ers but not completely dependent on them is holography. The holograph is a photographic record of an interference pattern between reflected light waves from an object and a second wave of interfering light. A three-dimensional real image of the object is produced which one can see around by changing positions. The greatest promise here is the possibility of three-dimensional TV and motion pictures, and microscopes that would display the three dimensional structure of complex molecules. All of these communication possibilities will make possible a new type of educational facility called the “Central Instructional Development and Dissemination Center.” It will electronically beam instructional materials to schools and homes, making use of world-wide data banks (formerly known as libraries). This will especially facilitate lifelong learning with individual programming through a home computer.

One further technological development may be applied physiologically to the learner, either in the form of direct electronic communication via implanted electrodes that stimulate the brain or the use of drugs (hormones or enzymes) to facilitate learning.

B. The curriculum of the educational future will represent a reconciliation of the cognitive versus affective conflict. Recent years have seen the re-emphasis on fundamental cognitive skills as citizen groups have organized task forces to seek restoration of 3 Rs mastery for all students. However, the affective aspects of learning have been promoted through the insights of humanistic psychology on the place of motivation and values in promoting efficient learning. Especially one can expect a more comfortable socio-emotional atmosphere for the six to twelve year olds. The development of the cycle of humanistic curriculum has been suggested already. This humanistic emphasis also calls for maximum individualization of learning which can only be provided if many educational options are open. This would include provision for the handicapped, the gifted, alternative schools, career and vocational choices as well as the traditional academic track.

In higher education there will be further concern with the broad definition of education to embrace all elements of the college experience, the extracurricular as essential for all-around student development.

Even more serious financial problems of supporting the educational system, both public and private will force the development of educational goals, stated as instructional, measurable objectives of the curriculum to meet the requirements of accountability. Such instructional objectives need not conflict with the goal of individualizing education since the instruc-