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ABSTRACT

This supplement is intended to present the idea behind and the characteristics of the Open School in greater detail than in the preliminary report. The Open School was conceived to meet several important needs in Wisconsin education: (1) to enable more people of all ages to enroll in formal and informal programs of education on a continuing basis; (2) to guide and accelerate the use of mediated instruction, and to provide a Statewide laboratory for testing and evaluating educational media and technology; and (3) to realize the economies and efficiencies possible through coordinated planning, program development, and Statewide media utilization and access systems. The Open School is characterized by open admissions; open communications (no walls, uses communications media only); open ideas/curricula; open access (homes, jobs, communities); open participation, accreditation, and cooperation; and open staff sharing (between regular and open schools, libraries, public and private schools, business, and industry). A related document is EA 003 570. (Author)

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THE OPEN SCHOOL

Supplement
to the
Final Report
of the
Governor's Commission on Education
(Kellett Commission)

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INTRODUCTION

This Supplement to the Final Report of the Governor's Commission on Education is intended to present the concept and features of the Open School in greater degree than was possible in the eight pages on the Open Education System in the Commission's Final Report. That Report concentrated on the structural and managerial aspects of the proposal. Consequently, the social, educational, statistical and humanistic foundations of the Open School proposal need amplification. Without a consideration of these aspects, the Wisconsin citizen would find it hard to consider all the benefit and significance of the Open School.

The Task Force on the Open School started with a concept:

The Open School is intended to supply opportunity to those whom the regular schools do not reach. The Open School for the State of Wisconsin is open in that Wisconsin citizens who do not have access to opportunity or cannot find success through traditional schools will find their opportunity here. It is universal in that it offers opportunities for learning at all levels, and for all age groups. The Open School is intended to complement and not to rival the needed educational programs and services already provided to learners who have access to and find success in them.

Each student will be encouraged to progress as far as his talents and motivation permit him. The Open School will provide an educational program that does not depend upon the promotion of learners from one level to the next, according to traditional institutional prerequisites. No formal academic qualifications will be required for entry into the Open School.

The Open School will serve the people who for various reasons have not had opportunity for, or have not taken advantage of, as much education as they need and desire. The Open School will extend education throughout the state, and will provide an opportunity for cooperation with sister states in the creation, in time, of a regional Open School.*

Because the Open School proposal is a blend of idealism and practicality, its implications for the education of all of Wisconsin citizens, now and

*Throughout this Supplement, passages taken directly from the sixteen Task Force reports are placed in conspicuous, indented format such as this statement on Concept.

in the years ahead, come on slowly. Some of its features will seem novel and innovative, but in fact the Open School is an outgrowth of Wisconsin's present educational system and its tradition of renewal and improvement.

The Open School was conceived as a means of meeting several important needs in Wisconsin education:

1. To enable more people - of all ages - to enroll in formal and informal programs of education. . . . regardless of where they live, their age or socio-economic condition. The Open School is characterized by -

Open Admissions

Open Communications (a school without walls)
via radio, TV, correspondence, other media

Open Ideas/Curricula - relevant to the life, learning styles of people who are not now served by regular institutions

Open Access in homes, on jobs, in communities

Open Participation for part-time learners

Open Accreditation between the regular and Open Schools

Open Cooperation and Staff Sharing between: the regular and Open Schools, libraries, public and private schools, business, industry - in
program policy
program development
program delivery
program access

2. To guide and accelerate the use of mediated instruction, and to provide a statewide laboratory for testing and evaluating educational media and technology.
3. To realize the economies and efficiencies that are possible through coordinated planning, program development, statewide media utilization and access systems.

4. To make the Wisconsin education system as effective for all its citizens in the future as it has been for those who participated in the past. The social contexts within which education must now operate are different from those which brought our educational institutions into being. The Open School is a means of adapting Wisconsin education to the contexts which characterize our society now.

The Open School is intended to provide all citizens of the state with a means of learning throughout their lives, as needs and circumstances require new learnings, at the convenience of the learner citizens. Imagine a line from birth to death, a "life line" that, long or short, represents a person's existence on earth. Now imagine another line strung just above, and within reach of the person traveling his life line. This is the Open School "learning line". At any point during a lifetime when there is need for new learnings, a person may reach up, grasp the learning line, cling until his needs have been met, and then release.

There are still many areas of unsatisfied educational need in Wisconsin. The recommendations of the Governor's Commission respecting the Open School are respectfully commended to your attention as a practical means of achieving for Wisconsin citizens, of whatever situation, the ideal of educational opportunity available throughout life as the needs for education are felt, at a unit cost lower than conventional education.

The Open School is intended to be a supplementary and complementary educational opportunity program, a means of helping people of any age not served by the regular schools to dare to aspire, to dare to hope that they can escape the tragic cycle of inadequate opportunity, inadequate education and inadequate development, economic and otherwise: to help dispel that shadow of inadequacy which burdens modern man.

"Between the idea
And the reality...
Between the motion
And the act
Falls the shadow." (T. S. Eliot; The Hollow Men)

This Supplement on the Open School is organized around the questions that citizens ask most frequently. You are invited to sample it, skim it, study it at any point that interests or concerns you. The Task Force and the Commission considered many alternatives before drafting final proposals. Citizens may find it useful to try to construct their own alternatives; by doing so they may realize both the difficulties and the extraordinary care required to create an Open School which will serve those not related to the regular schools without creating a rival to the present institutions.

Brief quotations from the wide readings that underlay the studies of the Open School Task Force are included at the end of this Supplement for those who will want to compare the Open School proposal with what others (outside Wisconsin) are saying.

The Open School proposal was the product of an intensive group effort whose members are listed inside the front and back covers. Grateful acknowledgement is extended to all who participated in shaping the Open School and especially to William R. Kellett who commissioned our study. Recognition is also given to Professor Cliff Wood of Wisconsin State University at Oshkosh, and Michael Moore, graduate student in Adult Education at the University of Wisconsin, Madison campus.



Charles A. Wedemeyer
Chairman, Task Force on the Open School

Madison, Wisconsin, January, 1971.

What is the Commission Recommending?

Basically, the Commission is recommending the establishment of a citizen's Open Education Board to oversee the planned development of those educational and technological resources in the state that can best be combined beyond the boundaries of conventional schools to bring new educational opportunities to new audiences in new ways.

The Board will establish and set policies for an Open Education System that will consist of a Learning Resources Center to provide the subject matter for educational programs, a Communications Resources Center to provide the capability for program deliveries, and an "Open School" to design, develop, and deliver the educational programs themselves.

The specific proposals of the Kellett Commission are:

Recommendation:

Create an Open Education Board composed of members of the governing boards of each of the educational systems; members representing private education and libraries; members representing business and industry, commercial broadcasting, labor and student bodies. This Board will have responsibility and authority to plan and direct the concerted, cooperative use of the state's educational and technological resources for making educational opportunities accessible and advancement possible through modern technological media. In the achievement of this objective, the Board will direct an organization described in this report as the Open Education System, and will assume all statutory authority and responsibility presently assigned to the Educational Communications Board.

Recommendation:

Establish with other Boards a system of uniform transferability of credit acceptable to the State Education Board which will open new routes to degrees, diplomas, and certificates for students of the Open School programs of the Open Education System. Further establish performance acknowledgments for students of Open School programs whose needs cannot be adequately met by credit transfer; these acknowledgments to include degrees, diplomas, and certificates if necessary.

Further:

That the Open Education Board, as described under Governing Boards, establish a system to identify, coordinate, and extend those academic and communications resources whose mutual development will be of greatest educational and economic benefit to the state. The system recommended will consist of two Resource Centers: Learning Resources and Communications Resources, and one program development and delivery unit: the Open School.

That the Open School unit of the system be designed to serve the unfilled educational needs of people throughout the state by programs developed in coordination with the Learning Resources and Communications Resources Centers; that the Open School thus serve as a "laboratory" for testing new educational technologies and approaches.

That the Open School design a balanced offering of credit and non-credit programs; that the programs develop a curriculum of learning as a lifelong experience; and that the programs be matched to people's needs and abilities as they emerge, not solely to age or previous schooling.

That the Open School develop a structure of Program Teams, Delivery Systems, and Access Systems that involve specialists for planning the content, learning theory, technology, counseling, and adjustment to students' needs and situations throughout each project.

That the Open School implement a structure of local advisors, counselors, and community volunteers to aid in directing students into programs and to aid in assessing needs and employing resources at the local level.

That the Open Education Board appoint an executive director for the System to serve at its pleasure and assist him in obtaining as high-quality and creative a staff as educational institutions and media operations in or beyond the state can provide.

That the Open Education Board undertake a phased development of the System; that the Centers and the Open School administrations be established first; and that the program developments be phased in according to priorities set by the Board.

OPEN EDUCATION BOARD

Executive Director

Learning Resources Center

Director and staff to represent resources in statewide systems of extension, higher education, vocational and technical education, public instruction, libraries, private and commercial enterprises

Communications Resources Center

Director and staff to represent resources in statewide systems of TV, radio, Educational Telephone Network, film libraries, media centers, commercial broadcasting, private enterprise, wide area services

THE OPEN SCHOOL

Director and staff for program development, research, evaluation, field work, etc.

PROGRAM DEVELOPMENT (Examples)

Open Schoolroom (pre-school)

Drop-In High School

Campus Without Walls

Content (continuing education through new technology)

PROGRAM TEAMS (ad hoc assignments)

Subject Specialists

Learning Specialists

Media Specialists

Field Specialists

DELIVERY SYSTEMS

materials centers - television networks - radio networks - telephone computers - mail - film - audio cassettes - library systems etc.

ACCESS SYSTEMS

home learning centers - business centers - civic centers - schools and institutions - community volunteer services - counselor services - advisory services - experimental locations - new media combinations, etc.

How Does the Open School Relate to the Commission's Report?

