

New Strategies for a New Era in Education

Robert R. Leeper

EDUCATIONAL LEADERSHIP now begins its second quarter-century of publication. In honor of this occasion and for other important reasons, this new volume incorporates a number of noticeable changes.

Regular readers of the journal will note its new size. Slightly larger pages will, hopefully, give it better readability. Its text is set in a new type face and the layout is in a new design. More readable, too, will be the advertisements in the new and larger format.

Another change in the journal is that from letterpress to offset printing. Several advantages come through this method of production. Chief among these is the possibility of using illustrations throughout the magazine without prohibitive cost, and without the necessity of having expensive plates made for each illustration. Another is the flexibility we will now have for use of a second color in various parts of the journal—and especially in advertisements, when this is requested.

Yet physical alterations are not the only changes in the journal this year. Noticeable in this first issue is the inclusion of the 16-page "Research Supplement" in the center spread. This special section devoted to reports of research was introduced in two issues of the journal in the past year. Its reception by readers seemed to warrant additional coverage, and for this reason, the supplement will be included in each issue in this new volume. Readers' comments on these supplements will be of much help to the members of the ASCD Research Council, who are responsible for the materials included in this section.

Articles are generally shorter than in previous years, they have more illustrations, and more of the materials are "unsolicited"—that is, they have been selected from manuscripts that have come to our editorial office as a result of general, rather than specific, invitation. We are pleased with the quality, timeliness, and effectiveness of these materials. We will be interested in your reactions to them.

Shared Leadership

In celebrating the reaching of this milestone, we are intent, not just upon the physical and mechanical changes in the journal, though these are

important in bringing our words to an always-new generation of readers. We are also looking again at the purposes for which *Educational Leadership* was brought into being. Its inception in October 1943 resulted from the merger of two previous magazines, the *Curriculum Journal* and *Educational Method*, each of which had enjoyed a distinguished career in educational journalism.

Educational Leadership, Volume 1, Number 1, edited by Ruth Cunningham, carried, on page 2, the following statement of purpose:

In selecting the title *Educational Leadership* the Publications Committee had no thought of implying that its readers constitute in any exclusive sense the leadership of American education. . . .

The term *leader* as used to guide the affairs of this magazine will refer to all who in marked degree demonstrate two abilities in education—the ability to help their fellows see ahead those things that need to be done and the ability to help their fellows find the energy enthusiastically to do those things. The potential capacity for leadership as thus defined is infinitely greater than has been realized in the conduct of educational affairs—at least such is the faith that supports this publication.

The hope of American education, perhaps the hope of America itself, lies in the fullest possible development and utilization of the capacity for leadership throughout its total ranks. It is to the realization of this hope that *Educational Leadership* will seek to contribute.

This statement was published in an autumn of World War II, when democratic institutions and ideals were in imminent danger of extinction by totalitarian forces. It is also an important statement for us in an autumn of another, and less understood, war, when democratic man seems again to be facing mortal dangers both through forces within his own nature and through his relations with his fellow man.

We know that democracy, whether in government or in education, is not simply a state to be achieved and then enjoyed ad infinitum. Rather it is a status that is continually evolving—provided the citizens work toward its evolution and enhancement. We must not take democracy for granted. To do so would be our greatest mistake. Democracy was not won by our forefathers so that it could be guaranteed to us and to all succeeding generations in a completed form. Each generation must work anew toward the fulfillment and enhancement of the processes, benefits, potentialities, and responsibilities of democracy.

We in leadership roles in schools have unusual opportunities to further the spirit and the actual practice of democracy, whether in working with teachers, parents, administrators, or the children and young people in the classrooms. "By our example" we may be creating a climate in which democratic behavior may flourish, scientific processes may be encouraged, humanistic attitudes may be strengthened, and the very critical problems that beset us in this autumn of 1968 may be turned toward satisfying solutions. Such solutions, hopefully, still lie in the realm of "the fullest possible development and utilization of the capacity for leadership throughout our total ranks."

