

## Assessing for Growth

IN late June I participated in an Editors Workshop held on the campus of the University of Colorado, at Boulder. This workshop was cosponsored by the State Education Editors and the Educational Press Association of America, of which this journal is a member. Leaders of the workshop were Richard Barss, editor of *Oregon Education*, Wilson McKenney, editor of the *California Teachers Association Journal*, and Laurence B. Johnson of New Jersey, Secretary of the Edpress Association of America. The workshop was well conducted and gave participants much help and inspiration.

We enjoyed the setting, at the base of the rugged mountains, the good air, the green campus, the beautiful and comfortable buildings. Also pleasant were opportunities to meet again with editors of a wide range of periodicals in education, to renew acquaintances and to discuss many concerns and issues that seem critical. Most states were represented, as were some Canadian provinces.

General sessions drew attention to several areas affecting education periodicals. The treatment and extent of house-organ material as contrasted with general professional content were discussed. Special attention was given to the inclusion and handling of controversial issues; the influence of proposed legislation having to do with second class mailing rates; problems in the increasing use of a "public relations" approach in school systems; and

the results of an apparently growing emphasis upon size-of-circulation and need-for-advertising at the possible expense of professional-topics-dealt-with.

Small groups discussed topics such as the use of continuing themes; effective presentation of important ideas; improving of typographic and of art design. Workshop consideration of such aspects of publication and editorial work has resulted, through the years, in noticeable upgrading of the general quality and appearance of education periodicals.

To this editor came a growing conviction. Many of the technical problems that beset the life of every editor and his staff can be discussed and alleviated, at least to some extent, in an informal, yet intensive, setting such as that of the annual, or biennial, workshop. Many of the deeper professional needs and concerns, however, can be cared for effectively only in a larger framework of discussion within each organization such as those represented at the meeting in Boulder. Each professional organization must itself put intelligent emphasis upon improving the ways of working within and among its own membership. Only so can a new excellence become evident in all its services and functions, including the quality and timeliness of the content of its professional publications.

How do we in ASCD measure up in this regard? Let us look again at our ways of working.

We begin the journal year with a look at assessment. Why should we consider where we stand on "Testing and Evaluation"? Perhaps we do so because the function of assessment is vital to intelligent action, to productive growth and development. Conscious evaluation must be a continuing and integral part of all our educational endeavor.

Where do we stand as an association? This question should concern us. As searching eyes are turned upon the work of educators, we must be ready to answer this query. We must judge our progress in the light of our aims and objectives, and in relation to our ways of thinking and working.

Indispensable is a continuing and creative assessment of our status as a service profession, of our means of studying the concerns of our members and of others we serve. We must facilitate access to resources, to aids and talents that will help school people serve better in all areas of teaching and learning. We must also help school people better realize their potential by assisting them in becoming more adequate persons.

The issues of this journal for the current publication year are drawn from the mainstream of the thinking and the needs of our membership. The eight themes are based upon areas of need or concern as reported in our annual study.

October: "Testing and Evaluation"

November: "Continuing Growth for the Teacher"

December: "Developing Instructional Leaders"

January: "Updating the Humanities"

February: "Disaffected Children and Youth"

March: "Fitness and Health"

April: "New Aids—New Opportunities"

May: "Pressures and Concerns."

Out of hundreds of suggestions, solicited from all members of the Association, these eight topics were selected by the Publications Committee and spelled out in articles. These plans were recommended to the Executive Committee as having special significance for the profession at this time.

Once the monthly plans were approved, another solicitation was sent out for suggestions of names of persons who might be asked to write these articles. Replies to this request were brought together and studied so that invitations could be mailed to authors. The results you will be able to study in this and in the following issues for 1962-63.

Such an approach seems time-consuming. Yet so frequently, as the year rolls along and as the manuscripts come in from contributors, we are conscious of a strengthened belief that this is truly a rewarding way to plan and solicit the professional content of the journal. We also begin to remind ourselves again that among the most available and valuable assets of our Association are its fine professional members who are willing to contribute their time and talents to writing for this journal and for our other publications. They do this not for remuneration but as a true service to others engaged in the idealistic and essential work of education.

This realization comes afresh with each publication year, with each new issue of the journal, with each new book or booklet. The editor and the staff experience a sense of dedication in all the work of soliciting ideas, in corresponding with authors, in assisting in the planning and projecting of the journal issues and the other publications, in their editing and production. We are proud to be a part of the process by which these insightful and provocative essays and professional com-

ments can be made available to school people and others.

This year we will give renewed attention to controversial issues. As examples of this interest, we suggest that you read with care the article by Anna K. Lehnhoff and the "essay in criticism" by Alexander Frazier. Do you agree with the viewpoints expressed? Do you disagree? Why not try writing a letter to the editor giving your reactions? We need to increase and sharpen our "response from the audience." We need to know what the audience is hearing, and to what the audience is reacting.

We will again carry a number of "unsolicited" articles. These manuscripts are chosen from among the many that come to us for possible use. We are highly selective with these materials.

Another area of emphasis this year is that of book reviews. Now under direct supervision of the journal editor, the review column will be extended somewhat, so as to include more titles. Reviewers will also try more "combined" or "joint" reviews, treating two or more new books dealing with related topics.

Again, we do not know where the year will take us qualitatively. We believe, however, as we always do at this point in starting a new volume and a new publication year, that each issue will grow into its own demonstration of worth and merit. We believe that each issue will rank well with all preceding numbers of this professional journal.

—ROBERT R. LEEPER, *Editor*, EDUCATIONAL LEADERSHIP; *Associate Secretary*, ASCD.

## Evaluation and Curriculum Development

THE interaction between evaluation and curriculum development is intimate and total. Changes can legitimately be made in an instructional program only when careful evaluation demonstrates the strengths and weaknesses of such adjustments. Conversely, no curricular proposal can claim widespread support until and unless it has justified itself through carefully collected data. Evaluation may be called the other side of the coin of curriculum development.

Tests constitute the principal tool of those who evaluate, and indeed of all who would contribute to educational improvement. The testing movement represents a major breakthrough in the advance of education toward the status of a science: without accurate measures there can be no science. The achievements of test makers in quantifying elements of the human mind and personal-

ity have done much to multiply and extend the effectiveness of the teacher.

Consider a school without access to information about intelligence, aptitudes, interests and achievement. Grouping would be done on a catch-as-catch-can basis, counseling would be largely guesswork, individualization of instruction would be based upon doubtful evidence.

However, the testing movement can constitute just as much a barricade to educational advance as it can provide a breakthrough, mainly because the act of evaluation is so charged with emotionality. During examinations and at report times nervous tensions may pervade a classroom like a fog. And teachers, facing evaluation in their own turn, whether from supervisors or college professors, usually view the process with anxiety. All the while the person who evaluates stands alone, filled with self-doubt, as he

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