

## To Use an Option

Robert R. Leeper

O BEGIN a new journal year is to use an option. In the pages to follow, many persons will speak. They will attempt, each in his or her own way, to use in freedom the forum that is provided here to express their thoughts on topics that seem to them to be relevant and urgent.

These are their options: Either they will reflect the turbulence, frustration, negativism, and apparent aimlessness of our times, or they will speak with the high qualities of hope, confidence, and insight that have characterized the writings in these pages since the founding of the journal. We believe that our contributors will continue to explore for themselves and for their readers the needs, the concerns, the yearnings, and the potentials of our times. They will, we trust, use their option for the advancement of the condition of man and his culture through the improvement of his understanding and use of education.

To state that we are living in troubled times, in an era of unprecedented change, of strange and broken allegiances, is to assert the obvious. Our goals, even for the most austere idealists, seem no longer the pure and shining standards we once conceived them to be. They have become more elusive, more obscured by irrelevancies, more remote. Our goals must be rediscovered, reexamined, in terms of the new urgencies of our times.

In an effort to do just this, to retrieve

and restudy our goals, the editor recently made an analysis of the relationship between the official objectives of our Association and the content of the various publications that have been issued by ASCD in the period 1943 to 1970. Included in this analysis were the titles of all the yearbooks and booklets and the monthly and yearly themes of *Educational Leadership*, classified in accordance with our objectives as identified in the 1943, 1962, and 1969 versions of the ASCD Constitution. Excerpts from the first two versions are as follows:

The object of the Association shall be the general improvement of instruction and supervision; more particularly, the promotion of teacher growth in three major areas, namely: the area of wholesome emotional and mental development, the area of socioeconomic understanding and adjustment, and the area of professional competence. (1943)

The object of the Association shall be the general improvement of education through better instruction and supervision which seek wholesome emotional and mental development as well as socioeconomic understanding and adjustment. (1962)

To improve instruction and supervision through the wholesome development of all persons involved in educational efforts has been and is the continuing commitment of the Association. The 1969 version of the constitution spells out in more detail the spe-

cifics of this objective. In carrying out this comprehensive purpose, the Association has maintained an extensive, rich, and varied program, of which publications are one aspect. Through its yearbooks, booklets, and the journal, the Association has explored issues relevant to education, to our professional responsibilities, and to the humane development and growth of those involved in education.

The following sampling of our publications spells out ASCD's primary commitment in terms of nine emphases which have continued throughout the life of the Association:

1. **MENTAL HEALTH AND GUIDANCE.** For example, *Learning and Mental Health in the School* (1966); *Perceiving, Behaving, Becoming: A New Focus for Education* (1962); and *Guidance in the Curriculum* (1955).

2. **LEARNING THEORY AND PRACTICE.** For example, *Learning and the Teacher* (1959); *Language and Meaning* (1966); and *Learning More About Learning* (1959).

3. **RESEARCH AND SUBJECT MATTER REPORTS.** For example, *Research for Curriculum Improvement* (1957); *Elementary School Social Studies: A Guide to Current Research* (1970); and *Linguistics and the Classroom Teacher* (1967).

4. **CURRICULUM, INSTRUCTION, AND MEDIA.** For example, *Balance in the Curriculum* (1961); *A Curriculum for Children* (1969); and *New Insights and the Curriculum* (1963).

5. **SUPERVISION AND PROFESSIONALIZATION.** For example, *Supervision: Emerging Profession* (1969); *The Supervisor: Agent for Change in Teaching* (1966); and *Leadership for Improving Instruction* (1960).

6. **HUMANIZING THE SCHOOL.** For example, *To Nurture Humaneness* (1970); *Life Skills in School and Society* (1969); and *Humanizing the Secondary School* (1969).