The Open School and the System through which it will operate both reflect the basic themes of the Commission's "Forward Look"--themes of open accessibility to educational opportunity, lifelong availability of those opportunities, careful management and coordination of resources, parity of state systems, greatly increased citizen involvement in educational planning and assessment of results.

Although the Open School proposal itself is the most obvious example of the Kellett Commission's concern with lifelong education, there are other key recommendations relating to it. There is a consistent emphasis on continuing education in the Commission report's chapters on the State Education Board, Elementary and Secondary Education, and the Wisconsin Technical Colleges. The recognition of continuing education is vital to understanding the wide-area services concept of the Regional Boards; the spirit of the Higher Education Opportunity Program; and the recommendations dealing with Special Education, Individualized Instruction, and Program Renewal. Implications for the Open School are also to be found throughout other individual Task Force studies of private education, professional training, educational technology, counseling and guidance, and higher education management.

What Does "Open School" Mean?

The proposed school is "open" in many ways: it is open to all learners, regardless of age level or previous institutional experience, who wish to participate in any or all of its programs whenever they feel the need or desire to do so; it is open to all educational institutions and enterprises, public or private, who have the capability of reaching together many of the potential students throughout the state whom they cannot reach alone; by being programmed through communications available to everyone--such as television, radio, telephone, mail, film cassette tape sets--it is open to the student more on his own terms and on his own schedule; by

The Open School is intended to be developmental and flexible in the programs provided to learners. As the needs of citizens and society change, the School will adapt its programs to meet these needs.

providing for a uniform transferability of credit among participating institutions, it opens new routes to degrees, certificates, and diplomas; by emphasizing innovative programs, developed by expert teams engaged on an ad hoc basis rather than by a permanent faculty, it is open to its own continual change, improvement, and self-renewal.

Why an Open School Now?

Much of the emphasis behind the proposal for an Open School is an orderly planning for future growth among the state's various educational enterprises. The kind of future we would like to have will not occur unless models for it are developed now.

There is a general climate of interest throughout the entire country in the concept of education beyond formal schooling and outside of formal schools as an integral and continuous part of modern life rather than as a series of measured episodes within it. "Sesame Street," for instance, has focused national attention on the benefits of informal education for pre-schoolers.

Universal availability of pre-school education, now recognized as essential, is still to be realized. For those out-of-school youth and adults whose learning needs cannot be accommodated in the formal school system, the informal system is essential.

The rapid growth of adult and continuing education programs has also helped to make the idea of lifelong education much more a wave of the present than of the future.

New social and economic theories have emerged which indicate the importance of continuing education to society as well as the individual. If society is still an unconvinced beneficiary regarding the positive aspects of educating the adult, it has clearly perceived that it is the undoubted beneficiary of the negative aspects of a stunted education of its citizens. The growth of difficult social problems, the inability of communities to solve problems satisfactorily, a leveling off of tax resources based on property and incomes, and steeply rising costs of welfare and rehabilitation have not gone without notice. General education, which once was thought to be impractical and of benefit primarily to the individual, is now viewed as quite directly related to social and environmental problems.

Where Did the Idea Come From?

Ultimately, the idea of open education probably derives from the democratic concept of an open society--one in which there are many alternative routes to social, economic, and educational achievement. In this sense, the idea has received increased impetus as people's needs for new routes, often later in life than the traditional "school age," have become more acute. It is no longer practical to expect people to go back to school for new learning experiences when our technology makes it possible for schools to go back to the people.

The service occupations required by our technological society must be assumed by persons who can continuously up-date their knowledge and skills in the flux of changing the fabric of our economic society has educational need woven into all aspects.

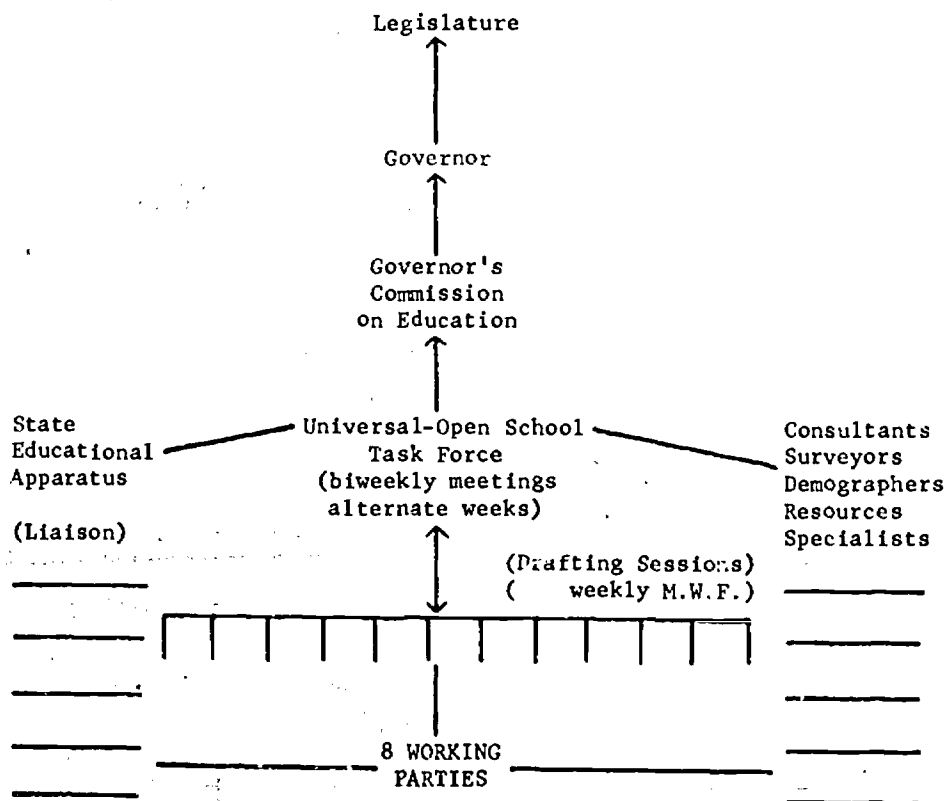
Specifically, the Task Unit on Educational Management and Technology that originally proposed a "Universal School" saw it as an extension of Extension--of the "Wisconsin Idea" that the borders of the University campus are the borders of the state. That group also based its recommendations on the experience of the Articulated Instructional Media (AIM) program operated at the University 1964-1968 under a grant from the Carnegie Foundation. The third major source for the idea was the Open University program in Great Britain, chartered in 1969, and currently serving 25,000 part-time undergraduate students with a mediated curriculum leading to degrees.

During the summer of 1970 a special Task Force was established by the Commission to refine and specify the operation of a system that would make the most effective use of the state's rich resources while causing the least disruption of existing institutional programs. The special Task Force, whose membership is acknowledged inside the cover of this Supplement considerably broadened the total concept of an Open School by emphasizing such needs as pre-school education, professional and industrial training, and of new services for higher education. The Task Force chose not to propose a separate, autonomous institution but rather to design a program development, delivery, and access system that would operate through the mutual participation of--and to the mutual benefit of--all major educational enterprises in the state, public and private, normal and informal.

The Open School, and the system through which its programs will operate, will inevitably make its own important contribution to the developing idea of open education and to the climate of popular interest that surrounds it in this country and across the world.

How was the Open School Designed?

The following diagrams show the basic study groups that were formed within the Task Force and their relationship to the step-by-step development of the Commission's final review and recommendation. The study group materials that were submitted to the drafting group comprised well over three-hundred pages of specific considerations. Those were eventually reduced to the eight pages of general proposals in the Commission's final report. This current supplement to the report includes a number of direct references to and indented passages from those most valuable materials. Complete records from the special Task Force are, of course, on file and are available for further study by all interested parties as the Open School evolves.

