

The development of the intellect cannot be the only function of public schools in the United States. Educators must be equally concerned about the development of commitment that gives purpose and meaning to life. If schools produce men and women without commitment to democratic values, the United States will lose its sense of direction and strength of purpose and will be subverted by those within or without who are opposed to equality of opportunity, free inquiry and objective evaluation of ideas and procedures. Men who "know how" but not "why" are easy

prey for those who would make them puppets and pawns.

When you read this editorial, it will be October. Another year of decision will be in progress. *Educational Leadership* will have begun an attempt to put a sharper focus on values. It is hoped that the theme "Schools and the Social Revolution" will help each of us think through our values and our responsibilities in this period of change, conflict and confusion.

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Schools and the Social Revolution

Robert R. Leeper

THAT a social revolution is now under way cannot be denied. Its existence is documented in each day's headlines and broadcasts. Through sit-ins, picketing, drives for voter registration, protest meetings, petitions for redress of grievances, and other nonviolent demonstrations, we are having the needs of hitherto silent minorities laid squarely upon the consciences of all citizens. The burden of the haunting freedom songs cannot be ignored. Symptomatic of the revolution, too, are many of the more violent events, such as the riots in several of our cities, the bombings, and the mysterious disappearance or death of persons working for civil rights.

We are conscious today, as never before, of the intensified efforts of individuals, of groups, of peoples to improve their lot. They seek to enhance their condition in life, to attain for themselves and their children a better chance than might otherwise be theirs. Only such an idealistic goal could justify the hazards and

the sacrifices entailed in such a revolt against "things as they are."

In a very real sense, the social revolution we are now experiencing is part of the long and continuing struggle of man for freedom and for the right to guide his own destiny in concert with his fellow human beings. A definition of "revolution" is "a sudden, radical or complete change." Such is the nature of the present phenomenon that in some respects it is difficult to gauge its depth and the far-reaching quality of change that it represents. This movement is at once local, state, national and worldwide.

Scholars have studied and analyzed the onset, the middle period and the outcome of many revolutions. They recognize, in retrospect, the severity of circumstance and condition which brings about a popular revolt. They also recognize the critical points at which the original motives of the revolution hang in balance. At such points the ideals of the revolution either are adhered to or are re-

shaped, subverted or abandoned. Such scholars, with the clarity of hindsight, can note also the manner in which the revolution works itself out in line with the ideals which inspired the revolt at its beginning, or along new lines which may in fact deny the original purposes.

The social revolution today is in full course. Whether or not we are actively involved in the struggle, the sounds of conflict and the acts of contest are all about us. We are, whether we will it or not, concerned in the outcome of the struggle. This is a revolution which must not be captured by criminal or negative forces.

The question is, do we in education recognize our responsibilities in the revolution now under way? What is the role of the schools in this revolution of people within the framework of our democracy?

Role of the Schools

Educational Leadership believes that school people cannot stand idly by while the storm works itself out in abandon and possibly in meaningless fury. Dig deep into the purposes of the revolution and we will discover the ideals that have always given the oppressed, the underprivileged, the moral strength and desperation needed to resist injustice. As school people, we must do our part in helping all citizens to see these basic ideals with clear eyes and to hold fast to the beliefs that have made us the inheritors of a way of government that protects and enhances the status of the individual as he joins his lot with his fellow men.

There are many things school people can and should do if we are to help shape the torrent of events now sweeping us toward a different tomorrow. Many of these possibilities and necessities have been before us for longer than

we like to acknowledge. Mostly, though, we have ignored these or temporized with the need for their introduction. Some of the things we can do are the following:

We can develop a way of working within and among schools that will bring all persons who will be affected by decisions into the process in which decisions are made.

We can make the learning and use of the methods of intelligence, of critical thinking, and of experimental processes a part of the continuing experience of learners of whatever age.

We can teach effective use of and respect for all areas of knowledge, and for the values and ideals that strengthen our common and unselfish endeavor.

We can stop waiting for the reluctant community to take the lead in desegregation of the schools. Sometimes the school people wait for a "go ahead" signal that does not come; while at the same time the citizens may wait for and would welcome signs of wholehearted approval of and support for desegregation on the part of the school people.

We can act at all levels to strengthen the person-to-person relationship in schooling. The forces which now tend to depersonalize the school and to advocate the treatment of individuals on a mass basis must be recognized for what they are: suitable only for manipulation of things, of objects. They are not appropriate for use with people engaged in the very human processes of teaching and of learning.

We must act to create better mental health conditions in our schools. A setting conducive to emotional stability should be provided for all pupils and teachers. Adequate psychiatric help should be available when needed, even

at an early age. This need becomes so evident to us when we see that one psychopathic individual can lead a modern nation to war upon the whole world, or that another unstable individual can perpetrate a deed that can bring people throughout the world into mourning.

Preview of 1964-65 Issues

Significantly, this year, for the first time in a long while, the issues of this journal will use a yearly theme. This represents an important departure in planning by the Publications Committee and the Executive Committee. Our theme this year is, "Schools and the Social Revolution." The topics of the eight monthly issues will emphasize various aspects of this theme. We hope that the talents and resources of our profession can be mobilized so as to make this a most effective publication year for our journal.

The October issue is directed to the topic, "Commitment: To What and Why?" This issue explores some of the potentialities of the intangible yet powerful elements associated with "commitment." Examined are ways in which the schools can help children and young people find wholesome allegiances in a time of change—and of social revolution.

"Politics and Education" is the theme for November. In an election year, we need to examine the dynamics of political life and ideas especially as these affect the schools. We need to look critically at the informed citizen's role in politics. We need to see how activities concerned with guiding or influencing governmental policy may relate directly or indirectly to schools and to education.

The December issue will examine the topic, "Schools Are People Changing." This issue will study some of the dimensions of the school as a social institution, of curricular study as a method leading

to change, and of in-service education as opportunities for growth.

Articles in January will focus on "Youth and the World of Work." What kinds of school opportunities are needed in a technological society in which occupations and needed skills are constantly changing? What about work experience? What vocational services and specialized guidance are needed?

"Social Ferment and the Social Sciences" is the theme for February. This issue will assay the rich and varying contributions of the social sciences in fulfilling the school's responsibility to the young and to the society.

March will examine "Reading as a Social Skill." Authors will look toward possible ways for increasing the number of successes and for lessening the number of casualties in the process of acquiring reading skills.

"Affective Learning" is the theme for April. The influence of the affective climate upon the quality of classroom learning, the sources and objectives of affective learning will be examined.

The final issue of this volume will treat "Poverty and the School." What are the various kinds of poverty? How does "poverty" relate to motivation and the self-concept? What is the school's responsibility in fitting the program to the individual's need? These and other timely questions will be raised in this issue.

Grappling with the many social issues confronting us, we as school people must realize that we dare not leave the course of revolution to others if our ideals for education are to count. Why must we be so involved? We cannot afford the luxury of the revolution's threshing out its own destiny in terms that will negate the ideals that generated it.

—ROBERT R. LEEPER, *Editor*, *Educational Leadership*.

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