This editorial statement is both a plea and a reminder to all who, perhaps unthinkingly or impulsively or deliberately, would create further cleavages within the ranks of the education profession, pitting one category against another. It is also a reminder to all persons who would set one

section of the population against another, whether on the basis of race, or religion, or of politics. We need above all else to identify, to study, and to utilize all the resources of our varying and divergent individuals and groups in the enhancement and enrichment of our democratic potential—not alone in our political life but in all levels in our schools.

Issues for 1968-69

“New Strategies for a New Era in Education” is the theme for the 1968-69 issues of *Educational Leadership*. We know that our society today is being reshaped by revolutionary influences. How can the schools redirect their purposes and strategies so as to become a positive and constructive factor in projecting the destiny of our society? This seems to us to be the central issue of our time as far as the work of the educator is concerned.

● The present issue of the journal examines the “Impact of Social Forces on Education.” We know that current social forces have great impact upon schools and schooling. Legally and practically the public schools have been designated by our society as a major means for social change. What are some of the factors and influences that must be taken into account by educators as they attempt to help schools better serve the needs of *all* persons in our democratic society? Several articles in this issue feature background information on an area and suggest strategies that seem promising in meeting related problems and challenges.

● In November the theme will be “Racial Integration: Roads to Understanding.” Articles will examine some of the educational realities of integration, some of the difficulties and roadblocks, including proposals and acts of extremist groups, and some of the promising projects and moves of school systems and other groups along the road to social and racial integration.

● “Court Decisions: Impact on Schools” is the theme for December. Especially since the U. S. Supreme Court’s 1954 decision on desegregation in public schooling, findings by the courts have had direct impact upon education. A review of several of these decisions and of enabling strategies that may follow for schools and persons in education will be considered in this issue.

● “Curriculum Workers in a Bind” is the focus for January. Strategically, curriculum workers and those in supervisory positions today find themselves caught “in the middle” in so many areas of professional endeavor. In relation to professional negotiation, in dealing with extremists (right or left), in dealing with pressure groups, in working with parents, and in other ways curriculum workers are caught “in a bind.” What are some of the ways in which these responsible professional persons can operate more effectively and with more creative results?

● The theme for February will be “Today’s ‘Teachers’: What Do They Teach?” What persons, what media, what forces are “teaching” our children and young people today? What is the actual curriculum being learned by pupils as they watch television, as they learn from their peers, as they are exposed to the “new” approaches to various subject matter areas? This issue will explore some of the broad range of elements making up this “actual curriculum”—that is, the learnings that the pupils derive both from

the school and the non-school curriculum. It will examine some of the strategies the school needs to adopt in its instructional program to recognize, to evaluate, and to help the pupil achieve these broader learnings.

● "Militancy: Toward Unity or Diversity?" will be the theme for March. Recent developments in the collective negotiation movement among educators have caused some concern as to suitable directions for the profession to follow. Should one of the criteria for such decisions relate to the utilization of the diverse talents and skills of all persons in education, as opposed to a policy that will eliminate all except a single category of persons in school work? Where should supervisory or curricular personnel stand in regard to this issue?

● "A New Era in the Humanities" will be the theme for April. In a strongly scientific and technological age, the substantive areas related to these interests have received great emphasis and support in schools and in our national life. Yet experience has shown that science and technology alone leave much that is needed in man's relations with man. Articles in this issue will examine ways that give promise in meeting these needs through new approaches to the humanities.

● The May issue will treat "New Leadership, New Roles." Today new forces, new influences are playing upon the work of the schools. Persons in industry, in foundations, in government are eager to help shape the educational process in the schools. Rich resources are available to assist in improving instruction, provided the teacher and the curriculum workers are able to identify and to evaluate such potential materials and services. What should be the strategy of curriculum workers and other school people in providing leadership in making such resources available?

As leaders in school work let us rededicate ourselves to helping our fellows "to see ahead those things that need to be done" and to find new strategies for this new era in education. We hope that this twenty-sixth volume of *Educational Leadership* will serve, as have its previous issues, in assisting all its readers to develop and to enhance a potential for democratic leadership "throughout the total ranks of the schools."

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

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