TEACHERS AND PRINCIPALS

Their Relations are Discussed by a Correspondent Who Claims to Know

That There are Many Absurd and Harmful School Practices which are Concealed from Public Scrutiny.

We peruse the daily newspaper and gather information from every quarter of the globe. The detailed accounts of business transactions, trade manipulations, mining, agriculture, church and religion, Federal, State and municipal affairs and through the medium of the journalist we are led into the laboratory of the chemist to gaze and learn from his experiments; we catch glimpses of the curiosities as he hands over the electrical machines, absorbed in thought, shut in from the world and its confusion; we see the transactions of government officials behind their desks; we follow the scientist as he roams the fields, climbs the mountains or dips in the earth; we are guests to the author's library, and in his private sanctum. We are pleased to know the hour he rises, the time of day he takes his accustomed walk in the country, in truth we seem to know through the instrumentality of the newspaper, not only the great transactions and events that move our civilized world, but the individuals who stand at the helm of affairs controlling and directing.

What school boy does not know George Washington, Abraham Lincoln, James G. Blaine, Harriet Beecher Stowe, Longfellow, Alcott, Edison, Dewey and Hobson? But how is it with our educational reformers and the educators of today at home and abroad? How many boys and girls, yes, how many adults know anything about such men as Comenius, Pestalozzi, Isaac Taylor, David P. Page or Horace Mann?

It is true that educational journals are published throughout the length and breadth of the land, but these seldom fall into the hands of the newspaper readers, and the patrons of the public schools are not familiar with the educational conversations of the present time, as the promoters or leaders of our public schools. This is true in a large sense, and it is a serious one. We should be interested in the kind, quality and efficiency of the makers of our new public schools at least. The question arises: Why is it that we do not have our school men? Certainly it is not the fault of the newspapers. Is it because there is a scarcity of material, or because of the popular manipulation of school affairs? Or is it because of the magnitude and multiplicity of the same devolving upon the leaders who unit them for such intellectual pursuits?

"Out of the fulness of the heart the mouth speaketh." The educational system of our public schools, in all its phases from the superintendent of the superintendents, down through school boards and teachers, down to the methods of instruction should be carefully and earnestly discussed. Our local educators, commissioners of schools, should be well known, and as a matter of course, should be well represented in our home educational journals.

The whole subject is one to awaken the deepest interest in every parent, and every intelligent person should be brought into close contact and interested in the present in all the details of school work, to the end that parent and teacher may work together for the good of the children. Parents should know well the men and women who are chosen to mark out and supervise education.

As individual is judged by the amount and efficiency of the work he can accomplish in a given time, and in order to place a right estimate upon the worth of the individual we must know the aim sought after, the obstacles to be encountered and overcome, and the amount of skill displayed in the performance of duty, and then by a system of comparisons and relations, we are enabled to deduce something approximate.

It is a noticeable fact, that a large number of our principals and supervisors expend a vast amount of energy in the end to have a competent teacher for her high calling, and was element over the essential virtues and intellectual accomplishments which every teacher is supposed to possess if she is to wield the sceptre in the school room. It is possible that in their laudable desire to secure the services of the school teaching, these educators have neglected to qualify themselves in the art, or, then aggravating the responsibilities of the trained teacher, and so, "cutting, scarping and nothing to unshaped or unprepared teachers who is differences enough to be the victim of such professional "hobbies" or "pet theories."

With all due respect to the high calling of the teacher and the admiration for her noble mission, there are to be found almost startling incongruities, and strange misrepresentations in the relations of principal and teacher. It is not my intention, however, in this article to speak of the subordinate teacher further than will be necessary to convey my meaning in regard to principals.

Some years ago I knew a head, and a figurehead, but a real live, active, competent, dignified head, with capacity, aptitude for the work, and for work, and control capacity that can define, and an abundant "I can" attitude. The home was in the township of Little Lake, which extend one side of the book, so neither was an institution of learning also adjoining the other side of the leader. No matter how severe and strenuous may be the tendency of the north to the creative impulse, or how well equipped are the teachers who give instruction, the growth of the school will be weak and incommodious, and not considered by one eminently qualified to provide.

The supposition is that when an individual assumes the responsibilities of principal, he should have certain qualifications, which shall be acquired by the skill and efforts with which he performs the duties of his office, and he will be a "well" as to a certain sense