

Letters

REQUIRED READING

As a new reader, I like the informative, concise, and positive information in *Educational Leadership*. The articles give me ideas, enhance my self-worth as an educator, and suggest directions that seem wise. Your magazine is now on my required reading list.

LOIS F. ROETS
Teacher/Author
North Mahaska Schools
New Sharon, Iowa

IT ISN'T EASY

Jerry Brown's article on "Defensive Curriculum Development" [November 1981] is one of the best and most sensible articles on the topic I have read in years. It contains much wisdom.

The five tenets described in the article seem simple. They are not. To adhere to them seems easy. It is not. Witness: most of Brown's tenets were violated at one time or another by most of the so-called new social studies curriculum projects. All curriculum developers could greatly profit from reading the Brown article.

RICHARD C. REMY
Mershon Center
The Ohio State University
Columbus, Ohio

TEACHING THINKING

I was pleased to read the articles on Teaching Thinking Skills in the October 1981 issue. I worked directly with ISI-Think Inc. in piloting materials in schools during the past seven years and have observed students profit from the approach.

MARSHALL C. PERRITT
Area Superintendent
Memphis City Schools
Tennessee

The issue on "Thinking" is the most interesting one I've seen in a long time. Ehrenberg's article on concepts contains the statement, "Any body of land bordered on all sides by water." That's the definition of island I was taught as a

child. If I had also been taught critical thinking skills I might have asked my teacher, "Is there any body of land on Earth which, according to that definition, is *not* an island?"

To extend this little exercise a step further, the unwary teacher might say, "But I mean water in its liquid form." "Then Park Island (above where I lived on the Mississippi) is not an island in the winter?" She (all my elementary teachers were women) would either have become upset by my impertinence or said, "Good thinking, Arthur."

ARTHUR ADKINS
Professor of Curriculum
and Instruction
University of Maryland
College Park

ACADEMIC PECKING ORDER

You asked why people don't seem to value school art and music programs [Overview, January 1982].

I think one reason is that art and music teachers were trained by purists, so they pass on this purist teaching to their students. Art and music teachers who do not integrate their disciplines with the rest of the educational process are not adding to that process. Likewise, basic skills teachers who do not emphasize art and music in their work are also lacking.

When I was in college, English was the prestige department—and English continues to be the prestige department in high schools today.

There should be no good, better, or best departments in our schools.

W. B. ARNOLD
Director Compensatory Education
School District of Indian River County
Vero Beach, Florida

Editor's note: Readers' comments on our articles are welcome. Address letters to Editor, *Educational Leadership*, 225 N. Washington St., Alexandria, VA 22314. Letters accepted for publication may be edited for brevity and clarity.

WRITING FOR EDUCATIONAL LEADERSHIP

We welcome manuscripts on any aspect of curriculum, instruction, supervision, or leadership in elementary and secondary education. Papers should be written in direct, readable style and be as brief as possible (five to ten pages typed double-spaced). We reserve the right to edit for brevity, clarity, and consistency of style.

References may be cited as footnotes or listed in bibliographic form at the end of the article. For examples of either style, refer to a recent issue or to Kate L. Turabian, *A Manual for Writers* (University of Chicago Press). Double-space everything, including quotations and footnotes.

Please send two copies. Rejected manuscripts are not returned unless the author provides a self-addressed envelope with the necessary postage.

Copyright © 1982 by the Association for Supervision and Curriculum Development. All rights reserved.