

Whenever I get an opportunity, I like to talk with ASCD members about what this journal should be. A few weeks ago Frederick Rodgers of the University of Illinois suggested I invite readers to join the discussion.

Some readers probably don't care much one way or another. They glance through the magazine when it arrives, read a little here or there if it catches their eye, and that's it. Others, though, depend on *Educational Leadership* as an important source of professional information and stimulation. They may have strong feelings about something we have done or not done and we aren't aware of them. If you are one of those readers, we want to know what you think. You may use the brief survey form in the centerfold of this issue or send a letter with your suggestions if you prefer.

Types of Articles

I classified the articles we published this year into four categories and found that more than one third (35 percent) were expressions of personal opinion. Somewhat less than one third (28 percent) were reports of research. About one fifth were descriptions of particular programs (19 percent) and another fifth were information or analysis (18 percent). *What types of articles are most interesting and useful to you?*

Research

How to report research is a special problem. We seldom publish formal reports of single studies, but we sometimes publish ar-

ticles in which an author explains his/her findings and suggests implications. That makes for more interesting reading, but it has the obvious disadvantage of encouraging authors to claim results without including detailed evidence and to overgeneralize possible applications of the findings. We also tend to avoid reviews of research unless they emphasize practical application. In the coming year, we expect to cooperate with ASCD's new Research Information Service (RIS) to present interpretive reviews on topics found to be of current interest to those asking RIS for information. *What form of research reports do you find most useful?*

Theory and Practice

Readers have sometimes complained that *Educational Leadership* is "too theoretical." I think that means too much talk about how schools ought to be—with too little attention to the practical problems of schools as they are. Of course that's not what is meant by theory in the scientific sense; in science a theory is specific and very useful. In education, usable theory is hard to find. *How "theoretical" and how "practical" should we be?*

At present, we purposely aim for diversity. Most ASCD members are practicing educators in elementary and secondary school systems, and we think a variety of styles is appropriate for such an audience. Readers probably don't want every article to be written in the careful language of scholarship and loaded with footnotes, but we think they want some articles

written that way—if they are meaty enough. *Do you agree or disagree with our eclectic approach?*

Authors

We sometimes get a letter complaining that although the journal is intended for elementary and secondary educators, most of the authors are professors in colleges and universities. We understand that school people have important things to say and should have opportunities to say them, but currently we get more good manuscripts from those in higher education. *What are some ways to make sure the ideas and opinions of practitioners are represented in our journal?*

Governance

One way may be to extend more invitations like this, so I will extend another. Our November issue will be on the theme of "governance of public education." We hope to make some sense out of the current situation in which everybody—and nobody—is controlling schools. Write about how the problem affects you. Keep your letter as short as possible and be as specific as you can: describe a particular incident that illustrates a point, analyze one example that shows a trend, offer a single suggestion, or explain a positive step being taken to improve things.

Your survey form, your comments about *Educational Leadership*, and/or your statement on governance should be sent to me no later than July 1. Thanks for your participation. *EB*

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