

⁴A significant finding of the Loftis study is that teaching effectiveness as rated by administrators seems not to be a reliable predictor of commitment. This may be due to the fact administrator's estimates of a teacher's teaching are, according to Lieberman, "bound to be influenced more strongly by the teacher's relationship with the administrators than with the pupils." See Myron Lieberman, *Education as a Profession*, N.J.: Prentice-Hall, Inc. 1956, p. 237.

⁵Buford Steffle, "What Price Professionalization?", *The Personnel and Guidance J.*, Vol. XLII, No. 7, March 1964, pp. 634-659.

⁶Kimball Wiles, "Commitment: To What and Why?", *Educational Leadership*, vol. 22:1, Oct. 1964, pp. 3-5.

⁷When "commitment" involves "intellectual rigidity and enslavement", it approximates M., i.e., a state of being "officially" consigned to custody or confinement. In such a state one consigns himself into the custody of his rigid, undeviating beliefs.

⁸Theodore Brameld, *Ends and Means in Education: A Midcentury Appraisal*, N.Y.: Harper and Bros., 1950, pp. 92-96.

⁹Raymond B. Fox, "The 'Committed' Teacher", *Educational Leadership*, vol. 22:1, Oct. 1964, pp. 18-20, 72.

¹⁰G. Spencer Beasley, "Commitment Is a Personal Quality", *Educational Leadership*, vol. 22:1, Oct. 1964, pp. 21-23.

¹¹Lieberman, *Education as a Profession op., cit.*, pp. 232-241.

¹²John W. Hanson, "The Role of Commitment in Learning", *Educational Leadership*, vol. XIII, No. 3, Dec. 1955, pp. 142-146.

¹³"Probably the most easily recognized characteristic of the committed learner," writes Hanson (145) "is his disposition to act."

Jackson—continued from page 18

program for every student regardless of where he lives in the state and the provision of sufficient funds to implement such a program.

At this point we are faced with high hopes, great expectations, and some evidence that a firm first step in the right direction has been taken. These next few months will be crucial. Nothing will be automatic. The school board and the department will be under constant and critical

observation by the legislature to see how the new freedoms and powers are used. Certainly the legislature does not expect perfection. The concern will be whether or not the mistakes made are honest ones and if the resultant learning leads to more effective organization and operation.

A combination of factors have merged to provide a golden opportunity for "a great leap forward." Much remains to be done and we must anticipate that there will be disagreements and misunderstandings. The size and sincerity upon which this first bold step is based will be tested in future troubled times. Hopefully all concerned will be long on patience and understanding and short on tolerance for those unwilling or unable to live up to emerging expectations.

¹For example:

- (a) Bailey, Stephen, et al., *SCHOOL-MEN AND POLITICS*, Syracuse, New York: Syracuse University Press, 1962.
- (b) Cahill, Robert S. and Stephen P. Hensley, *THE POLITICS OF EDUCATION*, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1964.
- (c) Goldman, Samuel ed., *POLITICS AND EDUCATIONAL ADMINISTRATION*, Lincoln, Nebraska: The University of Nebraska, 1963.
- (d) Kimbrough, Ralph B., *POLITICAL POWER AND EDUCATIONAL DECISION-MAKING*, Chicago: Rand McNally & Co., 1964.
- (e) Masters, Nicholas A., et. al., *STATE POLITICS AND THE PUBLIC SCHOOLS*, New York: Alfred A. Knopf, 1964.

²Third State Legislature, Standing Committee. Report of the Ways and Means Committee for H.B. No. 144, H.D.I. Honolulu, Hawaii, 1964.

³Third State Legislature Senate Education Committee. "A Proposed Legislative Program For Public Education Expanding Equal Opportunity for Hawaii Youth," Honolulu, Hawaii, 1964.

⁴Third State Legislature, Standing Committee; Report for S.B. No. 721 Honolulu, Hawaii, 1964.

⁵Third State Legislature, Senate Education Committee. "A Proposed Legislative Program For Public Education Expanding Equal Opportunity for Hawaii Youth," Honolulu, Hawaii, 1964.

Editor's Notes

Recent correspondence with our subscribers indicates that *Educational Perspectives* is now being filed by some two-hundred libraries in such diverse parts of the world as Manila in the Philippines, Hong Kong, Cambridge, Massachusetts and Salt Lake City. At the present time a limited number of all back issues of *Perspectives* are available to libraries wishing to complete volumes. Requests should be made immediately to the Business Manager of the Journal.

A recent letter received from *Education Digest* requests permission to reprint "Defining Creativity" by Dr. Lawrence Thomas, Stanford University, which originally appeared in the May, 1965 issue of *Educational Perspectives*.

We wish to extend personal Aloha to Dr. George Eastman, Grinnell College, for permitting us to publish "The Components of Commitment" in this issue of our College Journal.

Future issues of *Educational Perspectives* now being planned will focus upon these themes: Health and Physical Education, Research in Education, Special Education, Reading and Children's Literature, Foundation Grants and their Effect, and a sequel to the present issue, Policy Making in Education. We will be happy to consider original manuscripts for inclusion in these issues.

Reader response is the best indication whether material included in our Journal is meaningful to our subscribers. Significant letters will be noted in future issues.

Alex L. Pickens
Editor