Just 28 years ago, in June 1950, I accepted a position and began my work with ASCD. As the first fulltime professional editor of the organization, I assumed responsibility for Educational Leadership, the yearbooks, the paperbound booklets, and other aspects of the publications and dissemination work of the Association. Through my undergraduate, master's, and doctoral work in curriculum and instruction, and through my study of the various aspects of writing, editing, and journalistic work, I had prepared myself for the kind of service that would be mine as director of publications for ASCD.

I have now very nearly fulfilled that commitment and plan to retire in early fall 1978. I would like to comment on my hopes, accomplishments, and legacy for the Association's publications and dissemination program in ASCD's transition from its formative years to its years of fulfillment. A communications program of this kind is conducted largely in the public eye and has, in this instance at least, related strongly to the everyday lives of the professional persons who are members of the Association. What I would say then, hopefully, will be regarded, not purely as a private or sentimental statement. Rather it is a testimonial to the vision and the basic stamina of a professional organization dedicated to the idea of service based upon meeting the needs, interests, and concerns of its members.

I came to ASCD just after finishing my doctoral work at Teachers College, Columbia University. There I directed my doctoral project toward a study of the professional publications of several education associations. My task was to identify the professional content treated in these publications and to come up with a recommendation as to ways in which organizations might more effectively arrive at their own assessment of the important ideas and of how these ideas could be treated in their journals or other media.

The main points of my recommendations made at that time were four in number:

1. There should be content that will help educators in their own personal and professional development.
2. There should be content that will help educators meet more adequately the needs of children and youth.
3. There should be content that will help educators meet more effectively their responsibility as citizens of the locality, state, nation, and world.
4. There should be an emphasis on cooperative planning and work, involving subscribers, editorial staff, and the total organization of the association. This manner of working seemed to give greatest promise of improving the quality and effectiveness of the contribution of the education association publications toward meeting the needs of educators.

My statements in that early study gave a concise view of what I consider to be the role of the publication and dissemination work of a professional membership organization such as ASCD. Clearly stated also was the process by which such a program could be conducted if it were to succeed.

What about the four recommendations noted in my report? Educational Leadership, through the years, has directed its content so frequently and effectively to these areas that many of its readers may simply have taken these areas for granted. Yet a feeling for these areas must be widely prevalent as is shown by the continuing support indicated for the journal in all our surveys.

With the yearbooks and the paperbound
booklets, the cassettes and videotapes, however, we do have some indication of the reactions of members and others through the continuing sales of these items. Of interest may be several examples of ASCD titles that have met with success in these areas.

• In regard to the first point—there should be content that will help educators in their own personal and professional development—the following examples may be cited:
  
  Perceiving, Behaving, Becoming: A New Focus for Education
  Learning More About Learning
  Intellectual Development: Another Look
  Curricular Concerns in a Revolutionary Era
  Supervision: Emerging Profession
  Research Helps in Teaching the Language Arts
  Perspectives on Curriculum Development 1776-1976


• In relation to the second point—there should be content that will help educators meet more adequately the needs of children and youth—these examples may be noted:
  
  Learning and Mental Health in the School
  Early Childhood Education Today
  Adventuring, Mastering, Associating: New Strategies for Teaching Children
  Discipline for Today’s Children and Youth
  Humanizing the Secondary School
  The Unstudied Curriculum: Its Impact on Children


• In relation to the third area—there should be content that will help educators meet more effectively their responsibility as citizens of the locality, state, nation, and world—the following may be noted:
  
  Growing Up in an Anxious Age
  Forces Affecting American Education
  Freedom, Bureaucracy, and Schooling
  Education for an Open Society
  Multicultural Education: Commitments, Issues, and Applications
  The International Dimension of Education

• In relation to the fourth area—there should be an emphasis on cooperative planning and work involving subscribers, editorial staff, and the total organization of the Association—the following statement might be made:

  This was my basic conviction when I started working with ASCD. This approach has pervaded and enhanced the publications and dissemination program through all these years. By keeping the program open to the members and other talented persons, we have, in my opinion, been able to utilize the genius that resides in the general membership. The best of their ideas have been made available at the most effective point—when the right person is ready to communicate on a topic that is both timely and significant. We have witnessed many examples of this “genius” at work in the open forum of our membership and even beyond this group.

  Our accomplishments, through cooperative endeavor and through the attraction of talented writers, have been considerable through these
years. The generous response of so many persons to our requests for counsel, the free gift of talent and time to the writing and creation of so many professional contributions—these have been the enabling and sustaining elements of the publications and dissemination work of the Association.

These publications through these years have represented the intellectual thrust of a very fine and insightful professional group of scholars and members of the Association, writing for an audience that has been attracted to ASCD through the eloquent expression of these ideas in the pages of our publications.

My legacy to the Association that I have served consists of three elements: First, the body of literature and other works created during my years of service and in which I have had some part, however small, in shaping. Second, the tradition of the cooperative processes and ways of working by which our organization has been able to “keep its pages and other media open to the membership and to the broader profession” in its continuing attempt to meet the needs, interests, and concerns of the education profession. Third, an immense amount of goodwill that it has been my fortune to share through the years of my service. This has been the most rewarding and heartwarming aspect of my professional association with ASCD.

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Educational Leadership Announces Themes for 1978-1979

Manuscripts and photographs relevant to the proposed themes for the 1977-1978 issues of Educational Leadership are requested. Topics and deadlines for receipt of manuscripts are as follows:

- **October**: “Realities of Curriculum Change” (July 1, 1978)
- **November**: “The ‘Patchwork’ Curriculum” (August 1, 1978)
- **December**: “The Three R’s—What Works?” (September 1, 1978)
- **January**: “Teaching-Learning Styles” (October 1, 1978)
- **February**: “The Quest for Equity and Quality” (November 1, 1978)
- **March**: “Supervision—Leader Behavior” (December 1, 1978)
- **April**: “Socialization: Who Educates?” (January 1, 1979)
- **May**: Non-theme issue (February 1, 1979)

Length of manuscripts should be approximately 1800 words typed, double-spaced (about six pages). General style should conform to that of the journal. More detailed information on the technical requirements of manuscripts is available upon request from the editorial office.

Photographs and other illustrative materials, whether directly related to an article or not, are especially requested.

Manuscripts should be submitted in duplicate and materials to be returned must be accompanied by a self-addressed, stamped envelope adequate to return material. Decisions on materials will be made as promptly as possible.

Materials should be addressed to Robert R. Leeper, Editor, Educational Leadership, Suite 1100, 1701 K St., N.W., Washington, D.C. 20006. Phone: (202) 467-6480.