



EDITOR'S NOTE

NASCAR is one of the most popular sports in the United States, and NASCAR (National Association for Stock Car Auto Racing) events attract large audiences, both in person and via television. For most people, NASCAR is a spectator sport. Viewers are drawn to the excitement of the races—the roar of the engines, cars speeding by in a blur of color, and sometimes plumes of smoke—but they only dream of being drivers themselves.

People who become NASCAR drivers often are born into an auto racing family, or they are, at least, exposed to racing at a young age. (When you read the feature article in this issue, you'll learn about driver Jeff Gordon, who started racing when he was five years old.)

Once young drivers get a little experience, often by driving karts, they need training, dedication, and significant amounts of money (usually obtained from a commercial sponsor) to get established on the NASCAR circuit. But if they are lucky enough to start winning some races, they are likely to attract a loyal following. NASCAR fans are everywhere. Perhaps some of our readers will become NASCAR fans via the Internet, which offers wide coverage of NASCAR drivers and race results.

Besides the feature article, this issue has some other special attractions. We have paired articles with similar topics to offer concentrated coverage of particular subject areas. Two articles provide various insights into project work. Another pair outlines activities for teacher development; one article discusses team teaching as a cooperative method of supervision, and another provides ideas for organizing local teacher conferences. Besides these article pairs, this issue presents other informative articles, as well as practical classroom activities—all of which we hope you'll find valuable.

Ladies and Gentlemen, start your reading!

—MK