**James W. Guthrie**

James W, Guthrie is a Professor Emeritus at the University of California, Berkeley, and Vanderbilt University.

He has been a Senior Fellow at the George W. Bush Institute (a component of the Presidential Library). Prior to this position he served as the Superintendent of Public Instruction for the State of Nevada, as an endowed Professor of Public Policy and Education and Education School Dean at the University of California Berkeley (27 years), as an endowed Professor of Public Policy and Education at Vanderbilt University (15 years), and a Visiting Irving R. Melbo Distinguished Fellow at the University of Southern California.

Prior to his academic career, professor Guthrie earned undergraduate and graduate degrees from Stanford University and received postgraduate training in Economics and Public Finance from Harvard and Oxford Universities. Upon his 1958 graduation from Stanford, he was employed as the Manager of the Ahwahnee Hotel in Yosemite and as Special Assistant to the Chairman of the Board of American Airlines. He also served as a speechwriter for President Lyndon Baines Johnson and under Presidential guidance oversaw congressional enactment of the “Public Broadcasting Act.”

Academic Background

BA. Stanford University

MA: Stanford University

PhD: Stanford University

Postdoctoral: Alfred North Whitehead Fellow, Harvard University, Economics

Postdoctoral: Presidential Fellow, Oxford Brookes College, Oxford, England, Economics

Teaching

Professor Guthrie has instructed in graduate courses in the Economics of Education, Education Politics, Education Administration, Research Methods ,and Leadership and Public Policy at The University of California, Berkeley, Vanderbilt University, and Lynn University in Boca Raton Florida.

Philosophy

Modern technology inverts conventional instruction. The world of information is now instantly available to students at every level. Hence, the role of an effective instructor now shifts from being a repository and purveyor of knowledge to a facilitator of understanding. Tutorials and Socratic dialogues can now replace lectures. Knowledge application and creation, rather than recitation, becomes the principal measure of learning.