Nebraska Wesleyan University and an M.S. degree from Colorado A&M College. Mr. Stanley has been Assistant Commissioner of Education in Charge of Vocational Education, Division Coordinator and Director of Distributive Education, Assistant State Director of Vocational Education and State Supervisor for Distributive Education. Memberships include the Nebraska Schoolmasters Club, NEA, NSEA, Nebraska Business Education As-

sociation, Nebraska Council of School Administrators, Lincoln Chamber of Commerce, VFW, Phi Delta Kappa and AASA.



KENNETH H. HANSEN, Nevada's State Superintendent of Schools, received the B.A. and Ed.M. degrees from the University of Oklahoma and the Ph.D. from the University of Missouri. Dr. Hansen has been professor of Education at Western State College and Professor of Educational Administration at Washington State University. He has had a wide range of administrative experience. Dr. Hansen has written several books, among which are *Philosophy for American Education* and *Public Education in American Society*; he has also published in many professional bulletins, quarterlies and journals.



NEWELL J. PAIRE, a native of Keene, New Hampshire, holds the B.Ed. and M.Ed. degrees and the Doctorate in Humane Letters from Keene State College. Presently New Hampshire's Commissioner of Education, Dr. Paire has held various educational posts, including superintendent of schools and Deputy Commissioner of Education in his home state. A combat veteran of World War II, he retired from the U.S. Naval Reserve with the rank of Commander. Dr. Paire has held membership in Rotary, Lions Club and the Chamber of Commerce; he is also a member of Bektash Temple, the New Hampshire Education Association, AASA, and the American Legion.



FRED G. BURKE, newly appointed Commissioner of Education for the State of New Jersey, was Rhode Island's Commissioner of Education. He received a B.A. from Williams College, an M.A. and Ph.D. from Princeton and an honorary Doctorate of Law from Bryant College. Dr. Burke was formerly Dean of International Studies at State University of New York, Professor of Political Science at Syracuse University, Assistant Professor of Political Science at Ohio Wesleyan University and Consultant to the Kenya Government. He has written articles in the *Journal of African Administration* and *Ohio Wesleyan Magazine*, chapters in *African Socialism* and *Case Studies in Local Government* and a book, *Africa's Quest for Order and Sub-Saharan Africa*.



LEONARD J. DE LAYO is presently New Mexico's State Superintendent of Public Instruction. A native of New York City, Mr. De Layo earned his B.S. degree from the University of New Mexico and his M.A. degree from Columbia University. He is past president of the Council of Chief State School Officers, a member of NEA, AASA, New Mexico Congress of Parents and Teachers and is also involved in numerous civic activities. Mr. De Layo has been listed in *Who's Who in American Education*, *Who's Who in New Mexico*, *Who's Who in the West*, *Who's Who in the East* and *Who's Who in America*.



EWALD B. NYQUIST, New York's Commissioner of Education and President of the University of the State of New York, received undergraduate and graduate degrees from the University of Chicago. Dr. Nyquist, holds honorary doctorates from over 20 colleges and universities. He has served in various administrative capacities with Columbia University and the New York State Education Department. In 1970, Dr. Nyquist proposed the Regents External Degree Program which is now well established. He has been involved in accreditation commission, trusteeships and directorships. The recipient of many honors, Dr. Nyquist has written and spoken on such topics as open education and the state's role in urban education.



CRAIG PHILLIPS, North Carolina's State Superintendent of Public Instruction, received his education at UNC-Chapel Hill with A.B., M.A., and Ed.D. degrees. During his public school career, Dr. Phillips has been a teacher, principal, and superintendent of the Winston-Salem school system. He gave leadership in making the merger of the 75,000 pupil Charlotte-Mecklenburg system a working reality as its superintendent. Before being elected State Superintendent in 1968, he was administrative vice president of the Richardson Foundation in Greensboro, a foundation seeking ways to identify and develop creative leadership in education, government and business in North Carolina.