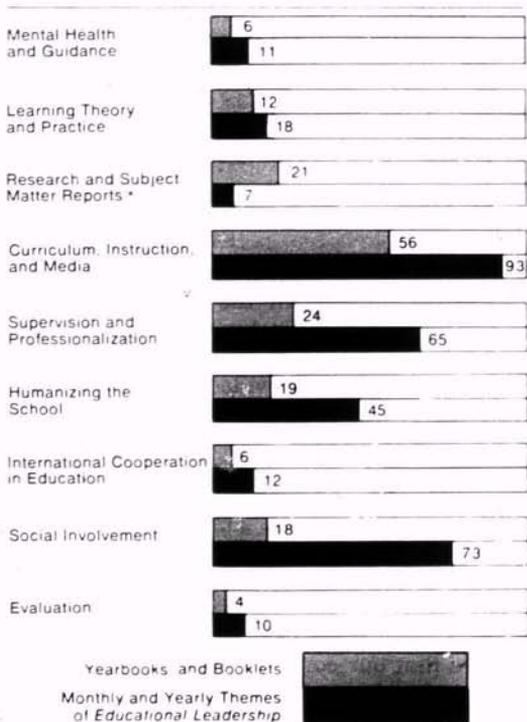
7. **INTERNATIONAL COOPERATION IN EDUCATION.** For example, *The International Dimension of Education* (1970); and *Cooperative International Education* (1970).

8. **SOCIAL INVOLVEMENT.** For example, *A Man for Tomorrow's World* (1970); *Student Unrest: Threat or Promise?* (1970); and *Ethnic Modification of the Curriculum* (1970).

9. **EVALUATION.** For example, *Evaluation*

*as Feedback and Guide* (1967); and *Improving Educational Assessment & An Inventory of Measures of Affective Behavior* (1969).

Figure 1 shows the number of yearbooks, booklets, and monthly or yearly themes of *Educational Leadership* in relation to these nine categories for the period 1943 to 1971.



\* This figure does not reflect Research in Review columns or Research Supplement sections

Figure 1. Classification of Yearbooks, Booklets, and Monthly or Yearly Themes of *Educational Leadership* (1943-71)

An examination of these findings, whether for the issues of the journal or for the broader program of dissemination, seems to indicate that the writers of these materials have used their options for furthering the objectives of the Association and of the education profession, and especially for the enhancement of the condition of mankind through a more humane and insightful education.

## Issues for 1970-71

"Enhancing the Quality of Our Culture" is the theme for the 1970-71 issues of *Educational Leadership*. Always deeply concerned with improving instruction in the school, the Association in the coming year will, in a deliberate and unusual way, lift its sights beyond organized education to some of the broader dimensions of life itself. How can the school assist in reexamining the status of life and society in our times? How can the school consciously foster the nascent tendencies toward change and growth that can keep our culture, in its broadest sense, viable, adaptable, and congenial to the human and the humane? These are some of the questions that will be examined directly or indirectly in the year's issues.

\* "Political Power, the School, and the Culture" is the topic of the current issue. Writers of this issue have tried to help readers better understand the realities of political power and the role of the school in relation to this force. They have also examined the effect upon our culture of decisions that are basically political.

\* "Technology and the Further Reach" will be the topic of the November issue. Writers will show how today's pupils need not only to learn the basic cognitive skills; they will need to develop a spirit of inquiry, self-motivation, self-discipline, and self-evaluation—and they must relate to and communicate with their fellows. In this entire process the media program, its staff, and its center can play a vital and creative part.

\* "Sensitivity Education: Problems and Promise" is the topic for December. Controversial, yet exhibiting all the marks of an exciting new instrument for growth and change, sensitivity education merits our close attention. This issue will examine its potentialities, admit its shortcomings, and make recommendations as to its further use in schools and schooling.

\* "Beyond High School, What?" is the topic for January. Believing that the ideal development of the individual and of society

today asks for the attainment of optimum growth, we look to the years beyond the secondary experience and try to match the possibilities to the needs of our times and to relate these to the instructional program.

\* "Opening Things Up: Alternative Curricular Designs" is the focus for February. Writers in this issue will discuss ways to open up curricular design, and will describe and analyze several types of approaches that vary from the "traditional" form of instructional program.

