Editorials

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The Creator Is Himself Created

The creator creates and is himself created.[1]

A NEW volume of *Educational Leadership* deserves, we believe, a special introduction. This issue begins Volume 18. If this year's issues live up to the quality and effectiveness of those of preceding years, there is little question but that this volume will justify such an introductory statement.

Ten volumes, or eighty issues, of this journal have been added to our shelves and those of members and subscribers since the writer accepted a newly created position as full-time editor for the Association. Ten yearbooks and more than sixty booklets have been published by ASCD since then. The editor can affirm that these have been stimulating, challenging and busy years.

Several qualities seem to make work with and for our organization unusually rewarding. These are:

1. The wholeness and soundness of the professional tradition of the Association. Decisions are seldom expedient; they are based firmly upon principle and sound practice.

2. The quality of creativeness and inventiveness that pervades the service program of the Association. New items call for new adjustments. Such changes are constantly being made in the conferences, publications and other services of the Association.

3. The liberal, future-oriented outlook of the Association's leadership. In a professional organization made up largely of leaders, the elected officers and representatives of ASCD regard leadership as a function of the situation rather than as a status prerogative.

4. The willingness of members and others to contribute their professional work to and through the Association. This unselfish devotion of thought and effort is a treasured resource of our voluntary organization.

5. The freedom and responsibility that enable the Association members to think, to communicate, to take action as competent professional persons. Our service program reflects this freedom and responsibility. We welcome responsible discussion and action.

Before coming to work for the Association, the editor formulated several beliefs regarding the content of professional publications of a voluntary organization such as ours. He recommended that in such publications:

1. There should be content that will be of help to educators in their own personal and professional development.

[1] Marie I. Rasey. "Creativity and Its Psychological Implications." *Educational Leadership* 13:288, February 1956.

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.

Whether a particular journal can successfully provide such content may depend upon a fourth suggestion: That there be a continuing emphasis on cooperative planning and work, involving members, subscribers, editorial staff, officers and other representative persons, and any specialists who may give needed assistance. This manner of working together seems to offer greatest promise of continuing improvement in the quality and effectiveness of the content, whether of *Educational Leadership* or of any other publications issued by our Association.

A Preview

We believe these four elements will be effectively represented in the volume that is here introduced. The October treatment of "Creativity" comes close to the heart of the struggle of our time as it discusses the genius of the democratic way of life—its ability to free and to foster the creativeness and inventiveness of the individual, whether it be child, youth or adult, as he lives in freedom and accepts, with others, his responsibility therefor.

"Issues and Prospects" in the elementary, the junior high, and the senior high school will be discussed in the forum of the November, December and January numbers. "Teaching Methods and Devices," the growth and application of technology in education will be treated in February. March will examine "Promising Practices in Continuity." April's central topic will be, "Grouping: Promising Approaches." May will discuss "Value Systems and Their Impact on Curriculum."

Several changes have been made in the editorial structure of the journal. In a continuing effort to adjust content to readers' needs, several articles in each issue will develop the special theme of the month, while some will be directed toward giving even more practical help to the instructional leader at work with teachers, principals and students.

Changes also appear in the continuing departments:

"The Importance of People," founded by Ruth Cunningham, and the long-time favorite of journal readers, now comes under editorship of Prudence Bostwick.

"Significant Books," coordinated by Elizabeth Z. Howard, continues its reviews of new books and booklets.

"Curriculum Developments," a new column combining reports of curriculum news, bulletins and research, is edited by Arthur Hoppe.

Initiated also is "Ideas into Action," a column that will report significant forward steps on the part of ASCD's Commissions and Committees. Since these are the groups that are set up to explore new concerns and developments and to advise and instruct in the on-going work of the association, this new column will have much interest for journal readers.

The words that open this editorial, spoken by a great American educator, almost as a valedictory to her beloved profession, are applicable here: "The creator creates and is himself created." The ideas expressed in this journal and in other publications of our Association are created by competent persons who, in their turn, are created by these ideas. This seeming paradox may be illustrated in history by the creation, over a long

period, of the idea that "man is born free and equal." Man-in-bondage created this idea, and the idea in turn helped create and shape the free man.

May this new volume, following in a proud tradition, be created by inspired and responsible persons who, in turn, will be created by the great and worthy ideas that will be expressed and discussed in the forthcoming issues. This is the hope and the challenge of a new beginning. This is the only hope that can make us worthy of the forum that is still our heritage at the dawning of the space age.

—ROBERT R. LEEPER, *Editor*, EDUCATIONAL LEADERSHIP.

A Creative Climate

WITH today's tremendous impetus toward creating new products, new ideas, and new and frequently bizarre approaches to problems and solutions, the school faces a most formidable problem. It is a problem not only of keeping pace with these new accomplishments, but also of helping pupils develop into adults who can contribute to further explorations in the creating of ideas. For, the creativity of the future will be found in tomorrow's adults—and these are today's pupils.

Creativity, psychologically defined, is the idiosyncratic perception of new intellectual relationships never before experienced by the individual between two or more stimuli. In lay terms this means that when a pupil gets insight into a relationship of facts which he never knew before, and he does this all by himself, he has been creative. This is true even though this relationship is quite well known to the teacher or to the whole adult world. Further, it is true for mathematics, science, and history as well as music, art, and drama.

For instance, when, in the process of adding two objects and two objects making four objects, Johnny perceives all by himself that if he removes two of these objects from the total of four he will have two left, he is indeed being creative. He has perceived a new relationship between the objects (subtraction) by his own intellectual efforts. He had not read it; teacher had not taught it to him or put it on the blackboard; mother had not told him. He just figured it out for himself. Here is the kernel of creativity.

Recent experiments and researches have demonstrated that all students, even mental retardates, can be creative. True, some of these creations were not world-shaking; yet, each pupil produced it himself, a notable achievement. However, some bright students, creating quickly and profusely, attract our attention with their insights, thus leading to the erroneous conclusion that this type of student is the only one who can be creative. Oftentimes, however, the bright student is not creative, indicating that other factors than just high mental ability lead to creativity.

Indeed, to be creative, the student must *want* to be creative. He not only must be curious, but also must be unfettered by anxieties concerning exploration, thinking ahead, thinking differently, and deriving new and strange conclusions. The pupil who is nagged by anxieties and fear of punishment for having thoughts or ideas different from those the parent or teacher can give him can hardly be creative. Imitating rather than

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