

RESPONSIBILITY OF TEACHERS

SOME THINGS THAT PARENTS HAVE A RIGHT TO EXPECT OF TEACHERS.

The First of a Series of Papers Read by Superintendent S. H. Edmunds Before Meeting of Teachers of the City Schools.

Such has been written and more of parental co-operation. I believe that in our own schools we have little to complain of in this respect. As a rule I find that the parents are not only willing but anxious to lend the teacher all assistance in their power. I think perhaps, however, there are some duties that we owe the parents which may sometimes escape our notice. Schools are maintained not that teachers may have something to do, but that children may be trained to become worthy citizens. The schools are for the children. While then there are laws of the school that the children must obey and regulations in whose enforcement the parents must lead their children co-operation, still we must never lose sight of the fact that the child is the chief asset of the school—only its excuse for being. A teacher's position is one of real responsibility. It is a tremendous trust that we have placed upon us, when a parent entrusts to your guidance the education of one in whom the fondest hopes of his life and the only dreams of his future are centered. We may sometimes view a child as one-thirtieth or one-hundredth of a class; it matters not how many children there may be in a family each one is a personality, a real, live individuality, that makes him fill in a parent's affection and life a place that no other can fill. You remember the story of the rich man's offer to adopt one of a family of seven. The adoption was never made because a selection was impossible. There is no impersonality in the classification that affection makes. This we should keep in mind when a parent comes to talk to us about his child. His requests we may not be able to grant; but every concession should be characterized with perfect courtesy. Politeness should never be confounded with servility. Strength is now the less potent because it is graceful. Only petulant treatment causes an anxious inquiry by unwarranted interference. The teacher who looks upon a parent's question or request as an expression of lack of interest and meets it in this spirit, though the answer be adverse and the request denied comes away from the interview strengthened in the parent's confidence and the management of the child is made easier. Because the child sees in his teacher the recipient of the parent's esteem and confidence, I would scorn, of course, to advocate the "bending of the pregnant knee of the knee that should may follow fawning;" but I do advocate and urge that readiness to meet more than half way that parental solicitude which it is safe to assume is sincere and to meet it with such consideration and courtesy as will induce the parent to feel that what is done for his child is through motives of interest in the child's welfare and through fidelity to one's sacred trust.

The longer I live the more I am convinced that we do not realize as we should the deep and abiding interest that the parent feels in his child. Most parents live simply for their children. It is here that you find the centre of their love, care, hopes and ambition. What concerns the child touches the parent more nearly than any other consideration. All parents wish their children to have a better chance, a more useful and successful life than they have had. When they take a teacher into this co-partnership they confer upon her a privilege which is worthy of the highest appreciation. If in every act there is manifest genuine interest for the child's good his brings about the realization of that truth: "When the heart of the home is in league with the school, it is well with the child." I am frequently stopped on the street to be shown a specimen of a child's work which reveals to me that the interest of the parent in the work of the child at school is very much more alive than we commonly believe.

White discipline should be firm and strong it should always be characterized by that manifestation of interest that, while it may humble, does not intimidate; that, while it may repress, does not antagonize; that, while it may cause the pupil to lose some of his arrogant self-esteem, does not cause the teacher to lose her self-respect or the respect of her pupils. To this end all language harsh and ill-considered should be eschewed. A hasty word spoken in an outburst of bad temper may have the wings of a dove; but it is never at rest. As long as the world lasts people will continue illogically it is true, but nevertheless certainly, to base their conclusions upon meagre particulars and a teacher's influence is seriously crippled by letting escape a statement which her own cool judgment would condemn and calm reflection would recall. This statement is made the basis of all captious criticism and furnishes to the prejudiced mind an unanswerable argument for a wholesale condemnation. Rebuke is frequently necessary, but wisdom demands that display of self-control that says only what mature reflection would dictate. An ungroomed wagon always squeaks; while there is only a pleasant whir in the passing of a massive mogul. A parent then has a right to expect to find in the teacher of his child the serenity of self-possession that is characteristic of strength, fixedness of purpose, definiteness of aim and when those are found the teacher's wishes become commands and her purposes become precepts.

I trust that nothing that I may have written may lead one to believe that I am an advocate of laxity in discipline. Far from it. On the contrary I have never had reason to depart from my belief that perfect order is the easiest to maintain and in trying to attain to this ideal firmness and strength are necessary. But I do believe that if a teacher keeps in his mind the reasonable expectations of parents, that it is the offense, not the punishment, that may lend disgrace. That self-control is one of the greatest of all virtues, that strength is always mightiest when unobtrusive, that perfect courtesy in dealing with parents and genuine consideration for their anxious solicitude are the dictates of our profession's noblesse oblige, the school and the home will the more readily unite their forces in making of the children a future citizenship which will reflect credit upon their efforts and honor upon their State.

RESPONSIBILITY OF PARENTS.

SOME THINGS THAT TEACHERS HAVE A RIGHT TO EXPECT OF PARENTS.