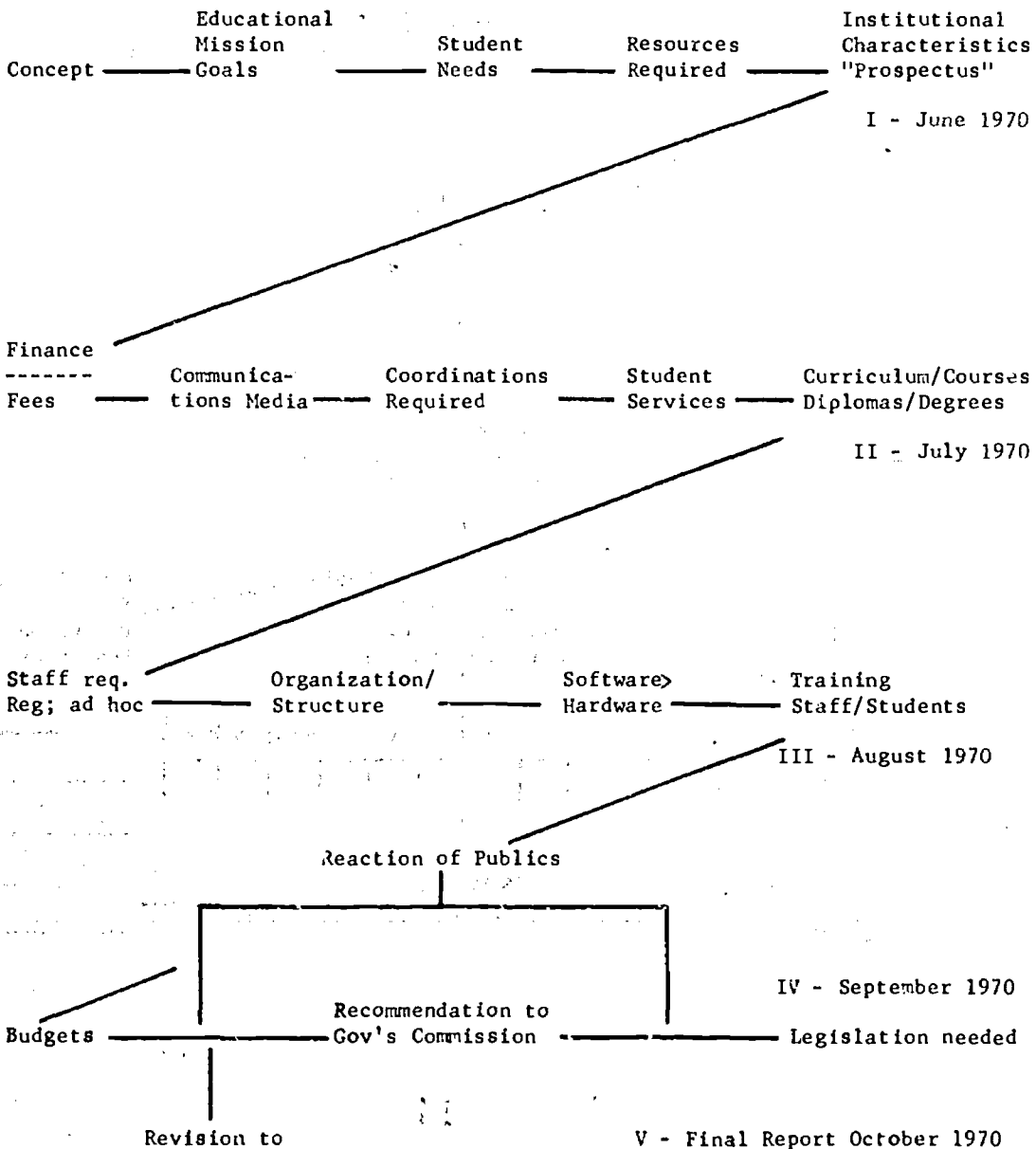


Open School Task Force

Systems Development of Open School Recommendations

Five Phases (one per month, June-October) proceeding from concept/mission/goals/needs to specifications to achieve these.

Work Flow From working parties (8) to Drafting Sessions to Task Force Review, to Redraft or Revision, to Consensus. Fourteen section reports to final draft and final report.



Revision to final draft Sept. 1970

V - Final Report October 1970

In addition to the special Task Force reports, the Commission engaged the Survey Research Laboratory of University Extension to survey a representative sampling of Wisconsin citizens to ascertain public response to the idea of an Open School. The survey results are referred to a number of points in this Supplement, particularly on pages 19-23.

At the present time, the Commission's recommendations for the establishment of the Open Education Board, System, and School are being translated into legislative bill form to be submitted during the early part of the 1971-72 session. The proposals will receive wide public hearing and discussion prior to and during their legislative phase.

Are There Similar Systems in Operation?

One of the convictions expressed in the design for the Open School is that Wisconsin offers a unique opportunity to bring many component systems together into a single, integrated program. This is not to say that existing programs will be absorbed or curtailed. In fact, existing programs should be strengthened through the opportunity to join forces with others in Open School program development.

In order for Open School students to develop their abilities and utilize them to the fullest at least six kinds of service are considered necessary. The Open School must arrange effective methods for recruitment of students, for evaluation of their educational needs and subsequent course placement, for individual counseling as needed, for orientation to the system, for guidance throughout the program and for meaningful job placement when required.

Examples of systems now functioning or proposed for the state which utilize the basic approaches of the Open School (media technology, cooperative program development, and open access) are: operations of the Educational Communications Board, especially its development of interconnecting educational television and FM radio networks; the Rural Family Development program offered by the state Vocational, Technical and Adult Education system in cooperation with University Extension; University Extension's programming via the Educational Telephone Network, WHA-TV, FM subcarrier channels, and Independent Study; University Extension's proposed "College of Extended Studies" degree program; the Department of Public Instruction's and Wisconsin Libraries' joint venture in seeking to establish a federated and/or

consolidated library organization to permit the operation of a statewide library network and information system.* Other examples of component systems in Wisconsin include many of the 1,400 training centers in business and industry; educational programs in a number of museums, YMCA's, Community Action Plans, and "outreach" programs of a variety of individual schools, universities and technical institutes.

The Open Education System, through its Open School, is intended to take advantage of the unique richness and diversity of the state's institutional and private resources by providing a central laboratory for cooperative research and development and by providing a vehicle for coordinated extension of new techniques to new audiences.

Many have dropped out of the formal educational institutions because their learning styles were incompatible with the methodologies of the formal programs. Such people may still need a basic education available through a flexible, individualized program presented in a context acceptable to their life and learning styles. The late maturing student needs to satisfy his suddenly awakened interest to learn at new levels.

There are also a number of systems in operation throughout the country whose experience will provide guidelines to the Open Education Board in setting its own priorities and phasing its growth. Primary examples of such operations would include the External Degree program of the State University of New York; the Parkway High School experiment in a "school without walls" in Philadelphia--which is being followed by other experiments in Chicago, San Francisco, Toronto, and elsewhere; the Performance Contracting and Learning Institute approaches of large private corporations; and a number of educational consortiums, such as the University Without Walls program announced January 1971 by the U. S. Office of Education to involve 17 colleges and universities across the country.

What Are the Unusual Features of the Open School?

The Commission proposals dealing with the Open School are essentially structural and organizational. They reflect the Commission's desire to achieve a total management design for Wisconsin education, to respond to the Governor's charge to "study in depth the state's financial and

*This proposal, which received the formal endorsement and support of the Commission is currently pending legislative action under the bill designation Senate-47.

administrative relationships with education at all levels . . . to promote utilization of modern technology, improve educational results and increase efficiency wherever possible." As a management design, the Open Education System will provide state agencies and institutions an unusual opportunity for controlled and orderly experimentation in adopting the promising but expensive technologies that will become instrumental to their educational programming in the next few years.

But the Open School, though it depends on and contributes to the coordinated participation of a wide variety of institutions and enterprises, is not itself a management system. Its uniqueness lies in its emphasis on cooperative programming; identification of new audiences who are not being served by conventional forms; new mixes of professional and technical knowledge in developing programs; and its emphasis on using existing facilities, faculties, and communications rather than creating a separate bureaucracy.

Educational opportunities at the Open School will be available the year round, and the student can enroll with the school at any time of the year that meets his or her convenience.

No formal academic qualifications will be required for registration as a student, and means must be employed by the Open School to determine initially fairly accurate knowledge of student readiness for learning at each level of instruction. Such means will include, but not be limited to, profile studies, counseling techniques, and the use of various types of diagnostic and remedial processes.

The Open School also differs from the individual, component systems that will make it up in that its broad base of participation by those systems-- public and private--and its greatly increased access to communications media give it an unusual capacity to serve special needs of special audiences almost on demand, and to serve areas of the state of very low or very high population density.

Whom will the Open School Serve?

Those learners whose lifelong needs could be better served through educational media rather than through formal attendance in classrooms include individuals and special audiences throughout society. Pre-school children, remedial students, drop-outs, on-the-job and part-time students, professionals,

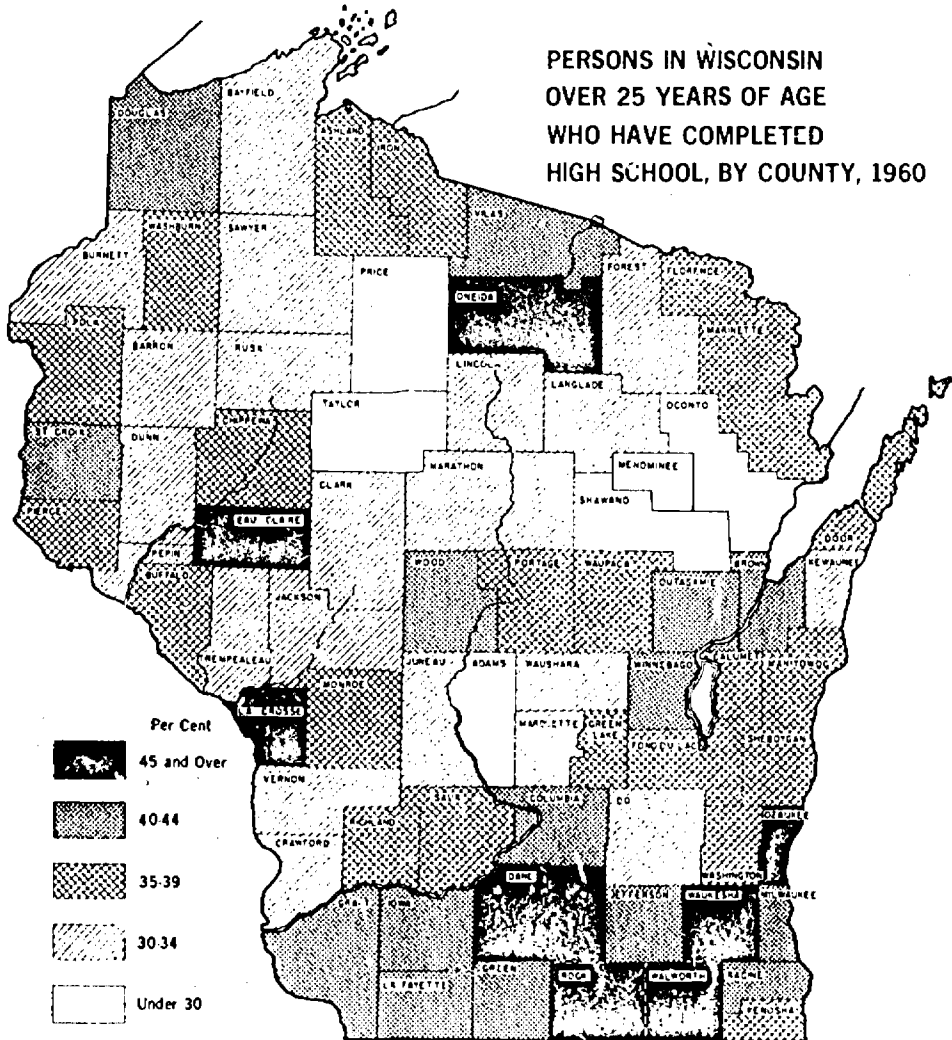
interns, housewives, persons confined to hospitals or institutions, retired persons, and many others who are not adequately served by current educational and cultural institutions or are overlooked. Many students in regular schools will profit from having their curriculum enriched by Open School programs. Industrial training centers, business and professional training programs, and other users of Open School facilities and resources will be the beneficiaries of the multi-participational forms they will help develop.

