Four propositions may be considered essential to the educational significance of the future. First, we must work out and choose rationally among educational alternative futures. Second, the planning of a continuum of lifelong educational experiences must be so thorough and satisfying that public support is rallied to provide financial resources. Third, the continuing education process, both from the teaching and learning ends can be refined and developed in such a way as to eliminate present problems in the development of an effective learning environment. Fourth, ideas, resources and potential innovations are already available on the U. S. educational scene to provide the opportunity for a linear progress toward a far more satisfying educational experience.

Possible system breaks vitally affecting schools might occur which could bring on horrible results or, on the positive side, what is now unimaginable constructive change. On the negative side the potentiality of nuclear war; world-wide famine with unchecked polution of the environment, and critical depletion of natural resources; and a social revolution producing anarchy in a society unable to provide controls, could threaten complete destruction of the educational system we know today.

Positive system breaks might result from developments in automation and cybernation that would increase production to such an extent as to provide much more leisure time for education. Development in communications might be so unimaginably great as to provide access to stored information world-wide that would revolutionize present instructional methods. Finally, development in medicine, genetics, geriatrics and biochemistry might result in new knowledge and techniques that would facilitate the education of a person through drugs, chemicals, transplants, and direct brain stimulation.

Having hedged the future with system break possibilities, let us consider the most likely educational futures development.

A. One educational futures element on which all futurists agree is the continued development of educational technology or technology with educational implications. Here the assumption is that the computer will be refined further to become ever more useful for instruction, individualized pacing, educational management, and information storage and retrieval. The fantastic data storage and retrieval capacity of lasers may enable them to supercede computers. IBM has already developed an eight-colored laser beam memory-storage system which can record one hundred million bits of information on a square inch of photographic film. A further development associated with las-