

*Eight:* Common sense must discipline our attempts at new techniques. It is best to test bold ideas and experiment with daring innovations prior to broad application. We are moving into entirely new fields, exploring new solutions, acting upon assumption rather than experience. Therefore, primary initiative and responsibility should belong to the local school board rather than the State. Twenty-four Boards of Education could develop and test twenty-four programs, each responsive and directly related to its particular community's educational needs. State participation and investment should be predicated upon proof of success. However, the State can cooperate and coordinate to prevent duplication of effort; the State can subsidize, research, and evaluate; the State can initiate studies of value to all subdivisions and provide incentives for Statewide implementation of all successful pilot projects.

*Nine:* There is a vital need and advantage for increased regional dialogue and cooperation. This single measure contains the key to efficient experimentation and effective implementation of imaginative programs. New attitudes of acceptance, improved aptitudes for change and genuine understanding of an emerging environment can be most meaningfully taught through experience and action. We should explore such possibilities as both class and teacher exchange programs so that our suburban, urban and rural students will better appreciate, understand and relate to one another and to their total environment. We should consider the construction of specialized regional facilities where feasible.

*Ten:* Teacher training and college curricula must be developed and expanded to emphasize the new intellectual priorities. The State's educational institutions must prepare future teachers to blend attitude and academic training, to balance the instruction of fundamental skills with creative and critical thought training.

*Eleven:* All facets of long range planning must be related to this new emphasis. We must direct our resources to fulfill our commitments and reshape our ends and our means. We must retain flexibility for while we aspire to direct, we cannot dictate the future.

*Twelve:* Most important of all, State and local Boards of Education must publicize and promote the acceptance of this new emphasis and direction. Until educators and community leaders can create a genuine understanding of intellectual priorities, students will remain unfulfilled, parents frustrated and politicians fearful to support new measures.