

## Concerning This Issue

*Educational Perspectives* is celebrating an anniversary. Our birthday. Our tenth birthday.

Ten years is the age of majority for journals. When a periodical has survived birth traumas, perils of childhood, awkwardness of adolescence, and has attained the vigor of adulthood (and a healthy, sustained circulation) at the end of its first decade, it can look forward to a reasonably secure existence.

*Educational Perspectives* has been fortunate. From our inception we have enjoyed the support, moral and budgetary, of the College of Education, which recognizes in our pages an opportunity to discharge its obligation to stimulate and promulgate professional insight. This support has freed the staff from the necessity of soliciting advertising or drumming up subscriptions, and has released them for creative editorial endeavor.

An anniversary is an occasion for congratulations. *Educational Perspectives*, with blushing satisfaction, acknowledges congratulations addressed to us as we come of age. We are humbly proud of recognition indicated by three coveted national awards—one for cover design, one for single-theme issue, and one for photographic essay—by the prestigious Educational Press Association of America, sponsored by the School of Journalism of Syracuse University.

We take pride in the roster of our contributors, on which appear the names of a considerable number of educators of national reputation, along with those of members, past and present, of the University of Hawaii faculty. [One 'scoop' which gave us satisfaction was the first-publication-in-English of a lecture about Creative Dramatics by John Dewey, in our Creativity Issue of May, 1965.] Increasingly recent issues have carried contributions by graduate and undergraduate students of the College of Education. Our entire May, 1971 issue, for example, was composed of articles written by students (or written when the authors had been enrolled as students). We hope to provide further such encouragement for budding authors.

We are pleased with our growing circulation, and with extension of our readership by the fact that more than 200 libraries, in America, in Europe, in Asia, and in the Pacific, subscribe to, circulate, and maintain files of *Educational Perspectives*. We are available to readers in Peking, among other places,

our arrival there long antedating that of the U.S. pingpong team. We are also gratified in having had a number of our articles reprinted in abridged form in *Education Digest*.

Early in our existence we got a better response from (and found more satisfaction in) issues built around a single theme than those which included a variety of topics. Since the beginning of Volume 4, in 1965, every issue has been thematic.

Careful advance planning (each issue is planned a year in advance of publication—in fact, an entire volume is projected, and then the constituent issues are "laid out"), early recruitment of qualified contributors (followed by unrelenting nagging until their promised contributions are received), and rigorous editing have enabled us to present a number of facets or aspects of a subject, our goal being that an issue constitutes an anthology of expert opinion on the subject which is the theme of the issue. As experience begets expertise, we more nearly approximate that goal. Completeness of coverage and depth of treatment have been more important criteria than timeliness *per se*.

*Educational Perspectives* has striven to live up to our name. We have been neither so naive nor so presumptuous as to think that we could solve the problems of American education. Our observation has been that most purported solutions are simplistically misleading. What we've tried to do is what our name implies, that is to put educational problems *in perspective*, hoping thus to contribute to identification and analysis. We hold as an article of faith that *Educational Perspectives* are to be preferred to answers.

Our response to the congratulations that have come to us on our tenth anniversary has been retrospective contemplation. As we look back on our first decade we are, it goes without saying, not satisfied. At the same time, in all modesty, we see reason to be gratified at the progress we've made between 1961 and 1971. If we can move as far in the coming decade as we have in the one just concluded, in 1981 *Educational Perspectives* will really be in the market for uppercase CONGRATULATIONS.

Robert W. Clopton,  
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