# CYBERNETIC THEORY IN THE MANAGEMENT OF LARGE EDUCATIONAL SYSTEMS.

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This contribution begins with an exhaustive review of the application of cybernetic theory of education in North America. It is followed by a description of the author's three-year research study to develop and operate a planning and control system for teacher expenditures in the province of Ontario, Canada. This system (100,000 teachers) is based on viewing educational government as a cybernetic framework consisting of a communications network, a series of filters to interpret the raw data, a teacher cost dynamics model to test policy alternatives, and the future creation of a scena rio/operations room for decision-makers to control projected costs. Finally, the impact of cybernetics on educational systems management is discussed and evaluated.