

skills and the acquisition of fundamental facts there is no foundation upon which to build creatively. But these are only the rudimentary tools of education. Education is also training to relate to society in a positive manner, to judge existing values, to think critically, to act constructively. These require teaching students to think rather than to memorize, for the solutions to future problems do not exist in the back of the book, they are only to be found in the back of the mind.

This demands a new set of educational priorities. Rote education must be supplemented by attitude training. We cannot promise students that a memorization of present facts will secure future promotion. We cannot assume that the possession of current knowledge is a constant, nor that current curricula correspond to future socio-economic needs. We live in the most exciting, the most challenging, the most formidable period man has ever encountered, the era of the knowledge explosion.

Technological advances are so tremendous that we are just beginning to comprehend their implications and impact. The relative intelligence quotient of our students becomes irrelevant in the face of emerging evidence that 70% of all knowledge required to support and sustain our present school population during their lifetime is as yet *unknown and undiscovered*. Experts estimate that 50% of the technical knowledge possessed by today's graduating engineers will become obsolete within the next five years; that any student expecting to earn his livelihood with his hands will have to learn new techniques at least *six* times before his retirement. Thus, we cannot hope to provide our students with sustaining skills, secure technical truths, constant or comprehensive knowledge. But we can provide them with the attitude to adapt; the confidence and courage to accept rapid change; the ability to continuously learn; the emotional security to regard change as an exciting challenge.

We cannot miss this opportunity nor deny that this is the moment to institute attitude training as a coequal partner of academic education. In fact, we've waited too long, delegating this responsibility to the home, the church, the college. I grant that each of these has an important contribution to make, that there is ample room for all; but the schoolhouse has or could have the greatest potential to develop inquisitive attitudes in pliable intellects.

The importance of attitude training was most vividly dramatized this summer by the violent riots erupting in seventy-six American cities. While final causes are still being sought, we are certain of some answers. Urbanologist Daniel Patrick Moynihan attributes the in-