

The term leader as used to guide the affairs of this magazine will refer to all who in marked degree demonstrate two abilities in education—the ability to help their fellows see ahead those things that need to be done and the ability to help their fellows find the energy enthusiastically to do those things. The potential capacity for leadership as thus defined is infinitely greater than has been realized in the conduct of educational affairs—at least such is the faith that supports this publication.

The hope of American education, perhaps the hope of America itself, lies in the fullest possible development and utilization of the capacity for leadership throughout its total ranks. It is to the realization of this hope that EDUCATIONAL LEADERSHIP seeks to contribute.

### IN THESE OUR TIMES

It is fitting, we believe, to begin the pages of this year's volume of EDUCATIONAL LEADERSHIP with the statement which appeared in the magazine's first issue in October of 1943. Those who hold positions of supervisory and curriculum responsibility in the schools of our nation have accepted leadership roles in the planning of programs of learning for the youth and adults of the nation. In these times, the degree to which these leaders give careful thought to the defining of educational needs in our modern world is of major consideration. And if this responsibility is to be adequately assumed and discharged, it must involve *action* as well. Supervisory and curriculum personnel must give unrelenting attention to the planning of programs of learning which will serve the needs of all individuals.

Contributors to this issue point to the unique quality of this period in the world's history; to the needs of today's children, youth, and adults; and to the school's responsibility for teaching economic adequacy, civic responsibility, skill in dealing with controversial issues, international understanding, and desirable family living. The implications for leadership are many and thought-provoking. We believe they provide guides to action in our consideration of the SCHOOL IN TIME OF SOCIAL CONFLICT.—Gertrude Hankamp, *editor*.



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