Second of a Series of Papers Read Before Meetings of the Teachers of the City Schools by Superintendent Edmunds.

As stated in the first paper of this series the child is the chief asset of the school its one excuse for being. Around him as the centre revolve the home and the school. We can not too strongly impress upon both of these agencies working together for the child's welfare this truth: "When the heart of the home is in league with the school, it is well with the child." I believe that there is not that intimate relationship between the parent and the teacher that there should be. The attitude is too impersonal and therefore too critical, due frequently to a lack of sympathy engendered by personal ignorance of the teacher's motives and increased by partisan prejudices produced by the child's statements frequently inadequate and often unjust. It is singular that in all questions except those concerning the school a child's judgment is considered immature and his opinions of little moment; but in matters pertaining to the school a teacher is condemned on account of the expression of opinions prejudiced by personal interests and desires. A child's statement to the effect that he is not learning anything, or that his teacher treats him harshly—much more so than any other pupil of the class—or that there are certain pets and favorites in the class and it happens that he is not one—anyone of these things is often sufficient to bring about a condemnation of the teacher entirely undeserved. Would it not be fairer for the parent to say: "My child persists in making these statements. His interest and welfare are my chief concern and my gravest responsibility. I shall not condemn my teacher even in my own mind, until after a careful investigation I have satisfied myself that a mistake has been made. What I shall do is to have an interview with the teacher and I feel sure that we can reach some conclusion that will prove satisfactory. This will take time; but is there any interest of mine more important than the welfare of my child? I will go." And if the parent approaches the teacher not with a show of antagonism, but with an earnest desire to ascertain the truth and if, as indicated in the previous paper, the teacher will receive the parent in the spirit of cordial co-operation the result will surely be salutary; it will be well for the child.

It is true in life as in nature that "a continual dropping day by day will wear the hardest stone away," and when a parent permits himself to hear the same complaints concerning the child's teacher repeated every day an impression is made, and a prejudice created difficult to remove. It is far better not to hear these complaints every day, but to determine to seek the truth before an erroneous and misleading impression is made. The parent should determine to see his child's teacher mention the statements that have been brought to him, ascertain whether there is any real foundation for the misapprehension that exists in the mind of the child—in other words have an harmonious interview whose result can be only beneficial. A parent may find that the teacher does not understand the child, that there are some peculiarities of disposition or temperament which she may have overlooked, that there are certain drawbacks of environment or of previous training of which she is ignorant. A satisfactory interview will throw light upon all of these questions and the management of the child will be always easier thereafter.

Not only is this true, but these interviews will result in an acquaintance that substitutes the personal element for an abstract and impersonal prejudice. The very fact that a child knows that his parents and his teacher are personally acquainted, that they have had interviews looking to his welfare will change his attitude entirely towards the relationship between his home and the school. He will know that these two agencies have formed a copartnership with himself as the only asset and he will feel some hesitancy in attempting to create by prejudicial statements a dissolution. His criticism will be met by the reply that the partners have had an earnest business consultation and that each is sure that the other is doing his best to make their one asset realize a handsome dividend. Nothing is going to bring about this cordial co-operation except a mutual understanding and an understanding of this sort will result only after a personal acquaintanceship. In order to secure the best results it is imperative that the parent shall know personally the teacher of his child. My experience has led me to the firm conviction that no teacher likes to punish a child, that it is no pleasure to the teacher to remain an hour

after school to teach pupils lessons that should have been learned at home, that no delight comes to the teacher because of a conflict with a rude and impertinent pupil; but that on the contrary it would be easier to let a pupil off from all punishment, it would be much more agreeable to get out each day when school is dismissed, and have it so arranged that there would be no conflicts. It is here, however, that here arises the great question of personal responsibility and sacred duty. The teacher has a right to expect of the parent the belief that in doing these disagreeable and difficult things she is impelled by a sense of duty, not because she wishes to exercise a little brief authority. When a parent realizes this he will attribute to the teacher's acts motives of conscientious performance of duty and will give her that sympathetic support so essential and at the same time so inspiring. This realization on the part of the parent of the purity of the teacher's motives will prevent the forming of hasty conclusions and will render impossible the expression of words of censure which, if uttered in the child's presence, means the declaration of eternal warfare between the teacher and the child and if any good results are obtained they will come only after the hardest and most uncongenial labor. In writing these two papers I have set naught down in malice nor have I uttered one word of conscious, captious criticism. A full realization of my own imperfections precludes the possibility of censoriousness. I am impelled only by a general desire to see the teachers and parents form a perpetual partnership and work together in perfect harmony, so that each year using as talents the children entrusted to them they may declare an annual dividend—some thirty, some sixty and some an hundred-fold.

TWO ELEPHANTS ESCAPE.

Big Beasts Break Away and Head for Forest Winter Quarters at Valdosta, Ga.