There are some very specific learners and audiences in Wisconsin whom the Open School will concentrate on serving. Potentially, some of these groups are very large. They include those in need of broader opportunities to begin high-school equivalency or eighth-grade equivalency programs, and those whose demand for continuing education beyond formal schooling will become greater than single institutions can now fulfill.

For instance, although 1970 census figures are not yet available, the 1960 census showed that among the 25 years and older population in Wisconsin only 42% had completed high school education. In many counties the figure is below 30%. The same census figures revealed that 387,000 adults had not completed eight years of elementary schooling, and 26,048 persons in the state were reported never to have attended any type of school at all. There is also an implication of need for broader continuing education programs to serve the 28% of high school graduates who now enter the labor force directly, and who will be the first to face the need for up-grading skills as a consequence of rapid technological change.

The emphasis in the Open School approach is on providing the services people need more than on providing what institutions may desire to offer. All work groups of the Task Force paid considerable attention to general or "target" audiences for the Open School programs. It was the constant assumption, however, that as programs are phased into operation the assessment of specific educational needs of specific learners would be the highest priority. Whether the groups were considering examples of individualized instruction in remedial reading, pre-school training in basic science, or special courses in career areas like resort management, there was unanimity on the necessity for careful study and evaluation of learners' own needs and desires.

**PERSONS IN WISCONSIN
OVER 25 YEARS OF AGE
WHO HAVE COMPLETED
HIGH SCHOOL, BY COUNTY, 1960**



SOURCE: County and City Data Book, 1967. U.S. Bureau of the Census.

How Will It Benefit Them?

The benefits of reaching new audiences and new individuals with educational programs matched to their own needs and aspirations rather than to specific institutional goals and objectives are both humane and social. The humane emphasis on serving people rather than serving institutions, which is one of the large themes of the Commission's report, is apparent enough. Wisconsin citizens will find their lives enriched and their careers enhanced by educational media in the next decade if the institutions that can work together to provide the programs live up to their opportunities to do so. Wisconsin has one of the largest, best supported, and most widely dispersed higher education systems in the nation; yet only a minority of its people are served by it. The Open School provides the vehicle by which the expertise in the state's universities and colleges can be channeled into statewide programs for lifelong learning, job retraining, career and personal enrichment. The Open School will make it possible for all participating institutions and systems to provide greater personal benefits for the people of the state than any one institution can provide alone.

Students (especially those who have had extensive experience in conventional schools) will need special training in order to develop as effective learners in Open School programs. Not all students will need the same training and development. Counselors and teachers will therefore have to tailor training to individual needs, not an impossible task in a school in which students will assume a large responsibility for their learning. Mediated training kits will be available on request for home or study center use.

The society itself, all citizens and taxpayers will benefit from broadened and modernized educational opportunities in a number of ways. The unit costs of extended instruction by media are lower than expanded conventional instruction, which requires fixed ratios of students-teachers-buildings. Further, the State benefits from any program that increases the state's gross income through educational upgrading. Such programs can be expected to have an influence on ethnic and welfare problems and on general social well being.

Do They Want It?

One of the most encouraging outcomes of the Open School proposal has been a broadly favorable response to the concept, which indicates a general readiness to participate in programs. The telephone survey

mentioned earlier conducted by the Survey Research Laboratory of the University Extension according to a scientifically tested sampling and interviewing process, revealed among other things that of the population tested: 81.5% approved the Open School Concept; 80.4% agreed that a very good educational program could be provided to learners at home, using the media now available to them; 72.7% have wanted to get further education since they stopped attending school; and that 73.7% would be willing to help other Open School students in their communities when needed to talk to someone with their background and experience.

A brief summary and analysis of the survey is presented here. Copies of the survey questions and a print-out of the responses are, of course, available for further study.

THE LEARNERS: SOME INDICATORS FROM SURVEY AND STATISTICS

The Open School's clientele will consist mainly of persons whose educational needs are unsatisfied by conventional institutions; how many persons there are, and exactly what they need, is hard to anticipate, partly because aspiration to learn is itself a function of the availability of the facilities to learn. Nevertheless, the Task Force required some indication of the areas in which need exists, and obtained it by a review of statistics of present educational provision, and through a survey of a representative sample of the State's population, conducted on its behalf, by the University of Wisconsin Survey Research Laboratory.

The Survey Methodology

This was a telephone survey, access to the population being through a probability sample of residential telephone numbers. From each sample household, an adult respondent was selected, using a procedure designed to balance the sex ratio of the respondents in the sample. Of the 1211 households telephoned, 951, or 79%, yielded complete interviews. 33 1/3% of persons responding said they might enroll in the Open School. In the following pages the responses of the total sample are described, except when we refer to "potential enrollee", in which case we describe the results of an analysis of that important sub-group.

We present some conclusions about respondents' attitudes to education in general, and about areas in which the Open School might make an immediate contribution. We also report on attitudes to the proposed Open School itself.

GENERAL ATTITUDES TOWARD EDUCATION AMONG SAMPLE SURVEYED

Most people feel they have undeveloped potential.

24.2% respondents felt they had gone "as far as abilities will allow", while 64.3% felt they could "successfully complete more school work".

As many people leave school reluctantly as otherwise.

42.5% were "glad to get it over with", and 46.9% wished then that they "could have gone further".

There is faith in the power of education.

Asked if they felt that "most of the answers to our national problems will come from improved education", 54.4% responded "yes", and 21.7% disagreed. A positive response of 60.2% was obtained from potential enrollees in the Open School.

There is dissatisfaction with conventional teaching.

Asked if they agreed with the educator who wrote "the educational system is in bad shape and getting worse, so almost anything that might improve it should be done", 36.3% agreed, and 38.3% disagreed, the rest weren't sure. 36% agreed that "many persons have dropped out of schools and colleges because the way they wanted to learn just didn't fit with the way they were being taught". 35% disagreed. The potential enrollees showed slightly more dissatisfaction, 42.5% agreeing with the above statement, and 36.9% disagreeing. 32.4% potential enrollees agreed that "most schools and colleges these days do not fit their programs to meet the needs of the individual learners", with 38.8% disagreeing: for the total sample, 30.2% agreed, and 37.1% disagreed.

The concept of continuing education is widely accepted.

Asked if they had desired further education since leaving full-time school, respondents replied:

Yes	72.7%
No	23.9%
Don't know	4.4%

Motives for continuing education are nearly as much non-vocational as vocational.

Motives cited were:	"For my job"	38.1%
	"Self improvement"	32.6%
	Other	29.3%

Not all who identify a need for continuing education obtain satisfaction.

While 72.7% desired further education, only 47.2% respondents had some "additional schooling since leaving school".

Vocational Technical Schools attract most clients.

22.8% respondents had attended Vocational Technical Schools.
12.2% University, College, or University sponsored courses.
3.6% employer sponsored courses.

More clients have obtained non-academic courses than academic.

The main kinds of continuing education pursued by respondents were:

"home economics, hobbies" 7%
"clerical, typing, bookkeeping, etc." 8.2%
"crafts and skills, and kindred occupations - carpentry, electronics, plumbing, nurses aid, etc." 11.9%
"academic" 10.1%
"professional and other jobs" 9.6%

There is great demand for academic courses.

Asked about subject areas in which they were interested:

15.7% of the population responded "academic"
9.6% of the population responded "professional"
9.6% of the population responded "clerical, typing, bookkeeping, etc."
6.5% of the population responded "crafts, skills and kindred occupations - carpentry, electronics, plumbing, nurses aid, etc."
4.8% of the population responded "home economics, hobbies".

Academic courses are mainly wanted for College credit.

21.2% total sample said they might enroll in Open School courses "for credits toward some degree or diploma". Asked to say which diploma/degree, responses were: 3% - Elementary School Diploma
4.4% - High School Diploma
3.8% - Vocational Technical Certificate
14.7% - College Credits

The above conclusions about demand for academic, college level courses is substantiated by analysis of the 33 1/3% respondents who said they might enroll in Open School courses.

Of those respondents 48.2% said they would enroll for diploma courses
31.8% desired College credit courses
9.7% desired High School credit courses
3.2% desired Vocational Technical credit courses
.9% desired Elementary School diploma credit courses

The subject areas of interest to this group were:

academic: 32.8%
professional: 21.4%
clerical, typing, bookkeeping: 17.9%
crafts and skills, and kindred occupations: 11.6%
home economics, hobbies: 8.5%

There is heavy demand for courses for children of pre-school age, and their mothers

Of respondents with children of pre-school age, 65% said they would enroll their children in Open School courses of this level.

ATTITUDES TOWARD THE OPEN SCHOOL

There is overwhelming support for the Open School concept.
81.4% of respondents said they like the concept, and 14.1% said they did not.

There is widespread belief in the suitability of electronic media as devices of independent study.

By using media, can a "very good educational program" be provided to learners at home? Yes: 80.4%
No: 7.7%

Many people would enroll in the Open School.

Asked if they might take courses at the Open School,

33.3% responded YES
49.0% responded NO
17.7% did not know

Statistical extrapolations from the sample population to the adult population yield a potential Open School clientele of 825,719. It would be rash to attribute significance to these estimates which are indicators of aspiration rather than measures of predictive behavior. Nevertheless, it is reasonable to conclude that given appropriate program, counseling, delivery and access services, students will enroll in the Open School in sufficient numbers to justify the state-wide approach.

Many people wish to study at times inconvenient for conventional institutions.
Of potential enrollees, while 65.2% would work from 5 p. m. to 9 p. m., it is important to note that 30.5% would work during the period from 9 a. m. to 5 p. m., and .6% would work between 9 p. m. and 9 a. m.