M. F. PETERSON, Superintendent of Public Instruction of the State of North Dakota, received a B.A. degree from Concordia College in Minnesota and an M.S. in Education degree from the University of North Dakota. Experienced in both elementary and secondary education, Mr. Peterson taught school law on the graduate level at the University of North Dakota. Prior to his present position, he was Deputy State Superintendent in his native North Dakota. He has written for various state and national publications. In addition to active membership in such organizations as Kiwanis, Phi Delta Kappa and AASA, Dr. Peterson has held several offices and served on various committees of Trinity Lutheran Church in Bismarck.



MARTIN W. ESSEX, State Superintendent of Public Instruction in Ohio, has served as a teacher, principal and superintendent of schools in Ohio and Michigan. Included among his service to American education are the presidency of AASA, chairmanship of the National Advisory Council for Vocational Education which led to the present Vocational Education Act, chairmanship of the Joint Council on Economic Education and chairmanship of the Advisory Council of the National Merit Scholarship Corporation. Currently he is serving as chairman of the first National Governance Study and president of the Council of Chief State School Officers. He is the only educator to be chosen by his peers to head each of the most prestigious school administrator organizations (AASA and CCSO). His comparative education services include the direction of two studies in the USSR, an around the world study of education in the free world countries and services as consultant to the West Berlin government.



LESLIE R. FISHER, Oklahoma's Superintendent of Schools, received the B.S. degree from Southeastern State College (Oklahoma) and the Ed.M. and Ed.D. degrees from the University of Oklahoma. Dr. Fisher, after serving in the U.S. Navy, was a teacher, coach, principal and superintendent in his state's public schools. Civic and educational recognitions include outstanding citizen in Moore, Oklahoma (1961-63 and 1968), "Certificate of Special Merit" awarded by the

OASA (1966) and State Chairman for the Education Division of the U.S. Savings Bond Program. He is a member of AASA, NEA, the Oklahoma State Board of Vocational Education, NASE, the Board of Regents of Oklahoma Colleges and other educational organizations.



JESSE FASOLD, Oregon's Superintendent of Public Instruction is a graduate of Colorado State College, the University of Colorado and the University of Oregon. He is a member of Phi Delta Kappa, Oregon Education Association, National Education Association, and the American Association of School Administrators and numerous other professional organizations. From elementary school teacher to superintendent his career has made him a proven educational leader.



JOHN C. PITTENGER, Secretary of Education in Pennsylvania, is introduced by Governor Milton J. Schapp as "the Ralph Nader of education in the Commonwealth." A lawyer and former legislator, Mr. Pittenger was graduated from Harvard College and Harvard Law School. He was a Frank Knox Fellow at the London School of Economics before serving in the U.S. Army. He has taught at Harvard and Franklin and Marshall, and is co-author, with Henry Bragdon, of *The Pursuit of Justice*.



RAMON A. CRUZ APONTE, Puerto Rico's Superintendent of Schools, graduated from the University of Puerto Rico, University of Florida (M.A.), and the University of North Carolina (Ed.D). His wide professional leadership has lead him to be the vice president of the Puerto Rican Teacher's Association, the director of the Pilot Project for Preparation of Teacher Aids in 1966, and a member of the Task Committee for a Comprehensive Planning of Higher Education in the Council of Higher Education, 1969-71. From elementary school teacher in 1945 to the present Secretary of education for Puerto Rico, he is a proven educational leader.

ARTHUR PONTARELLI, Executive Associate Commissioner, is Acting Commissioner of Education for Rhode Island. He is a graduate of Rhode Island College (Ed.B.), Boston University (Ed.M.) and Ohio State University (ASTP). His career spans numerous positions from teacher, superintendent of teacher education and certification to executive assistant commissioner. He is a state representative member of the College Entrance Examination Board, the Rhode Island Association of School Supervisors, the Rhode Island Principals Association, and the College Alumni Association.



CYRIL B. BUSBEE is presently South Carolina's State Superintendent of Education. A native of Aiken County, South Carolina, Dr. Busbee received his bachelor's and master's degrees from the University of South Carolina. The University of South Carolina and Wofford College awarded him honorary Doctor of Law degrees. He serves as administrative officer to the State Board of Education and ex-officio member of the Boards of Trustees of the University of South Carolina, Winthrop College and the Citadel and of the Educational Television Commission and the Technical and Comprehensive Education Board. Dr. Busbee is a member of the Steering Committee of the Education Commission of the States.



