

so a supervisor cannot work successfully with a teacher unless he understands and accepts him. The supervisor must also be thoroughly familiar with the situation in each classroom: backgrounds, capacities, interests, needs and socioeconomic status of pupils must be understood. This takes time.

More and more the principal must be

involved in improving teacher efficiency and pupil learning. As the team approach to the solution of problems slowly emerges, the role of the supervisor becomes clearer. He is now the third member of a team with the full and positive support of both teacher and principal. Improving teaching and learning demands cooperative action!

### The Scheme of Things

Ah, Love, could you and I with Him conspire  
to change this sorry scheme of things entire. . . .

Amid the cackle of meetings, the clink of coffee cups, the clank of  
xeroxgraph machines our charismatic supervisor and cheery curriculum maker,  
dedicated to the great god Change, may, with the vibrations generated by  
the tumult, demagnetize the master compass of his purpose.

Change, which Heraclitus enthroned in the nature of things, is inevitable  
enough and should be accorded the respect due an Element. A scheme of  
things, whether it be that universe which bends its immensities around the  
frail Einsteinian thread or that universe which Jersild calls the "self,"  
is, in most respects, God's business. Yet, as Martin Buber states in  
"The Silent Question," ". . . man must indeed accept creation from God's  
hands, not in order to possess it, but lovingly to take part in the still  
uncompleted work of creation." On this view supervision and curriculum  
making is possible.

Whether we wheedle our change or threaten it, therapize, group-dynamicize,  
manipulate, or righteously democateer it, we are obliged to respect the  
scheme slated for change. We must beware of the urge to do something to  
anything whatsoever that in the contraction of muscle our smallness feel  
the push of power.

The cheerful chum can be an ace at brainwashing, the glad hand at politely  
hounding a proud teacher set in her valuable though the old-hat ways. Before  
we dare change this person, we must consider with Martin Buber whether  
we are aware of her as "It" or as "Thou," the difference being considerable.  
Buber's "Between Man and Man" tells how genuine responsibility responds  
to a new moment: "A dog has looked at you, you answer for its glance, a  
child has clutched your hand, you answer for its touch, a host of men  
moves about you, you answer for their need."

If we approximate this spirit in supervision and curriculum making, the  
scheme of things need not be shattered into bits to mould it nearer to  
the heart's desire.

—IRVING KOHN, *assistant principal,*  
*Alexander Burger Junior High School, New York, N. Y.*

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