

AMERICAN ASSOCIATION FOR
THE ADVANCEMENT OF SCIENCE

Science serves its readers as a forum for the presentation and discussion of important issues related to the advancement of science, including the presentation of minority or conflicting points of view, rather than by publishing only material on which a consensus has been reached. Accordingly, all articles published in *Science*—including editorials, news and comment, and book reviews—are signed and reflect the individual views of the authors and not official points of view adopted by the AAAS or the institutions with which the authors are affiliated.

Editorial Board

DAVID M. BONNER	WILLARD F. LIBBY
MELVIN CALVIN	NEAL E. MILLER
ERNEST COURANT	PHILIP M. MORSE
FARRINGTON DANIELS	COLIN S. PITTENDRIGH
JOHN T. EDSALL	KENNETH S. PITZER
DAVID R. GODDARD	DEWITT STETTEN, JR.
ALEXANDER HOLLAENDER	WILLIAM L. STRAUS, JR.
ROBERT JASTROW	EDWARD L. TATUM
EDWIN M. LERNER II	JOHN R. WINCKLER
	CLARENCE M. ZENER

Editorial Staff

Editor

PHILIP H. ABELSON

Publisher

DAEL WOLFLE

Business Manager

HANS NUSSBAUM

Managing Editor: ROBERT V. ORMES

Assistant Editors: ELLEN E. MURPHY, JOHN E. RINGLE

Assistant to the Editor: NANCY TEIMOURIAN

News and Comment: DANIEL S. GREENBERG, JOHN WALSH, ELINOR LANGER, MARION ZEIGER, ROSEMARY GALLI

Europe: VICTOR K. McELHENY, Flat 3, 18 Kensington Court Place, London, W.8, England (Western 5360)

Book Reviews: SARAH S. DEES

Editorial Assistants: ISABELLA BOULDIN, ELEANORE BUTZ, SYLVIA EBERHART, GRAYCE FINGER, NANCY HAMILTON, OLIVER HEATWOLE, ANNE HOLDSWORTH, MARCIA ISAAK, RUTH KINGERLEE, HOWARD NATHENSON, EDGAR RICH

Advertising Staff

Director

EARL J. SCHERAGO

Production Manager

RAYMONDE SALAMA

Sales: New York, N.Y., 11 W. 42 St. (212-PE 6-1858): RICHARD L. CHARLES, ROBERT S. BUGBEE
Scotch Plains, N.J., 12 Unami Lane (201-889-4873): C. RICHARD CALLIS

Chicago Ill., 6 W. Ontario St. (312-DE-7-4973): HERBERT BURKLAND

Los Angeles 45, Calif., 8255 Beverly Blvd. (213-653-9817); WINN NANCE

EDITORIAL CORRESPONDENCE: 1515 Massachusetts Ave., NW, Washington, D.C. 20005. Phone: 202-387-7171. Cable: Advancesci, Washington. Copies of "Instructions for Contributors" can be obtained from the editorial office. ADVERTISING CORRESPONDENCE: Rm. 1740, 11 W. 42 St., New York, N.Y. 10036. Phone: 212-PE 6-1858.

For Better Schools

Throughout the U.S. there is interest in improving education, interest that is sincere and widespread, but that is also diffuse and sometimes competitive. Much of the effort is segmental: for a special group, such as the gifted or the handicapped; for a special area, such as mathematics; or for some specific method or device, such as films, TV, or programmed learning. Badly needed in all of this is a common cause around which the various forces for improvement can rally and unite. No segmental interest can serve as a common rallying ground, and probably no ready-made solution can either. What is needed is something broader, something that points out a promising path to follow instead of offering a specific solution to adopt, and something with enough boldness and optimism to give hope of a major surge forward.

Innovation and Experiment in Education has these attributes. (This report was reviewed in *Science*, 24 April, p. 394.) It is available for 35 cents from the Superintendent of Documents, Washington, D.C. 20402. Perhaps this report can supply the needed rallying ground. Its authors, a panel of the President's Science Advisory Committee, included educational administrators and scholars in science, philosophy, and the humanities. It had the triple sponsorship of the President's Science Advisory Committee, the National Science Foundation, and the Office of Education. And it had a wealth of help from a wide range of consultants and critics. The result is a stimulating document that is conservative or middle-of-the-road in its realistic recognition of the complexity of the problems to be solved. But it is also bolder than most educational reports in its advocacy of sweeping, large-scale efforts to find out how major improvements can best be made, and optimistic in its confidence that such improvements are achievable.

The report proposes a continuing effort of innovation and experimentation, with emphasis along four lines: (i) We need to learn much more than we now know about the learning process, and the time is ripe for a major push in this direction. (ii) Recent experience in improving the teaching of science, mathematics, and modern languages gives reason to expect that similar efforts involving cooperation of scholars and teachers would improve education in English, social studies, and the arts. (iii) The education of teachers needs continuing attention if they are to deal intelligently with changing materials, the innovations that will result from other parts of the total program, and the variety of children who need their help and attention. (iv) The traditional school, with its middle-class values, is not well adapted to cope with the lack of motivation, the vocational expectations, and the home and social deficiencies of deprived and segregated children. Special educational opportunities are needed for these children and will surely have to be an integral part of the President's war on poverty.

Here, certainly, is a program of adequate scope and challenge to enlist a large amount of support. If it, or something close to it, is to become the rallying point for the many who are interested in educational improvement, the need now is for a ground swell of support from teachers, scholars, school officials, and public leaders. Much remains to be learned about how to improve education, but enough is known to let us take some major new steps as soon as there is general agreement on what we want to do.

—DAEL WOLFLE