\* "Multiple Goals in a Diverse Society" will be the theme for March. Content of this issue is being planned and developed with the counsel of the ASCD Commission on Goals in American Education.

\* "Teacher Education: To Transmit? To Transform?" will be the theme for April. How can we obtain a clearer grasp of the realities of teacher education? How can the present institutions be rejuvenated, redirected toward a more humane preparation of teachers who will be able not only to transmit the culture, but to transform and to enhance it?

\* "Early Childhood Education: A Perspective" is the theme for May. Much has been learned in recent years about the process and the importance of the education of the young. Introduced here are some ideas of the scholars in this special area. This issue is being planned by the ASCD Early Childhood Education Council.

We need not apologize for our past record of service. Our continuing struggle for relevance is mandated in our objectives and is exemplified in the service program of ASCD.

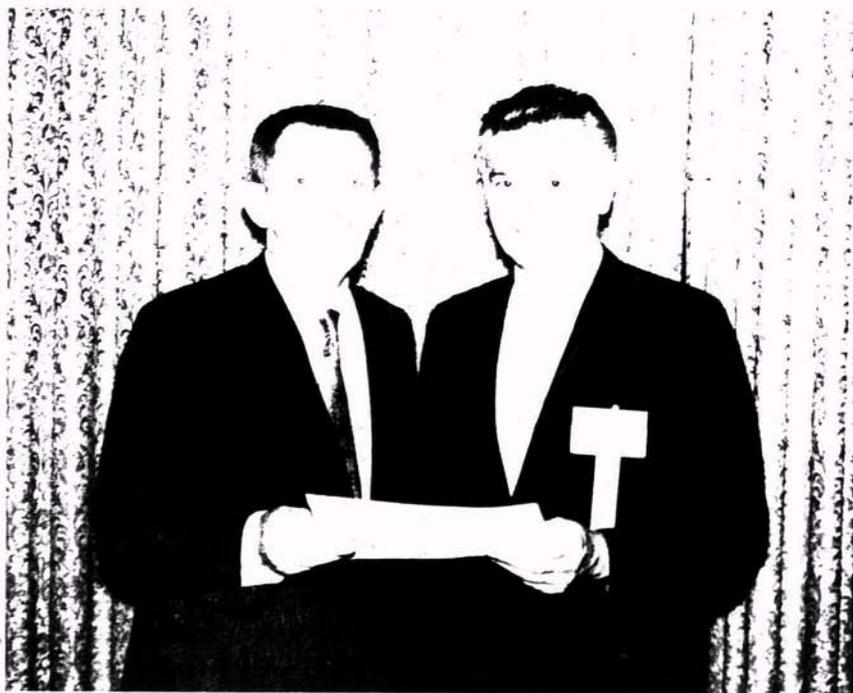
Difficulties have touched us in the past and doubtless will do so again. Such is the price we pay as we attempt to examine and to enhance the quality of our culture. As Philip H. Young, president of the Council of the Southern Mountains, has said, in another context:

To believe that we are above the uncertainty of our times is only to believe that we have no relevance to them.

If we are to survive as a people, as a nation, as a world, we must improve the quality of life for the individual human being. We must help to bring about a climate in which people can consider their condition with insight and compassion, using all the resources of wisdom and practice of all the ages and of all the peoples of the world. The climate must be one of peace and of mutual

respect. A period of confrontation and of negotiation must give way to a vast and moving era of newer and truer consensus, when the needs of all persons can honestly and sensitively be represented in the decisions that emerge.

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



EdPress President Stanley M. Elam (left) presented to ASCD President John D. Greene, on behalf of Robert R. Leeper, editor, *Educational Leadership*, a 1970 EdPress Award for Excellence in Educational Journalism. The All-America rating was earned by the ASCD journal in the "Series" category for non-profit magazines.

The certificate was awarded for the December 1969 issue of *Educational Leadership*, for its series on "Education for Self-Identity."

Recipients were recognized at the EdPress Awards Luncheon, June 30 in San Francisco.

Copyright © 1970 by the Association for Supervision and Curriculum Development. All rights reserved.