

From the Editor

Goals and purposes. Seldom have American teachers returned to their classrooms with a greater sense of need and challenge than in this autumn of 1959. A new school year begins. The young children, the growing young people, the personification of hope, faith, aspiration, come trooping along the streets, riding along the highways.

Once again they enter the classroom. Once again they come face to face with their teacher. Once again they present the wordless challenge, "How may we prepare ourselves for the destiny that is ours because we are part of a great democratic society?" This is the need, this the challenge.

May we quietly underscore two items which we believe represent urgent needs and challenges in this autumn of 1959?

1. We must continue to believe, and to demonstrate our faith, in the thesis that persons who are affected by decisions must have a part in making them.

This tenet, of course, has been expressed numberless times in ASCD publications. It is important, nevertheless, in an issue treating the purposes and goals of American schools, that we give this primary emphasis to the processes by which we arrive at agreements as to the purposes and goals by which our acts are governed.

We in American schools hold as almost sacred the right of helping to express and to put into effect the beliefs that will guide our planning and our work. We do not like to have a "handed down" version of anything, including the curriculum.

We like to have something to say about the program for which we are responsible. We like to involve our fellow teachers and our pupils in the act of thinking through the purposes and the objectives of the program we are to pursue. We also like to guard the conditions under which anyone else is permitted to influence the specific means through which we are to arrive at such goals and objectives.

2. We must strive to help ourselves and all persons with whom we come in contact, to arrive at a higher, more conscious level of understanding and use of the processes of democracy.

Today at the shoulder of every American, whether he be teacher, administrator, pupil or citizen, stand several other persons, forming an "invisible committee." One of these persons is a citizen of a communist-dominated country; one is from a neutral or "non-committed" country; one is from a democratic country where, even more critically than in our own land, democracy is on trial.

Because of the expanding communication among nations, and because of the increasing audiences through mass media, each American has to accustom himself to this silent committee watching him and his actions, weighing what he does against what he professes. Will the members of this invisible committee be convinced that our democracy is workable in a modern world? Will they be able to square our acts with the democratic ideals that for more than two centuries swept with irresistible force through the tyrannies of the world?

The interchange of visits between nations that characterizes the fall of 1959, brings home our need to know more intimately the basic processes of democracy. We need to understand more widely and thoroughly the nuances of these processes. We need to practice these processes "full time," so that they are a part of our conscious acts in home, in school, in government.

Themes for 1959-60. As recommended by the Publications Committee and authorized by the Executive Committee, the journal themes for the 1959-60 publication year are these:

OCTOBER: "Goals of American Education"

NOVEMBER: "Individualization of Instruction"

DECEMBER: "Projects That Will Influence Instruction"

JANUARY: "Quality Education and Standards"

FEBRUARY: "Impact of Change on School and Community"

MARCH: "In-Service Education"

APRIL: "Organizing for Effective Learning"

MAY: "The School of the Future—1985."

Participation. Each theme will be treated in four or five major articles for the issue. The remaining editorial space each month will consist of carefully chosen "unsolicited" articles. These articles will not necessarily be related to the "theme" of the issue. They will simply be judged on the basis of freshness of treatment, timeliness of topic, and whether or not the subject seems close to the special areas of interest of our readers.

Do you have a manuscript you would like to have published in EDUCATIONAL LEADERSHIP? On many occasions we have

invited you to let us read your material and to consider its suitability for use in the journal. Again we extend this invitation.

An open invitation. May we ask your help with the February issue? "Impact of Change on School and Community" is the theme. We would welcome a brief (900 to 1200 words) statement from you, not later than November 15, applying this topic to your own local community. Why not share with school colleagues in other communities your own experiences in meeting change at school and community level?

International workshop. On August 7-12, Washington, D. C. was host to the International Workshop for Education Editors. Cosponsors of the meeting were the Committee on Educational Journalism (of the World Confederation of Organizations of the Teaching Profession) and the Educational Press Association of America.

Special responsibility of the staff of EDUCATIONAL LEADERSHIP was that of arranging for the "Editors' Evening at Home," on August 10. On this occasion, education editors who are members of the Washington Chapter of "EDPRESS," invited into their homes the education editors from other lands and those from cities outside Washington, D. C. Purpose was to demonstrate a reasonably typical American evening at home, rather than to give an elaborate or fancy dinner. Ruth Ely carried out this assignment with skill and with satisfaction to all. Out-of-town guests in the Leeper home on this evening were L. H. Horace Perera, of Colombo, Ceylon, and Otto Forkert, of Chicago, Illinois.

—ROBERT R. LEEPER, *editor*, EDUCATIONAL LEADERSHIP.

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