Providing the Tools for Learning

To all concerned with providing the best possible learning environment for children and youth, the matter of supplying the necessary tools for effective work in that environment is one of major concern. Of equal importance is the consideration of how to use these tools effectively.

A large share of the responsibility for effective use of the tools for learning rests in the hands of classroom teachers. The kind of learning environment which exists in individual classrooms and the concern for guiding each child in experiences which he needs influence, to a marked degree, the way in which materials of instruction are used by and for youngsters.

But curriculum directors, supervisors, extension workers, and principals must likewise accept a major share of responsibility for adequate provision and efficient utilization of good tools for learning. Guidance in the production of effective curriculum bulletins; attention to providing funds for necessary tools; provision of adequate time and experiences for teachers to learn to know and use tools for learning; organization to provide the best possible service and guidance in this area; acquaintance with the problems of publishers and manufacturers and a willingness to participate in efforts toward joint solution of problems—these are the areas to which the instructional expert must give attention. Therefore, EDUCATIONAL LEADERSHIP directs its attention to tools for learning and presents articles of particular pertinence to the ASCD membership.—Gertrude Hankamp, editor.