

# Educational Leadership

MAY 1945

VOL. II

No. 8

EDUCATIONAL LEADERSHIP is indebted to Lester A. Kirkendall, U. S. Office of Education, not only for the article he has written for this issue and for making available the statements of the reactions of young people, but also for his counsel and advice in planning the issue as a whole.



Courtesy River Forest (Ill.) Public Schools

## Learning to Grow Up

DSCD Executive Secretary.....	330	<i>Departments</i>	
The Long and Short of It..... <i>Nancy Bayley</i>	331	Front Lines in Education... <i>Henry Harap</i>	361
Growing Pains .....	335	The Importance of People <i>Mary and Harry H. Giles</i>	365
Helping Youngsters Adjust to Their Physical Growth..... <i>Herbert R. Stolz</i>	340	The New—in Review..... <i>Alice Miel</i>	367
When a Shaver Begins to Shave <i>Lester A. Kirkendall</i>	343	Tools for Learning..... <i>Frank M. Rich</i>	370
Growing Plays..... <i>Lillian Smith</i>	349	Index to Vol. II, EDUCATIONAL LEADERSHIP	373

GROWING UP can be a very complicated business, indeed. Some youngsters seem to be able to pass through childhood into maturity with ease, while others are deeply disturbed. But even the outwardly calm may be inwardly concerned over matters which are simple if understood.

When one stops to think of it, it is obvious that schools should be helping youngsters to understand and adjust to their own growing-up process, yet an examination of our curricula indicates that we have given insufficient attention to this important phase of learning and living. EDUCATIONAL LEADERSHIP hopes that this issue may focus attention on what we believe to be a current lack but a potential force in the development of better education.

Recognizing that such a broad topic cannot be covered adequately in the brief space of a few pages, we have limited this discussion to one phase of growing up—a youngster's adjustment to his changing body. We believe that in thinking with our authors on this subject readers will become more aware of the whole scope of a youngster's concerns—of his wondering about the meaning of life, sex development, social adjustment, his struggle to self-hood, to confidence and calm assurance. We hope that out of this thinking will come new incentive to look for ways in which we may guide young people to satisfactory adjustments.—R.C.

Copyright © 1945 by the Association for Supervision and Curriculum Development. All rights reserved.