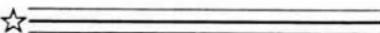


The task confronting the principal and the supervisor is to cast aside the fetters of traditional supervisory devices and techniques and let the teachers themselves take charge of their own meetings, planning them around the problems which seem to be of value to them, ever remembering that growth is a slow process and that sudden

changes cannot be expected. Deliberation and use of intelligence are often characterized by slow development and cautious procedure.

The administrator who studies these data should be challenged by the promise of cooperative techniques for planning and conducting general meetings of the staff.



### **Freedom From Talk**

What can adults do to make youngsters' time profitable except clamp them into desks, or otherwise hold them in line for directed activity? How can you send a kid to Kalamazoo, unless you nail him in a crate and ship him by express? It is quite possible to give him a suitcase and a ticket and let him tackle the trip by himself. Children sometimes use as much sense as their elders; and, in matters that interest them, a darn sight more enterprise.

The same applies to learning. Many children with access to the right books and apparatus can teach themselves more than their instructors. This has been demonstrated by the loan of books in the public library. Recently, the toy-loan library or toybrary has shown that educational loan-apparatus also can be made equally instructive. In the Pavilion Institutes, for example, children borrowed guitars, accordions, xylophones, and a portable organ, with a sheet or two of chord-lettered music, and in a happy hour by themselves under the trees, mastered tunes and harmonies that seemed incredible to their friends who heard them in the assembly exhibit that followed.

Similar success was evident with talking-machine songs, dances, and recitations; stereoscopic travelogues; step-by-step craft outfits, and, best of all, intriguing home-made wrinkles. All of these things were fun to borrow and use. But it was even more fun to make and own such items as a plywood guitar, a cowboy outfit—complete with sombrero and swinging lariat—made from tough paper, a woodworking kit with hammer, saw, drill, and miter box all made from costless materials, and so on with scores of other child-centered activity-devices, all decidedly more productive than the empty ruminations of old Professor Belch and the fruitless copybooks of old Miss Blather. Speaking of world freedoms, why not more youthful freedom from talk, chalk, and incinerator fuel?—Frank M. Rich, *Principal, School No. 2, Paterson, N. J.*

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