

# From the Editor

**Projects and Instruction.** The plan for this issue grew out of members' questions regarding numerous studies currently under way that are financed by grants. Almost daily, persons in instructional work read or hear about one or more of these projects. What is the aim of the massive study of physics instruction, or of mathematics, or of the life sciences? Will these projects produce text materials? Will these books, or audio-visual materials, or ETV programs be posed for introduction in the elementary or the junior high or the senior high school program?

Our members seemed to be saying: If such are the aims of these projects, then we need to become acquainted with them.

Acting on the queries of our members, and with the suggestions and help of Rodney Tillman, then ASCD executive secretary, a plan was devised.

Several projects, financed by grants from foundations or from government agencies, are described, each by a person or persons closely identified with the project. The issue is introduced by an article that calls attention to a need for school people to keep a wise perspective as they participate and advise in the conduct of these "projects that will influence instruction."

The significance of this selective, yet indicative, approach rests on two points: (a) Persons concerned with instructional improvement need information about any possible new trends, materials, approaches, media or means of instruction; and (b) We need to show friendly, yet

not uncritical, interest in all projects, studies or programs in such areas.

Often curriculum workers are inclined to take more or less for granted the form of the so-called "organized bodies of subject matter" that make up so large a portion of the pupils' school experiences. Yet specialists in some of these academic and vocational fields have come to see that effective changes can and should be made in approaches traditionally used in their areas. Adjusting these areas to the needs of the present and the future in a rapidly changing world is likely to be a project that is larger than any one individual, or two, or a school staff or system, or even a state department of education might be able to undertake.

At this point the foundations, some with vast resources, can make a unique contribution. They can furnish adequate means for a sufficient length of time to accomplish such a task, thus somewhat relieving the burden from the tax dollar. A reorganization of a portion of our cultural heritage, a reorientation to an area that is important to our survival and growth as a democratic nation—such an objective has tremendous implications.

We as curriculum workers need to be keenly interested in such endeavors. At the same time we need to renew our own professional commitment to a school program that will continue to enhance learning for the individual and that will represent a deliberate attempt to maintain a balance in the instructional program.

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

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