tional goals might be developed on the same subject for stu-
dents on three program paths such as Career, Pre-Technical, 
and Pre-College.

C. That the organization of education will change is certain. 
Already the development toward openness is seen in many in-
novations that are directed toward the individualizing of the 
educational experience. For example there will be changes in 
the use of clock and calendar time. Financial considerations 
favor a year-round school and some experimentation in this 
area is already taking place. This would permit high school 
graduation earlier. Such year-round schools might accommo-
date better differing and changing life styles (such as winter 
vacations). Four quarter and 45-15 plans (45 days of school, 15 
days of vacation), evening high schools, and four-day school 
weeks represent innovations which may be widespread even by 
1985. It has been suggested that the flexible, all-year school may 
emerge as the institution most capable of adapting to the needs 
of the individual and the changing society. Because such a 
school makes optimum use of time it may prove the most 
economically efficient as well.

D. Equally certain as technological development will be the 
changed role of the teacher for the year 2000. The stereotype of 
one teacher per-class per-subject per-period will give way to a 
more complex functioning which will involve the teacher in at 
least four primary operations: specialist in specific teaching 
roles; teaching team member; differentiated staff specialist; 
and guide in individualized instruction. The multiplicity of 
functions that will be subsumed under these different areas 
indicate that the teacher of 2000 will need to be a professional 
even better trained than today.

E. The final report from the National Board on Graduate 
Education completed this year describes some significant 
trends in higher education.\(^5\) Future educational needs indicate 
a steady reduction in demand for Ph.D's to serve in colleges 
through the 1980s. A reduced rate of growth in Research and 
Development expenditures will knock out still other need for 
doctorates. Add to this the continuing decline in total amount of 
financial support available for graduate students and the in-
creased number of women and minority students seeking 
graduate education and a period of adjustment seems inevita-
ble. The National Board, therefore, has issued a call for in-
creased experimentation with nontraditional programs serving 
“new clienteles” and for the encouragement of greater diversity

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\(^5\) Philip W. Seanos, “Graduate Schools Urged to Experiment, “The Chronicle of Higher Education 