DON BARNHART, Superintendent of Public Instruction for the State of South Dakota, is a native of Mitchell, South Dakota. Dr. Barnhart has been a high school teacher, an elementary principal and a school superintendent. For two years, he was director of one of 10 pilot projects in the nation on dropout prevention. His educational background includes a bachelor's degree from Dakota Wesleyan and a master's degree and Ed.D. from the University of South Dakota. Dr. Barnhart has been State Superintendent since January, 1971.



BENJAMIN E. CARMICHAEL, Commissioner of Tennessee State Department of Education from the position of Director of the Appalachia Education Laboratory, Charleston, West Virginia. He was Superintendent of the Chattanooga Public Schools prior to being Director of the Appalachia Education Laboratory. Dr. Carmichael holds the B.S. and M.Ed. degrees from the University of Tennessee and a Ph.D. from George Peabody College. He has been a member of the Advisory Committee for the Civil Rights Commission's Study on Racial Isolation, the Survey of Elementary Education in Brazil and the review committees for the Equal Education Projects. At present he is engaged in activities of AASA, ETS, the Education Commission of the States and holds membership in the American Educational Research Association and Phi Delta Kappa.



M. L. BROCKETTE is the Texas Commissioner of Education. He received his A.B. degree from Southwestern University and his M.A. and Ed.D. degrees from Baylor University. As an elementary school teacher, principal, and superintendent of schools his career spans forty years of outstanding educational leadership. Mr. Brockette is a member of the NEA, AASA, the Texas State Teachers Association, president of School Masters Association, and president of the Texas Association of County Superintendents. As a community leader he is past president of the Rotary Club and Junior Chamber of Commerce and Chairman of the Hill County Chapter of National Foundation for Infantile Paralysis.



WALTER D. TALBOT is Utah's State Superintendent of Public Instruction. A native of Utah, Dr. Talbot graduated from Panguitch High School and received an Associate of Science degree from Weber State College. Following this, degrees were earned at Utah State University (B.A. and Ed.D., M.S. from the University of Utah) and the additional study was pursued at UCLA and the University of Pennsylvania. Dr. Talbot's educational experience has included Professor and Chairman of Educational Administration, Brigham Young University; visiting professor at the Utah State University and Kansas State University, and Deputy State Superintendent for Administration. He has also taught and served in administrative positions in elementary and secondary schools of his state.



ROBERT A. WITHEY, Commissioner of Education for Vermont, was educated at Rutgers University where he received his B.S. and master's degrees. Mr. Withey has served in various educational capacities, among which are Deputy Commissioner for Learning Services (Vermont), Assistant Director of Secondary Education (New Jersey), Coordinator of NDEA (New Jersey) and NDEA Consultant in Guidance and Testing. He is a member of Phi Delta Kappa, NEA, VEA, VSSDA, VSA, NESA and serves on Vermont's Retirement Trustees, Bicentennial Commission and Post-Secondary Commission. Mr. Withey has written for numerous professional publications and has received several awards and honors.



WOODROW W. WILKERSON, Virginia's State Superintendent of Public Instruction, is a native Virginian. Dr. Wilkerson received a B.A. degree from Hampden-Sydney College, an M.A. degree from the College of William and Mary and his doctorate from the University of Maryland. After beginning his career as a teacher and later as principal, he joined the State Department of Education staff where he served as Assistant Supervisor of Secondary Education, Supervisor of Secondary Education, Teacher Education Director and Director of Secondary Education. Dr. Wilkerson is a past president of the National Association of State Supervisors and Directors of Secondary Education. He is currently a member of the Virginia Council of Higher Education, a member of the Board of Directors of the National Laboratory for Higher Education, and a Commissioner of the Education Commission of the States.



HAROLD C. HAIZLIP is Commissioner of Education for the U.S. Virgin Islands' Department of Education. Dr. Haizlip began his early education in Washington, D.C., later earning a B.A. degree from Amherst College. After receiving the M.A.T. degree from the Harvard Graduate School of Arts and Sciences, he continued his studies to earn the Ed.D. degree from Harvard's Graduate School of Education. He began his education career in the Wellesley, Massachusetts High School as an English teacher. Dr. Haizlip has served as education director of the official poverty program for Boston and was named one of the "Ten Outstanding Men" of that city in 1964. He has also been vice president of the Harvard Graduate School of Education.



