

What kind of person can best give the assistance which teachers need most? For each of us the catalog of characteristics would vary; yet, with few exceptions, the list would include such fundamentals as these:

Successful teaching experience

Friendliness, pleasantness and ability to get along with others

Sensitivity to the dignity and worth of every parent, teacher and pupil

An awareness of the manner in which learning best takes place—among teachers as well as pupils

A proper perspective of self in relation to others; an easy sense of humor

An awareness of research, materials and techniques in the area of instruction which seem worth while

An awareness of the inter-relationships among subject areas and of possibilities for bringing about desirable correlations

An awareness of the world of science, politics, economics, government and creative expression

A willingness to plan and evaluate cooperatively

A desire to grow in personal worth and social responsibility.

Does *any* individual possess such an array of desirable attributes? We believe that many supervisors throughout the country are endowed with just such knowledge, experience and personal qualifications. We must not, however, become complacent, because to do so would constitute the risk between constant growth among teachers and continuing frustration. For this reason, qualifications for supervisors should forever include those which are the envy of every professional teacher. Supervisors, as has been emphasized throughout the years, must be superior in many respects if teachers are ever to attain their maximum maturity in personal and professional relations and if ever they are to teach with the kind of zeal and security which cause a desire to learn to become readily contagious.

Does supervision pay for itself? There seems to be only one answer to this question as teachers, administrators and parents in ever larger numbers attest to the improvements which daily occur when supervisors are given opportunity to exercise their leadership abilities.

### Dilemma of a Status Leader

*He Can't* — *but* — *He Must*

Be aggressive

Sell ideas

Dominate

Control

Force program

Question what is being done

Threaten

Accept mediocre program

Be alert and eager

Have many creative ideas

Keep things moving

Supply help as needed

Insure improvement

Get people to evaluate present program

Challenge

Support people who need help.

—KIMBALL WILES, *professor of education and assistant dean, College of Education, University of Florida*

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