What of other hazards of a wiliest work of art, his newest masterpiece in variety? Will siren promises lure the educator to innovations of mere maneuvering—maneuvering time blocks or personnel, materials or machines to give the effect of providing more personalized learning? These may become tyrants of another sort. Such tyrants challenge the wise strategist to impress such innovations into positions of service and usefulness.

The educator must now decide whether or not he has arrived at the point of the beginning—beginning his work of art, his newest masterpiece in his art of teaching. Will he choose the static institutionalized pattern depicted on the Greek vase or extolled by Plato:

Any change whatever (except from evil)
is the most dangerous of all things."  

Or will he choose the dynamic open-ended learning characterized by creative invention and inquiry?  


The Changing Curriculum: Science—A Correction

March 29, 1967
Editor, Educational Leadership
Dear Dr. Leeper:

I read with a great deal of interest the recent ASCD publication, The Changing Curriculum: Science. We in the Introductory Physical Science project though were disappointed to read on page 10 the statement that Introductory Physical Science is a "course in physical science at the ninth grade level. . . ." We have never stated that the course was designed for the ninth grade or has the use of the courses by the schools been restricted to the ninth grade. During the last three years approximately one-third of the pilot classes were eighth grade classes.

Because the question of the grade level placement of the IPS course is one which is the most frequently asked, it is unfortunate that your booklet carried incomplete information on this point. We have already received inquiries on this question as a result of your publication. To correct this matter, we request that you publish a correction as soon as possible in the Educational Leadership. Your cooperation in this matter would be greatly appreciated.

Sincerely yours,
HAROLD A. PRATT
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