FRANK B. BROUILLET is Washington State Superintendent of Public Instruction. Through his common school and college career in Washington, Dr. Brouillet was honored as both an outstanding athlete and academician. He received the B.A. degree, bachelor of education, and master's degree in economics from the University of Puget Sound. He earned his Doctor of Education from the University of Washington. From 1956 until his election as state superintendent in 1972, Dr. Brouillet served in the state legislature. During that time he served as caucus chairman, ranking member on the House Appropriations Committee, and for ten years was chairman of the Joint House/Senate Committee on Education. Experience includes public school and higher education teaching and administration.



BARBARA SIZEMORE is superintendent of the District of Columbia schools. She received a B.A. degree and M.A. degree from Northwestern University and is a candidate for a Ph.D. from the University of Chicago. Her professional experience spans a career of teacher, principal, and superintendent. She has been a consultant to the National Urban Coalition, Education Task Force, the State Commission on Undergraduate Education in the Education of Teachers, the AASA National Convention Planning Committee of 1973 and numerous school districts, conferences, and foundations. She served as AASA Associate Secretary prior to her present position.



DANIEL B. TAYLOR, West Virginia's Superintendent of Schools, is a native of Connellsville, Pennsylvania. He has the B.A. degree from the University of Iowa and the M.A. and Ed.D. from West Virginia University. Dr. Taylor has taught in Iowa, has been in administration in New Jersey and has served as a superintendent of the public schools in West Virginia. Active in professional organizations, Dr. Taylor is a past president of the West Virginia Association of School Administrators and has served on several committees of the U.S. Office of Education. He is a veteran of the Korean conflict, having served in the U.S. Army. Dr. Taylor has been active in numerous civic and charitable organizations in each of the communities he has served.



BARBARA STORCK THOMPSON, Wisconsin's State Superintendent of Public Instruction, is a frequent speaker for civic groups, parent-teacher groups, professional organizations, colleges and universities and school groups. Dr. Thompson received the B.S. degree from Wisconsin State University and the M.S. and Ph.D. from the University of Wisconsin. She has served as a college instructor, curriculum coordinator, supervisor of schools, principal, state coordinator in the State Department of Public Instruction and instructor in Educational Administration at the University of Wisconsin. Included among present professional memberships are NCAWE, ASCD, DESP, NEA and Pi Lambda Theta.



ROBERT G. SCHRADER, a native of Colorado, is Superintendent of Public Instruction for Wyoming. After serving in the U.S. Marine Corps during the Korean conflict, Dr. Schrader attended Westminster College and Park College in Missouri. He has served Wyoming as teacher, principal and superintendent, having earned both his master's degree and his doctorate from the University of Wyoming, where he also taught school finance. Professional activities include membership in the Education Commission of the States, AASA, Wyoming Association of School Administrators, Phi Delta Kappa and listing in *Who's Who in America* and *Who's Who in the West*.



BRYAN HANSFORD is the Executive Secretary of the Council of Chief State School Officers in Washington, D.C. He had served previously as the commissioner of education in Colorado. He has also held the positions of high school teacher and principal, superintendent, professor of education, and deputy superintendent of public instruction. He is a past president of the Council of Chief State School Officers, and has served on several national and regional advisory boards for organizations and agencies interested in promoting education as well as writing and speaking extensively in the field of education. He received his B.S. degree from Southwest Missouri, his M.Ed. and Ed.D. degrees from the University of Missouri.

MERE T. BETHAM, Director of Education for American Samoa, received her B.A. at Geneva College, Beaver Falls, Pennsylvania. She completed high school with the first graduating class of the high school in American Samoa. She will receive her M.A. in school administration from USC in Los Angeles. Her experience has been as a teacher, vice principal, principal, head of secondary education, deputy director of education and in her present position. She is a native of American Samoa. She was deeply involved in the development of educational television in American Samoa, the world's most complete and elaborate educational television experiment.

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