

Nurture of Freeman

THIS statement by the editor comes at the beginning of a calendar and at midpoint in a publication year. It is an attempt to indicate for our readers where we have been, where we are now and where we propose to go in the current numbers of the journal. Dressed as it is in new and artistic design and format, the journal is now bringing readers a carefully drawn sequence of articles and issues.

Where have we been? In the year's first issue we framed a statement regarding "Who Should Plan the Curriculum?" Response to this number was swift and most impressive. The rather mature viewpoint of curriculum specialists that other persons, including citizens and academicians, have a creative and important part to play in constructing curriculum caught attention. The NEA's Press and Radio Division decided to reprint, as a booklet, the articles and editorial part of this issue for use with the National School Public Relations Association's annual seminar, to be held July 9-13, 1962, in Denver.

The November issue, "The Supervisor at Work," has proved to be popular with many of our supervisor members. A number of additional orders have been received for this issue. Several persons have pointed out that this issue serves admirably to supplement and to extend the ASCD booklet, *Supervision in Action*,

by Reba M. Burnham and Martha L. King, released in November.

"What Is Teaching?" the December theme, came close to the heart of our work, which is, in a real sense, the improvement of teaching and learning. Articles in this third issue of the year comprised no tired recounting of the clichés concerning teaching. Rather, the presentations were made by persons who are, in their thought and work, cutting away the encrustations of time and custom and getting near the core of the teaching act. The articles indicated that we are coming closer to a means of analyzing the nature and the effects of teaching. This belief is further supported in the article by Marie M. Hughes, "What Is Teaching? One Viewpoint," in this current issue.

At Midpoint

Now, at midpoint in our publication year, we begin a series of presentations of new developments in subject matter areas. These issues have grown out of the expressed needs and concerns of our members. In our last annual survey of such concerns, many persons stated a need to know of new developments in subject matter areas. In response, the Publications Committee and the Executive Committee set up the following numbers of the journal: "Science in the

School" (January); "Language Arts in the School" (February); "Mathematics in the School" (March); "Arts in the School" (April). The May issue will treat, "Cultural Understanding in a World Community."

From among hundreds of suggestions submitted by ASCD members, writers were selected for the articles. Many of these contributors come from outside our membership. They are, without exception, specialists in their own areas and are well informed and vocal about new developments and trends in their fields.

The focus of these issues is upon the new movements, the new efforts, largely within an area itself, sometimes with outside assistance, to make the discipline or area the servant and the strong support of teaching and learning. Following is the general structure of these issues:

What are new developments, projects, proposals in this area?

What organization and approach will relate this area to the curriculum (K-12)?

How can we move toward a modern program in this area?

What is the role of evaluation in setting up and conducting a program in this area in the elementary school?

What is the role of evaluation in setting up and conducting a program in this area in the secondary school?

What new instructional materials for use by teachers and pupils are being made available in this area?

How can we improve teacher competence and understanding in this area?

How can we achieve public support for this new approach in the school program?

Much time has elapsed since the inception of the movement for curriculum improvement. At the start of the second quarter of this century, there was probably little thought but that the primacy of subject matter and of its presentation

would continue in the schools. Specialists in curriculum development usually took for granted that the contribution of the subject matter specialist would continue to be available and that the approach and the content would continue to be little changed. Curriculum specialists, therefore, sometimes perhaps to the neglect of subject matter areas, concentrated most of their time and effort on improving their skills in working with all teachers in the marshaling of resources, both within and outside the school, for improving and sharpening the setting for, and the experiencing of, learning.

On so many occasions, the curriculum worker was gratified by the insightful cooperation given by specialists and by scholars in content areas. Such joint endeavors gave success and satisfaction in thousands of efforts to improve the instructional program. On the other hand, many projects failed because such cooperation, when requested, was not forthcoming or because the specialists in the content or curriculum areas were unable or reluctant to make effective and functional adaptations that would give point and purpose to the curriculum improvement project.

In some ways we have now come full circle. Certain of the content or subject matter areas have experienced a great renaissance. Whether this rebirth is a reflection or is simply one cause of the unprecedented technological and scientific developments of our time is beside the point as far as the school programs are concerned. The significant matter is that all persons in school work, whether teachers or administrators or curriculum specialists, need to know of these developments. They also need to be able and willing to evaluate and to utilize these, gladly and intelligently, in the instructional work of the school.

What are new proposals in science education? in language arts? in mathematics? in the fine arts? in cultural understanding? We are eager to learn of these proposals.

What new approaches are being developed? What new concepts are being conceived in areas once supposed, even by their practitioners, to be quiescent and static? What new sequences of materials and aids are being constructed? What new administrative arrangements of space and time and personnel are being proposed in relation to these more or less traditional areas?

We believe that these new develop-

ments, wrought with such infinite care and devotion by the finest minds of our era, at such great cost in time and money, should be studied carefully and cooperatively by school people. The proposals should be tested scientifically in the practical setting of the school. When and if they are, intelligently and humanely, adapted to the school program, these new advances will help the schools better to achieve their purpose—which is at once the purpose of our democracy—the creation and nurture of freemen, whole and intelligent, in a free world.

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

Science in the Schools—Some Homework To Be Done

THAT science programs in the schools are greatly in need of change and improvement is scarcely news to anyone these days. Many voices, expert and otherwise, are speaking. Across our land there is widespread ferment and activity aimed at the evolution of an improved program of learning in science for all children and youth. Yet a continuous, developmental K-12 program in science is a long way from being an actuality in many school systems. Some difficult, but essential homework remains to be done in many a school.

An up-to-date, effective program of learning in science in any system does not develop by chance. Definite agreements and plans need to be evolved locally by all those concerned. In some places, adequate communication dealing with the local science program is lacking among the teachers of science in the elementary grades, the junior high schools and the senior high schools. Local cur-

riculum coordinators, directors of instruction, principals, all general curriculum workers at the local level need to use more initiative than they are now showing in some places in facilitating school-wide planning for a program of learning in science for all the children and youth of the community.

The need for reviewing and rethinking the science program in the schools has been sharpened by the urgencies of life in the last half of this century. Social and cultural forces, accelerated in the past decade, have crowded us into this nationwide questioning of the adequacy of the school program in science. Contributing factors include rapid advances in the sciences, the onrush of world events, international competition and tensions, an apparent lack of interest in and understanding of science on the part of many citizens, the renewed interest of scientists in elementary and secondary education and the dissatisfaction of many teachers

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