Most potential students would contribute to Open School costs.

74.1% said students should pay part of costs.

8.5% said students should pay all costs.

10.0% said students should pay no costs.

Many people would assist the Open School.

Asked if they would help a student if "he needed to talk to someone with your background and experience",

73.7% respondents said yes

14.8% respondents said no

A substantial number of potential Open School enrollees (42.9%) have never participated in additional schooling since leaving full-time school.

This statistic alone suggests that the Open School will attract a large, new clientele of persons who aspire to continuing education but who have not heretofore been served and are not now being served by Wisconsin's regular institutions.

How Will the Open School Reach Them?

The management design of the Open Education System proposed by the Kellett Commission is probably essential to the operation of the Open School. Without a strong citizen board to set policy and allocate revenues, or without a well-coordinated Learning Resources Center for the "software" and Communications Resources Center for the "hardware," it is doubtful that the Open School could develop a full range of services.

But the heart of the Open School concept of service begins at the level of program development, delivery, and access.

The "program team" approach of mixing specialists from different backgrounds and institutions, public and private, within and beyond the state, is the key mechanism in producing innovative methods that are tuned throughout their entire development to the needs of the learners, the availability of the resources, the capabilities of the media, and the nature of the community or individual access.

The program operations of the Open School, while the most stimulating to consider, are the least specified in the Commission report, because of the assumption that these operations must not be overly defined before those many people who will be responsible for them have an opportunity to contribute to their definition. The special Task Force on the Open School, however, made its largest number of recommendations regarding the processes of program delivery and accessibility. A brief, representative sampling follows:

Program inputs will be made available to the Open School Teams from all existing state and private educational institutions, from WLA approved libraries, from selected museums, civic centers, from Regional Materials Centers, from all other established agencies on a contractual basis. In addition, many of the professional faculty and staff of such agencies will be among those invited to make up the Open School Program and Media Teams themselves.

The main functions of the Directors will be to work with each other in translating policy into program; and to establish and direct the operation of specific Program Teams.

Instructional activities should adopt a multi-sensory nature. This instructional approach of combining audio-visual aids, manipulative materials, physical activities (play-acting, games, etc.) with the more traditional reading-research activities will have a better chance of reaching more students.

Each course is to be uniquely structured for study by a wide variety of methods. The methods for studying a course will include, but not be limited to, the following: lecture (live), individual tutoring, demonstration, educational games and simulation, programmed workbooks, computer-aided instruction, audio-visual teaching machines, audio tapes, instructional television, work projects, transparencies, motion pictures and single-concept films, direct manipulation laboratories, verbal laboratories, homework exercises, filmstrips, seminars, and reference textbooks.

The Open School central resources must reach students wherever they may be by the most economical yet effective means, minimizing personal travel almost completely. Telephone and mail will be heavily relied upon, together with the Educational Telephone Network, FM subcarrier channels (SCA), 2500 Mhz television where available, and FM radio and television broadcasting when the message must go to large numbers of persons scattered over wide areas. In other cases, depending upon educational objective, size of enrolled group, and cost effectiveness factors, individual tapes, cassettes, 8 mm single concept films, and other types of learning materials may be duplicated and sent out from the Open School center.

The Open School will by policy carry out the regular production of teaching components by contract with other state or private agencies or institutions wherever possible. By policy, the Open School will not own or operate any telecommunications systems by and for itself, unless it is not possible to contract with existing systems for the services required.

The communications support system for the Open School must be comprehensive, rather sophisticated, well organized, and very carefully coordinated. To be practical it must be comprised of technology now proved and available, yet at the same it must be within the state's reach economically.

Communication between the Open School main office and local learning centers will be of many types--some of it instructional, some administrative, some evaluative, some the ordering of resource materials, some the

sending of resource materials for use by students in the local center. Mail and telephone will do heavy duty in many instances, supplemented by electronic communications such as off-hours use of broadcast channels to feed learning materials from a central depository for recording at local learning centers and perhaps additional special audio circuits or data lines. In the future, circuits will be required for computer terminals installed at local learning centers to provide access to centralized computer-programmed instruction.

Communication between the Open School main office and the local counselor(s). Mail and telephone should be adequate to accommodate much of the flow in both directions. Once an entire system is equipped with cassette recorders, communication on tape can be as inexpensive as communication by wire, and offer the additional advantage of providing a record for future reference.

Linkage between the Open School and cooperating institutions will take many forms. At the outset, mail and telephone will be adequate to supplement personal contacts. It may well be desirable eventually to link these major educational institutions by closed circuit video and audio--particularly if in the future such facilities are found to be needed for the exchange of other types of educational materials between institutions of higher education for the benefit of students enrolled on those campuses. Ultimately one can foresee a network of educational communications channels involving not only radio and television but data transmission and computer access for instructional as well as administrative purposes, and with all major institutions participating.

We re-emphasize once more that all educational communications facilities needed for the Open School are also needed by other educational agencies in the state. The Open School would be but one of many users of these facilities--some of which are already in existence and can accommodate a heavier load than at present, given adequate supplementary assistance.

Throughout the state there will be local and regional study centers in which there will be libraries of print and other media materials, places for study and small

group meetings, and office and conference facilities for the area counselor or counselors. Such local and regional facilities will be located in existing community libraries, community schools, colleges and universities, or other appropriate sites.

The key to learning for any prospective student or enrolled student in the Open School is easy access to counselors, to teachers, and to an abundance of learning resources available in many different forms from widely separated places.

In addition to volunteers serving as Community Access persons, the Open School will engage on a part time basis a number of trained counselors to hold sessions for individuals and groups regarding their needs and the programs available from the Open School that could be combined to serve those needs. Such trained counselors will be accessible through home conferences, business and industry centers, civic centers, and community social services.

Community and individual access to the Open School programs will be facilitated by volunteers serving as Community Access Persons who will be active in communicating the scope and nature of programs to the citizens of their own localities and who will serve as consultants to the Directors and Teams in the planning of further programs.

How Will It Be Financed? Will It Save Money?

The Commission recommendation for initially establishing the Open Education System calls for a \$64,000 allocation for 6 month salaries for the directors and their support staffs during a planning phase. With the beginning of the first full year of operation, the requested allocation is for \$130,000 per year for the Communications Resources Center and \$250,000 per year for the Learning Resources Center. The recommendation is also for a capital outlay of 6.5 million dollars for an updated and extended communications delivery system. This latter request is comparable to current planning by the Educational Communications Board.

The recommendations of the special Task Force also include the possibility of staffing by allocating personnel or positions, full or part-time, to the Centers by and at the expense of the participating and benefiting institutions, agencies, and enterprises. Such a recommendation would have the desirable effect of freeing a greater portion of direct allocations for use in program development, research and evaluation, program "advertising," and contractual services.

The essential concept and structure of the Open School permit a higher degree of cost-effectiveness than can be found in most conventional institutions, certainly than any attempting to offer as wide a range of services over as broad an area. Again, the key idea is media programming through cooperative and coordinated development.

One of the main cost-effective qualities of the Open School is that it does not depend upon owning a great deal of the equipment it will use, any more than it owns real estate or faculty. It will contract for services using expensive technologies. It also will make fuller use of existing media by extending both the time they are used and the number of users. Some basic systems already in full operation will need to be expanded statewide and updated--most notably the FM and TV capabilities--whereas other will need to be used to greater capacity.

The space facilities needed by the Open School will be of a different kind than normally required. The Open School will not need to build or acquire dormitories, health facilities, student recreation facilities, sports and athletic facilities, separate convention libraries, student unions, classroom and laboratory buildings and such other facilities that are used when students and teachers are brought together to live and learn in a conventional school environment.

Also inherent in the organization of the Open School is its capacity to act as a "testing laboratory" for new technologies and educational approaches in such a way that valuable cost data can be fed back-- through the Open Education Board --to the governing boards of other systems and to the legislative bodies considering budgets.

From a practical and economical point of view, the time to coordinate existing media resources and to develop strategies for absorbing new ones is before a great deal more expensive duplication takes place. As long as the outreach functions of Wisconsin's institutions continue to grow separately, each will not be well protected against having to "reinvent the wheel" every time a new road is opened.

It does not take much of a look down the roads that are already open to see that such new technologies as home videotape cassettes, microwave, satellite, and CATV broadcasting; telecommunications, computer banks; and a host of others will become as much a part of the State's educational technology as typewriters and duplicators are now.

The direct costs of individual programs to students themselves and the eventual amount of state commitment to support the program, beyond the initial phases proposed by the Commission, will have to await the priorities of the citizen board and the growth pattern of the Open School.

- However, the Task Force did make basic recommendations regarding cost and support formulas:

The question of subsidy is basic to the Open School. The School would fail its mission if all students were required to pay the full cost of learning. Societal conditions have markedly changed since the early 20th century, casting doubt on the rationale that adults should pay all or most instructional costs. It can no longer be argued that the adult is the only or even the principal beneficiary of education continued into adulthood. The rise of the progressive income tax has made the State and Federal government direct beneficiaries of an adult's self improvement. Open School programs that serve adults must also be subsidized. Society is the co-beneficiary of self improvement at any age. Indeed, an argument could be presented that a social and economic return on an investment in improving people is more quickly realized at the adult level than at any other.

It is recommended that the Open School programs at different levels be financed so that students' fees are charged according to the comparability theory. If this theory is accepted, the fee and subsidy levels would be as follows:

pre-high school level:	full subsidy or not more than 5% of instructional costs in student fees
high school level:	full subsidy or not more than 10% of instructional costs in student fees
post high school:	not more than 25% of instructional costs in student fees; some adult programs will have to be completely subsidized.

