We dedicate this issue of Educational Leadership to People because we believe that education is people.

All of us are what we are because people have touched our lives, and not because we once learned an algebraic equation or historical date. This makes of education a lifelong process and not a pre-determined segment of our lives which begins with a flourish at the age of 6 and halts abruptly at 18 or 22, depending upon the finances of one's parents or willingness of an affluent uncle to underwrite four years of college.

In the light of this interpretation of education, we, as people, will find ourselves learning and teaching as long as we live. We, as teachers, will begin to understand that we are dealing, first, with human beings—and with pencils and test tubes second. This kind of teaching demands patience and sympathy, understanding and appreciation, open-mindedness and a sense of fair play.

The authors of this issue of Educational Leadership take education off the academic shelves and discuss it in terms of people—a teacher with unreasonable demands, a teacher with human insight, a gossipy co-worker, a friendly community, a Latin American who helped North American school children understand his land, a great man of long ago living today in his ageless words. These are the kinds of influences which shape our personalities. They are tremendously powerful influences. They can shape a world, as well as a boy or girl in a classroom. They can make a war—and they can make a peace. Thus it is imperative that we understand and practice the simple principle—Education Is People.
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