With this issue of the NASSP Bulletin, we resume two practices: the publishing of advertising, which we suspended after the May 1975 Bulletin; and the inclusion of this column by the editor, which we ceased to write after the October 1982 issue.

Exploring the Whys

We think advertising is important. Aside from the fact that it helps to pay a portion of the publishing costs, advertising provides readers with information that cannot be effectively brought to their attention in any other format.

The rapidity at which the world moves today challenges all of us in the information-giving business; and by including advertising we can hope to alert school administrators to the many new developments, products, and services that become available to help them execute their responsibilities.

We hope you agree. We also hope that you will provide us with feedback about the ads. It will be important not only to us as the publisher but also to the advertiser as the marketer of products and ideas.

The resumption of this column, formerly called "Afterthoughts," may not have the impact of advertising—because we lack confidence in it, but rather because we see its purposes as highlighting the contents of the specific Bulletin, as pointing out what otherwise might not come to the attention of readers, and as emphasizing a current phenomenon that couldn't be developed more adequately on short notice.

Again, we hope you agree, and we will appreciate any reactions you may have to items in this space.

Assessment Center

This month's theme section covers many aspects of the Association's Assessment Center project. No other single project has enjoyed such widespread enthusiasm among educators and the public, both groups heralding it as a process having significant potential for improving the nation's school leaders. Paul Hersey, who directs the project for NASSP, outlines in his introduction the several articles that comprise the theme section.

What makes this collection of pieces especially interesting is that the writers have had direct experience with assessment centers. In their respective articles, they describe virtually all aspects of implementing the process. They outline their problems as well as their achievements. We believe these are the kinds of things that readers contemplating the assessment center concept want to know.

One particularly convincing comment was made by Jo Ann Pritchett: "The training is a powerful intervening force in the professional life of a principal. Peer interaction, informal exchanges, and close personal contact . . . create a unique professional experience."