It is recommended that the Open School be financed:

1. By legislative appropriation and revenue support as follows: Funds should be provided directly to set up the Open School, and to develop, test and place the Open School programs in operations. It is suggested that primary funding for the Open School be tied to a percentage of the total state aids to education. The theory here is that the Open School will be serving persons from all communities in the state, thereby relieving these communities of direct costs. A percentage of state aids would be in lieu of direct charges to communities.
2. By the federal government: a variety of secondary funding may be available to the Open School for developing and teaching certain courses, or in teaching certain clientele. Federal funding is seen as supplementary to the direct primary funding by the state.
3. By secondary beneficiaries: a program to encourage business, industry and government to finance the education of employees through tax deductible, bursaries or scholarships.
4. By income from fees as shown in the subsidy table above.

What Resources Exist Now? What Do We Need?

Wisconsin is privileged to have an educational base that is both broad and vital. Most of the components already exist that will permit the development of a cooperative Open Education System. Few other states can match the range of individual services and opportunities available through its university systems, public and private schools, vocational and technical institutes, and expanding extension programs. Additionally, nearly all departments of state government offer or support educational programs. The state also has a broad base of informal systems--of civic and private enterprises that contribute to our educational environment. We have unusually good libraries, museums, historical societies, galleries, YMCA's, as well as a large number of businesses and industries committed to educational activities. A number of Wisconsin newspapers and commercial broadcasters are paying significant attention to the education interests of their audiences.

But we cannot be content to count our present blessing if we are to get a head start on the future. The Open School is directed toward broadening educational opportunities even further and making them accessible to more citizens, particularly those not now adequately served, by developing structures through which our existing resources may interact.

The Open School will follow the policy of making use of existing state and other resources to the greatest extent possible and will not duplicate resources already in existence and available.

Cooperation between the Open School and other agencies and institutions in the use of state and local resources will be one way of linking the Open School with other agencies and institutions. The purpose of such linking is two fold: to enable the Open School to make use of resources established elsewhere and to make the Open School an integral part of the activities of all state agencies and institutions. We have contributions to make to this unique project.

Through coordination with all bodies concerned the administration of the Open School will develop and maintain relationships which will establish effective agency communications, functional agreements and operational procedures.

The physical resources which will need to be developed in the near future are those which are already "on the drawing boards" of our major state institutions and whose optimum use the Open School will help assure.

Facilities for production of video and audio materials. Such facilities now exist at the State Universities, at the Milwaukee Area Technical College, at several of the Technical Institutes, and at the University of Wisconsin. It appears that no new production facilities should be needed; rather, that this is another case where existing facilities can be utilized for additional hours (with appropriate increases in personnel and operations budgets), again making better use of what the state already owns.

Statewide educational television facilities to reach virtually every home in the state and every local learning center with broadcast television, and also to distribute instructional materials to local learning centers in off-hours. This means inclusion in the statewide network operating pattern of the existing ETV stations in Milwaukee (WMVS and WMVT, Channels 10 and 36), Madison WHA-TV, Channel 21), and Duluth-Superior (WDSE-TV, Channel 8), and the establishment of at least four additional high-powered transmitting stations to serve the areas surrounding Green Bay-Appleton-Oshkosh, Wausau-Stevens Point, Eau Claire, and La Crosse. While a few low-power translator stations may be necessary in outlying areas to achieve full state coverage, the rapid growth of community cable TV systems may ease this problem considerably.

An interconnection system to provide simultaneous relay of FM programming to the FM transmitters and TV programming to the TV transmitters. Interconnection facilities of this kind can be leased, and should be carefully planned with adequate thought given to future closed circuit TV and computer usage, since a "package" of facilities will cost less than separate facilities which are ordered separately.

The major resource which will have to be developed is the human and organizational will to renew our institutions, to work together toward common goals in the complex and challenging educational environments that our new forms of communication and mobility are creating.

How Will the Open School Be Phased In?

The recommendation of the Governor's Commission is that the Open Education Board have the prerogative of setting its own priorities for the development of the Open School. The proposal is that the administrations of the Board and the three Centers be established first and then proceed to the incremental development of program, delivery, and access levels as needs are established and as funds are available.

It is important to note, that the Open School, however it is phased into being, will not be developing in a vacuum. The Mission 70 report on "Improving the Quality of Urban and Rural Life in Wisconsin During the Seventies" is relevant to the phasing of the Open School. So are the projected growth plans and new program plans of all institutions and enterprises whose participation will constitute components of the Open School.

As an example of phasing-in, the Becker-Hayes Report for the Wisconsin Library and Information Network is presented here. Although a single example among many--such as the biennial priorities of the Educational Communications Board or the proposed College of Extended Studies of University Extension--the Library Network plan provides a description of the kind of system that would both contribute to the operations and benefit from the cooperation of the Open School.

PHASE-IN EXAMPLE:

From Summary of Library Network Plan, 1971-75

<u>Event</u>	<u>Task Description</u>	<u>Starting Date</u>	<u>Operational Date</u>
1	Establish processing center, with emphasis on book catalog production services	1971	1972
2	Establish information service and switching center	1971	1974
3	Establish geographic area cooperative groups encompassing all libraries in each area	1971	1972
4	Establish area reference centers in the dominant library of each area	1971	1972
5	Establish cooperative groups for special libraries	1971	1972

6	Establish a primary reference center for each specialty group	1971	1972
7	Collect area catalogs at the switching center to aid directory services	1972	1973
8	Collect specialty catalogs at the switching center to aid directory services	1972	1973
9	Use statewide telephone system for interlibrary communication	1972	1973
10	Produce regional catalogs for the holdings of each geographical area (nonspecialty libraries)	1972	1973
11	Establish automated switching center at the University of Wisconsin, including TWX, facsimile transmission, and digital computer communication	1973	1975
12	Acquire nationally produced machine-readable catalog data (MARC, MEDLARS, ERIC) for the catalog production and technical processing center	1971	1973
13	Acquire machine-readable data bases for the information services center	1972	1974
14	Provide technical processing services to individual libraries and library groups throughout the state	1971	1974
15	Provide retrieval services to users based on information in the machine-readable data bases	1971	1974
16	Collect serials collection information from individual libraries	1972	1973
17	Produce union or regional lists of serials	1973	1974
18	Provide on-line computer services to clerical processing in group centers	1973	1975
19	Provide on-line computer retrieval services to users of specialty centers.	1973	1975

How Will It Benefit Those Who Operate It?

The emphasis throughout the entire Commission report is on service to students and to the public first and to institutions only secondarily. In large part, the only vigorous objections to educational change and reform are heard from those who think that their greatest profit comes from keeping things as they are. Nevertheless, in the case of the Open School the Task Force and the Commission have been constantly interested in the benefits that will inevitably accrue to those schools, colleges, institutes, corporations, civic centers, and many others who participate in it. This is particularly true of the largest state systems, when one considers the great savings in time and financial commitment all systems have to gain by coordinating a large part of their efforts in research, development and special staffing.

Not the least of the beneficiaries will be the participating institutions and personnel themselves. They will be provided a systematic way of responding to needs and trends within a framework of coordinated state control. Such other results as a uniform credit transfer system and the stimulation of formal attendance by new and returning students are important benefits. So, also, are the new capacities for developing and field testing programs. But the main advantages will probably be those brought about by working with other institutions and enterprises; by discovering new linkages and relationships; by bringing about systematic response to new needs; and by furthering the professional growth of the faculties and staffs who participate in the Open School.

Training and Development for staff (including regular and ad hoc) will be particularly important during the first two or three years; after that there will presumably be cadres of experienced staff in the Open School and the institutions which respond to the Open School program development needs. The need for training and development, however, will never diminish entirely. Feedback from pilot and operational programs will identify problems which will need correction; changes in technology will occur and be incorporated into the Open School processes; instructional objectives will change as the needs of learners change. The Open School must be a dynamic institution capable of change and adaptation as needed. Staff must therefore have

the benefit of continuing training and development to be equal to the demands placed upon it. Some of the areas in which staff training and development is likely to be of significance are:

- Counseling a broad spectrum of students with diverse aims
- Coordinating complex institutional relationships
- Administering multi-institutional projects
- Systems design applied to instructional programs
- Applying media and technology to instruction
- Development of instructional systems
- Cost benefit theory and application in instructional programs
- Creating effective learning environments for distant students
- Psychology and Sociology of the part time learner

Training and development for staff in these and other areas will be supported by research, studies and experimentation. Indeed, without a strong research program, the Open School will be hobbled in evolving continually improving programs.

If all our institutions are testing the maturity of new programs at the same proving ground, and if the necessary communication between them is built into the system, there will be much less probability of duplicated efforts and territorial defenses in their relationships with each other. No amount of external regulation can impose the kind of de facto cooperation and mutual stimulation that working on the same program can bring about. If Wisconsin is to maintain and afford one of the highest quality education systems in the country, especially in its statewide systems of higher and vocational education, it must develop a participational format where those systems can work together and with local institutions at a programmatic level to create their own kind of coordination. Our wealth as an educated populace may well depend on their ability to do so.

How Will It Benefit State Education?

The Open School will concentrate on serving people, particularly those not now adequately served by formal schools, colleges and institutes. It will go to them, where they live. The Open Education System through which it operates will benefit all state systems by giving them a place to stand in planning their own educational futures, particularly those futures that involve new technologies and new approaches. Both the System and the School will benefit Wisconsin tax payers by allowing the cost-effective development of a single effort which the state could hardly afford to fund for each separate system. Both will benefit the state by providing an opening for much greater participation from the rich educational resources of private and civic enterprises. Both will benefit the state by providing a mechanism for early cooperation with neighboring states and with regional interconnections for greatly extended communications resources.

Fortunately, Wisconsin has a history of responsiveness to new modes of education and a history of striving to reach all its people wherever possible. It could be maintained that we are already well along in the development of an Open School. In fact, the concept summarized in these pages is primarily a coordinated growth plan within the State's apparent long range development.

It is a practical approach to institutional development that, like many other Wisconsin ideas to have come from the "grass roots," could serve as a model for other states and nations. It is an approach to treating learning as a part of life, of all life, within a manageable system of new educational environments.

For the institutions and enterprises on which it will depend it offers a new ethic of participation and cooperation in a media age where a responsive education is of necessity part of a unified field--where all vocations are in some way educational, all education in some way vocational.

Its contribution will be found not only in its measureable practical and economic benefits but in its immeasurable increase and freshening of a climate of learning for all people at all ages, wherever and however they can be reached.

What Are Others Saying?

A sampling of views and activities outside of Wisconsin

Jonas Orring, Director General
National Board of Swedish Education

"Education in Sweden",
Swedish Information Service, N. Y. C.,
December 1970, Page 2.

Prof. Torsten Husen, Director
Institute for Educational Research
Sweden

"Education in Sweden", Swedish
Information Service, N. Y. E.,
Dec. 1970, Page 6.

College Entrance Examination Board
October, 1970.
Quoted in Chronicle of Higher Edu-
cation,
October 19, 1970

"Just as the automobile industry starts working on a new model as soon as the latest one has been launched, we must continually evolve new educational patterns to meet future demands within the matrix of the country's socio-economic developments. . . The social structure of the new industrial society simply requires a new type of school."

"The next stages (of educational reform) demand further research in pre-school as well as adult education, and of course in new technical methods."

"Despite the great expansion of higher education in the past decade, more than two-thirds of the country's colleges and universities remain largely inaccessible to potential college students" . . . "The Midwest was the 'surprising region' of the study. Warren W. Willingham, senior research psychologist and director of the College Board's access office said that 'despite the Midwest tradition of accessible higher education it had a smaller proportion of its population living near a free-access college (33%) than any other region'".

American Council on Education,
Higher Education & National Affairs,
Washington, D. C., Dec. 11, 1970,
page 7.

Institutions taking part:
University of Minnesota
University of Massachusetts
Antioch College
New College
Shaw University
Roger Williams College
Bard College
Chicago State College
Goddard College
Harvard University
Friends World College
N. E. Illinois State College
Stephens College
Loretto Heights College
Staten Island Comm. College
University of South Carolina
Skidmore College

Alvin C. Eurich, President
Academy for Educational
Development, Inc.

quoted in Higher Education &
National Affairs, American College
on Education, Washington, D. C.
December 11, 1970, Page 6.

Alvin Toffler, visiting scholar,
Russell Sage Foundation,
author of Future Shock, Random
House NYC, 1969

quoted in The Chronicle of Higher
Education, Washington, D. C.
November 23, 1970, Page 8, by
Malcom G. Sully

"The U. S. Office of Education reported this weekend it will commit \$415,000 in 'stimulatory' grants to support the 'University without walls' program developed by the Union for Experimenting Colleges and Universities, headed by Samuel Baskin of Antioch College. The program, which abandons the tradition of a fixed campus and a fixed-age student body, will provide undergraduate education to students from 16 to 60 and older. . . In addition to residential study. . . the course of study can include work at one or more of the colleges in the program, research assistantships, internships, travel or service abroad, independent study and field experience. . . with strong emphasis on student self-direction in learning."

"The crisis in higher education is creating immense and complex problems for all colleges and universities. . . (and) higher education management must be improved. The best current practices need to be identified and disseminated, but we must learn to 'invent the future' through imaginative new approaches. . ."

"To survive, to avert what we have termed future shock, the individual must become infinitely more adaptable and capable than ever before."

"Our schools face backwards towards a dying system, rather than forward to the emerging new society."

UNESCO, International Bureau of Education. International Conference on Education, 32nd Session, Final Report, Geneva, 1-9 July, 1970.
Page 9.

" Page 22.

" Page 23.

.... "Education systems are not self-contained and self sustaining. . . ."
"Education has been in a state of permanent change, particularly in recent years. The validity of educational systems is being questioned by teachers, students, and pupils and by the public"....

"It seems desirable to keep the concept of life-long education in mind, since this provides a link between education and life, and ensures that people's knowledge is constantly improved and that school and out-of-school education are properly coordinated. It seems desirable to overhaul educational structures in order to achieve greater flexibility and a better coherence between the various components of education, while ensuring maximum continuity within systems and facilitating transfer from one type or level to another."

"Care should be taken... to allow for the need not only to teach facts, but also to teach how to learn; basic instruction should have its proper place; new subjects should be included where necessary as knowledge progresses; an introduction to practical life and technology should be provided. . . ."

... "there should be continual improvement of the methods used in teaching and education in general, both by using modern information media and educational technology, and by applying the results of educational and psychological research. . . ."

UNESCO, International Bureau of Education. International Conference on Education, 32nd Session, Final Report, Geneva, 1-9 July, 1970. Page 24.

Robert M. Hutchins
Capital Times, March 22, 1968.

Carl E. Chambers, Vice President, The University of Pennsylvania, "Utilization of Technology in Education--A Fast Growing Industry", Engineering Education, February, 1969, Page 474.

David Engler, Group Vice President, McGraw-Hill Book Company, "Problems in Defining and Applying Educational Technology", Engineering Education, February, 1969, Page 495.

"In the educational structure provision should be made for complementary forms of education which will enable children who have dropped out from school or who are seriously behind in their work to acquire more general knowledge and vocational... training, so that they may re-enter the educational system or enter the production sector."

"All we know with certainty is that tomorrow will be different from today. Education takes time...but if, according to new knowledge about learning, everybody can be educated, he ought to be."

"The next 25 years will see an expansion of the utilization of technology in education which is comparable with the tremendous expansion in computers... Very seldom does one find a group which views education as a process which requires the efforts of systems engineering. We must design and interrelate all the tools and methods at our command in order to get an optimum operation in education."

"It seems clear that behavioral psychology offers the possibility of organizing and developing instructional programs on a more rational, measurable, and presumably more effective basis than heretofore. Thus the process of educational technology can be used to design instruction that is based on an analysis of the nature of the content, the nature of the learner, and the nature of the delivery system."

Marvin C. Alkin, Graduate School of Education, UCLA, "Problems of Schools Introducing New Technology", Engineering Education, February, 1969, Page 497.

"There is a need to perform massive and systematic evaluations of technological innovations in real world situations which allow innovators to measure and consider the impacts of instructional treatments, societal and organizational contexts of these treatments, and multiple criteria... what are required are large-scale field experiments which reflect a total behavioral science viewpoint."

A. Roe, UCLA, Appendix VIII, in Honors Programs in Engineering, (Keith, F., and Allen, J.M., editors), Allyn & Bacon, Boston, 1964

A model for an Education System

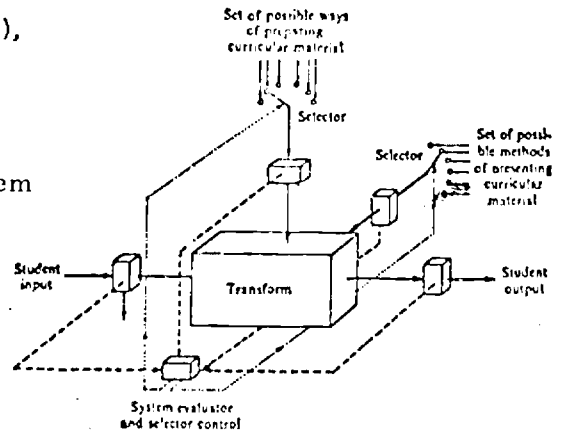


Figure 2.

H. Thomas James, Dean, School of Education, Stanford University, "Reservations on the Application of Technology to Education:", Engineering Education, Feb. 1969, Page 503.

"...the developing technologies for education must display more humility and more imagination than they have thus far--for on the one hand, the micro-efforts to transmit bits of facts ignore the great sweep of human experience to which the teacher is the part and technologies developed in the future can only be window-openers; and on the other hand, the technologies emerging can through the use of multi-media give wings to the human mind in ways that are yet to be devised in helping man to encompass his environment."

Augustin Root
ERM Newsletter, Vol. II, #2
Educational Research & Methods
Division of American Society for
Engineering Education, 1968

John W. Gardner, The Godkin
Lectures, Harvard University,
reported in The Chronicle of Higher
Education, Vol. II, No. 15,
April 7, 1969

John W. Gardner
Self-Renewal The Individual & the
Innovative Society
Harper & Row, Publishers,
New York, Evanston, & London
1964

"In spite of the major research and developments in education that have occurred in the past 30 years, and the dramatic developments in knowledge of instructional processes and/or human learning, there have been only limited changes taking place in our educational systems. When modest educational experiments have been conducted, major effects have usually been achieved only for the duration of the funded project. Commonly, the experimental effect disappears and the systems revert to relatively conventional procedures when the project support is terminated. (What is needed) is a massive effort to establish one or more self-sustaining, step-function improvement in . . . education."

"In the 'whole span of history, there is no more important lesson to be learned', said Mr. Gardner, than the fact that human institutions require periodic redesign."

"How curious, then, that in all of history, with all the immensely varied principles on which societies have been designed and operated, no people has seriously attempted to take into account the aging of institutions and to provide for their continuous renewal."

"We should drop the increasingly silly fiction that education is for youngsters, and devise many more arrangements for lifelong learning. Education is a lifelong process. . . ."

Hebert E. Stringer "Training In the Propsective of Technological Change" Seminar on Manpower Policy & Program (Washington: Office of Manpower, Automation, & Training, January, 1966, Page 12)

Nations Manpower Revolution
Hearing before the sub-committee on Employment & Manpower of the Committee on Labor & Public Welfare, U. S. Senate, 88th Congress, 1st Session, Part 6, 1963, Page 1942
Grant Venn, American Council on Education

Milton R. Stern, Wayne State University, "Up From Basketweaving", Graduate Comment, Wayne State U., Vol. X, #3, 1967, Page 166.

"We must strive for a system of education that permits people to return again and again for re-training or further education, with a minimal loss of income..."

"Continuing education must become a major purpose and function of education. This has been necessary for a long time in professional fields. No professional person can 'keep up' if he does not continue to learn. Technology has now made this necessary for everyone. There is no longer such a thing as terminal education. Education is going to have to provide continuing education opportunities to youth and adults in the skilled, technical, and semiprofessional fields at all levels... These programs must be different from programs offered for youth in school. They must be specifically planned for those in need of more general education, special knowledge, and new occupational skills. Continued learning must become an accepted normal activity in everyone's life..."

"Credit programs... should be reshaped to deal with the realities of academic part-time life... Almost all universities tend to ignore the reality of the lives of their part-time students. And yet, more than forty percent of American undergraduates... go to school part-time. They spend endless, idiot hours coping with programs and schedules invented for the four-year, full-time student. What is needed are six-, seven-, even ten-year sequential programs. The experience should have intellectual dimension, as well as a degree at the end of the tunnel."

Handbook of Adult Education

Aker, Kidd, Smith

A publication of the Adult
Education Association of the U. S. A.
Copyright 1970 - The MacMillan
Company

H. Rex Lee,
Federal Communications Commission,
"Broadcast Media Untapped for
Education" Television Age,
March 24, 1969, pp 74-75.

"In many ways, the media constitute the leading opportunity for adult educators to establish revolutionary connections between the community and educational opportunities..."

"Even with almost everybody participating in some way in education--all ages, all aptitudes and at all times--education persists in defining the most careful distinctions among educational levels. One must wonder if this is not at bottom the cause of the lock-step which lingers on after almost everyone agrees that great numbers of students are never touched in terms of their unique potentialities. No reform holds more promise to wider spread adult education systems than... of fostering a fellowship between the University, the community college and the public school."

"The time has come when we can no longer afford not to use available resources in meeting the pressing needs of the country. But the educational needs, themselves, cannot be defined in terms of available technologies. Rather, the technologies must be efficiently, expertly, and economically related to carefully defined educational objectives. Cost and other factors require that media devices be placed at the center of instruction - not incorporated as frills usable only at the whim of teachers and administrators simply because they are 'modern'. This goal requires action - action to place media facilities usefully in classrooms, homes, institutions and businesses. (We must demonstrate) the media's potential for directly alleviating the pressures of costs and other problems confronting education."

Carnegie Commission on Higher Education Special Report, March, 1970; reported in Chronicle of Higher Education, Vol. IV, #21, March 2, 1970.

... "Inequality of opportunity must not continue to sap the strength of our nation"
... "all economic barriers to educational opportunity (should) be eliminated"
... "the curriculum and the environment of the college campus (must) not remain a source of educational disadvantage or inequity."
... "substantial progress (should) be made toward improvement of educational quality at levels prior to higher education, and toward universal access to higher education."
... "the idea of open access is quite different from that of acceptance on the basis of ethnic or socio-economic quotas. The quota approach has not been the historic practice of American higher education and we do not recommend it.

We do not believe... that our historic approach of open access should be abandoned just when minority students are arriving in larger numbers. We should not close the doors at this juncture in history."

Timothy S. Healy, Vice Chancellor City Univ. -of New York, reported in the Chronicle of Higher Education, #5, October 26, 1970

Open admissions has given the City Univ. of New York a freshman class of 35,000. Mr. Healy thinks that about 5000 of the University's students would not have found a place in any institution of higher education were it not for open admissions. "They wouldn't have tried", he says. "Maybe the biggest thing open admissions does is convince kids who wouldn't otherwise that they can apply." (Healy) has been trying to convince skeptics that "academic standards are not set by what you take in, but by what you put-out."

Kenneth G. Behret,
"Focus on College; Why Campus",
Christian Science Monitor,
November 17, 1970.

Joffre Dumazedier, Centre
National de la Recherche
Scientifique, Paris, "L'
education permanente",
Convergence, Vol. III, 1970,
Ontario, P. 24.

... The ultimate may well be the
campusless university, a learning
'center' without learners physically
present.

This proposal offered recently
by Alan Pifer, president of
Carnegie Corp., describes students
of the future studying at home and
in the town library. They might
never set foot on a campus.
The final degree would be granted
on the basis of a standard profi-
ciency examination.

Most students, of course, need
some guidance and assistance... built
into the learning system in various
ways... but essentially the learning
would lean heavily on printed
material and audio-visuals: pro-
grammed correspondence lessons
designed for grading by computer,
private reading, TV and radio
broadcasts over educational stations,
TV cassettes, etc.

The plan isn't as far out as it
sounds. It's already succeeding
quite well in one form or another
in Great Britain, Australia, and
the Republic of South Africa. "

"In today's world, schools tend to
change much less rapidly than do
society and culture, (and) civili-
zation has become a giant test with
uncertain results (that) will bring
into being a new system of education,
more extended in time and space
than that of present.

It is possible that adult education,
based as it is on the individual's
freedom of choice when faced with
new situations, will lead to a
renovation of the entire school
system. As individuals learn to
expand on their knowledge and as
self-education becomes a life-style,
a complete restructuring of society -
with the development of man and
permanent education as the main
objectives - will be possible. "

Jack Arbolino
John R. Valley,
"Education: the Institution or
the Individual?" Continuing Education,
October, 1970, pp. 6-7.

Lord Crowther, Chancellor,
Open University, Great Britain
Prospectus, pp. 17-18.

... "It should be remembered that we are reaching for no less than a major institutional reform that will enable us to provide humanistic and social incentive to match our technological advances. If we succeed we would open a new road to the development of individual potential and deliver at last the equality of opportunity we have always promised."

(On the other hand) "One may list the obstacles and cite the dangers" (to institutional change)... "men will change their politics, their wives, and their morals, before they dare to change their institutions - or even try to start a new one."

"We are open, first, as to people. Not for us the carefully regulated escalation from one educational level to the next by which the traditional universities establish their criteria for admission. 'We took it as axiomatic', said the Planning Committee, 'that no formal academic qualifications would be required for registration as a student. Anyone could try his or her hand, and only failure to progress adequately would be a bar to continuation of studies.'

"The first, and most urgent, task before us is to cater for the many thousands of people, fully capable of a higher education, who, for one reason or another do not get it, or do not get as much of it as they can turn to advantage, or as they discover, sometimes too late, that they need. Only in recent years have we come to realize how many such people there are, and how

large are the gaps in educational provision through which they can fall. The existing system, for all its expansion, misses and leaves aside a great unused reservoir of human talent and potential. Men and women drop out through failures in the system, through disadvantages of their environment, through mistakes of their own judgment, through sheer bad luck. These are our primary material. To them we offer a further opportunity.

"But if this were all, we could hardly call ourselves a University. This is not simply an educational rescue mission - though that is our first task, and we do not deprecate it. But we also aim wider and higher. Wherever there is an unprovided need for higher education, supplementing the existing provision, there is our constituency. . . ."

"The Open University is not the rival of the existing universities. It is designed to take over where they are compelled to leave off. . . ."

"We are open as to places. This University has no cloisters - a word meaning closed. Hardly even shall we have a campus. By a very happy chance, our only local habitation will be in the new city that is to bear two of the widest-ranging names in the history of English thought. Milton Keynes. But this is only where the tip of our toe touches ground. The rest of the University will be disembodied and airborne. From the start, it will flow all over the United Kingdom. . . ."

"We are open as to methods. We start, in dependence on, and in grateful partnership with, the BBC. But already the development of technology is marching on, and I predict that before long actual broadcasting will form only a small part of the University's output. The world is caught in a Communications Revolution... Every new form of human communication will be examined to see how it can be used to raise and broaden the level of human understanding..."

"We are open, finally, to ideas. It has been said that there are two aspects of education, both necessary. One regards the individual human mind as a vessel, of varying capacity, into which is to be poured as much as it will hold of the knowledge and experience by which human Society lives and moves. This is the Martha of education - and we shall have plenty of these tasks to perform. But the Mary regards the human mind more as a fire that has to be set alight and blown with the divine efflatus. That also we take as our ambition..."

Quotes from the Final Report of the Governor's Commission on Education.

Robert H. Finch

"We sense intuitively that the first thoroughly televised generation in the history of the world cannot simply be passed into and through the same rigid institutional structures that its parents and even grandparents traveled."

Final Report quotes
Samuel Gould

"The new communiversity "will integrate all of the community's resources to the intellectual and aesthetic needs of its people."

Harold Howe II

"American industry has an unsurpassed history of effectiveness; yet one of our greatest industries - education - has not fully profited from the capacities of industry. Forty million consumers of education and their families await the product of our cooperation."

Malcolm S. Adiseshiah, Madras University
Deputy Director-General, UNESCO
"The Education Continuum - A Neglected University Responsibility"
Inaugural Address, UNESCO Dec. 26, 1970 pp. 1 & 3.

"Now, however, with the acceptance of the concept of life-long integrated education, education is seen as a global system which not only prepares people for life, but which is an integral part of life itself. The concept of life-long education has given new impetus to the creation of comprehensive adult education systems linked both with the formal education system and with national development plans."

"Educational systems have become like closed circuits. Getting through school has become an end in itself. Primary school teaching has largely been geared to the entry requirements of the secondary schools, which in turn have geared their work to the entry requirements of institutions for higher education, and in higher education there has been a tendency to concentrate on education for the sake of education rather than as a preparation for life. The result is that a student is regarded as highly educated not because he understands, for example, the problems posed by the green revolution to his village society, but because he is highly graded to enter the next school year - with a 60 or 65% pass mark. Most teachers have gone straight from school to

teacher-training college or a university and then straight back to the school as a teacher without ever having worked outside the educational system. The efficiency of the education system has been judged mostly on criteria of internal efficiency such as average passes, the teacher-pupil unit cost, etc. , and the demands of work and life such as the malnutrition of the pre-school child or the worker take on secondary importance.

200-25

1966-1967 (continued from inside front cover)

Raymond V. ...

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