Valdosta, Ga., March 19.—Chief of Police Dangler received a telegram from the Van Amburg shows at White Springs, Fla., stating that two of their elephants had escaped and were headed for Valdosta, where the circus wintered. Later reports which have reached here say the elephants have been surrounded nine miles from Genoa, Fla., by a crowd of farmers with guns and that the big animals were fired upon, the shots only infuriating them and causing them to dash away. Three or four of the trainers from the circus are hurrying to the scene to try and capture them. Telegrams from White Springs say the people are terrorized and are organizing in great numbers for an efficient pursuit.

Letter to Dr. Herbert Haysworth, Santos, S. C. Dear Sir: Experience teaches some people sometimes; it teaches a few some things; it's a mighty slow school though, that same experience. Lot of people paint lead-and-oll paint once in three years, and think themselves wise; they are wasting half their money and fust. They're sure they are wise, they die as they live, paint-oolish. Experience teaches them nothing. There's another set, who buy paint by the gallon, and go by the price of a gallon. They think one price is high, and another low; and they buy about middling; why don't they pay 1-w? They know this milk isn't dear or cheap by the price of a quart; that the milk has something to do with it. They don't buy "cheap" milk; but they buy "cheap" paint and pay double. Experience teaches them nothing. There's another set. They painted years ago lead-and-oll; exhausted that. Then tried something else; it was better or worse. Then Devos; it cost about half and was twice as long. That's how experience teaches some of us. Yours truly, F. W. DEVOE & CO P. S.—Durant Hardware Co. sells our paint.

SHOOTING OF JUDGE BUCHANAN.

Fatal Bullet Accidentally Fired by One of Two Boys Who Were Hunting.

Edgefield, March 19.—It is now certain that the ball that killed Judge Buchanan came from a rifle in the hands of one of two boys who were hunting, and it is authoritatively stated that the shooting was entirely accidental. While the boys are known, the informant of the correspondent of the News and Courier at Ward's refused to give names, nor have they, so far as is known here been made public by any confessor or statement made as to their unfortunate, though not criminal, connection with the sad affair. No official investigation has been made. Speak not of doleful things at table.

A Remarkable Statement. The following remarkable editorial is from the New York Sun of March 3: If Mr. Taft were to secure the Republican nomination, a contingency which has been effectively provided against, he could not be elected. The Democratic candidate, whether Hearst or Bryan, would win. We mention Hearst because of that gentleman's activities and because he has inaugurated for his party a new national policy of conservatism and of condemnation of the insane socialistic and lawless proclivities of Roosevelt and Bryan. Moreover, Mr. Hearst's denunciation of boycotting as criminal and un-American, the studied respect with which he receives the recent decision of the supreme court and his apparent condemnation of privilege as the right of appanage of any special class have attracted marked and favorable attention throughout the country and are undoubtedly going to prove an important factor at Denver. Just at present he is the only figure in the field to divide discussion with Mr. Bryan, and the interest he inspires will increase rather than diminish from this time onward. Besides, it may be that Mr. Hearst's personal or moral character being superior to that of Mr. Bryan his association of himself with ideas of constitutional and conservative import may prove to have a widespread and far reaching influence. Speaking of our own State, we record our conviction that no Republican candidate, and we particularly include Mr. Roosevelt himself, can carry it against Bryan, Hearst or any other Democrat that may be placed in nomination at Denver. There are mighty and revolutionary changes operating in the political landscape. It coaxes back that well feeling, healthy look, puts the sap in your system, protects you from disease. Hollister's Rocky Mountain Tea has no equal as a spring tonic for the whole family. 35c., tea or tablets. Sibert's Drug Store. New York city's public library furnishes more reading in more tongues than any other library in the world. In the Oriental department alone, there are 10,700 books—enough to make a library by themselves. "Greatest spring tonic, drives out all impurities. Makes the blood rich. Fills you with warm, tingling life. Most reliable spring regulator. That's Hollister's Rocky Mountain Tea 35c., tea or tablets. Sibert's Drug Store. There is an average of one leg or arm amputated in New York city each day in consequence of accidents caused by surface, elevated or subway cars. "Now's the time to take Rocky Mountain Tea. It drives out the germs of winter, builds up the stomach, kidneys and liver. The most wonderful spring tonic to make people well. You'll be surprised with results. 35c., tea or tablets. Sibert's Drug Store. You can always convince a woman what a good man you are by appreciating what a fine character she has.

REMOVES FUNDS FROM GEORGIA

Agents Instructed to Remit All Cash Receipts Out of the State Immediately.

Macon, Ga., March 18.—Orders from headquarters of the Southern Railway company at Washington have been issued to all the railroad agents in Georgia to hereafter, until further notice, remit all cash received by them out of the State immediately. At the time the order was made the company is said to have had \$500,000 on deposit in the State and the daily receipts are estimated at \$150,000. The railroad is in some litigation at present and it was at first reported that this order was intended to prevent the company's funds being attached in the State. Another reported reason for it is that it is to avoid garnishment of the company's funds by lawyers with damage suits. Be not curious to know the affairs of others. Let your countenance be pleasant.

Improved Cotton Seed.

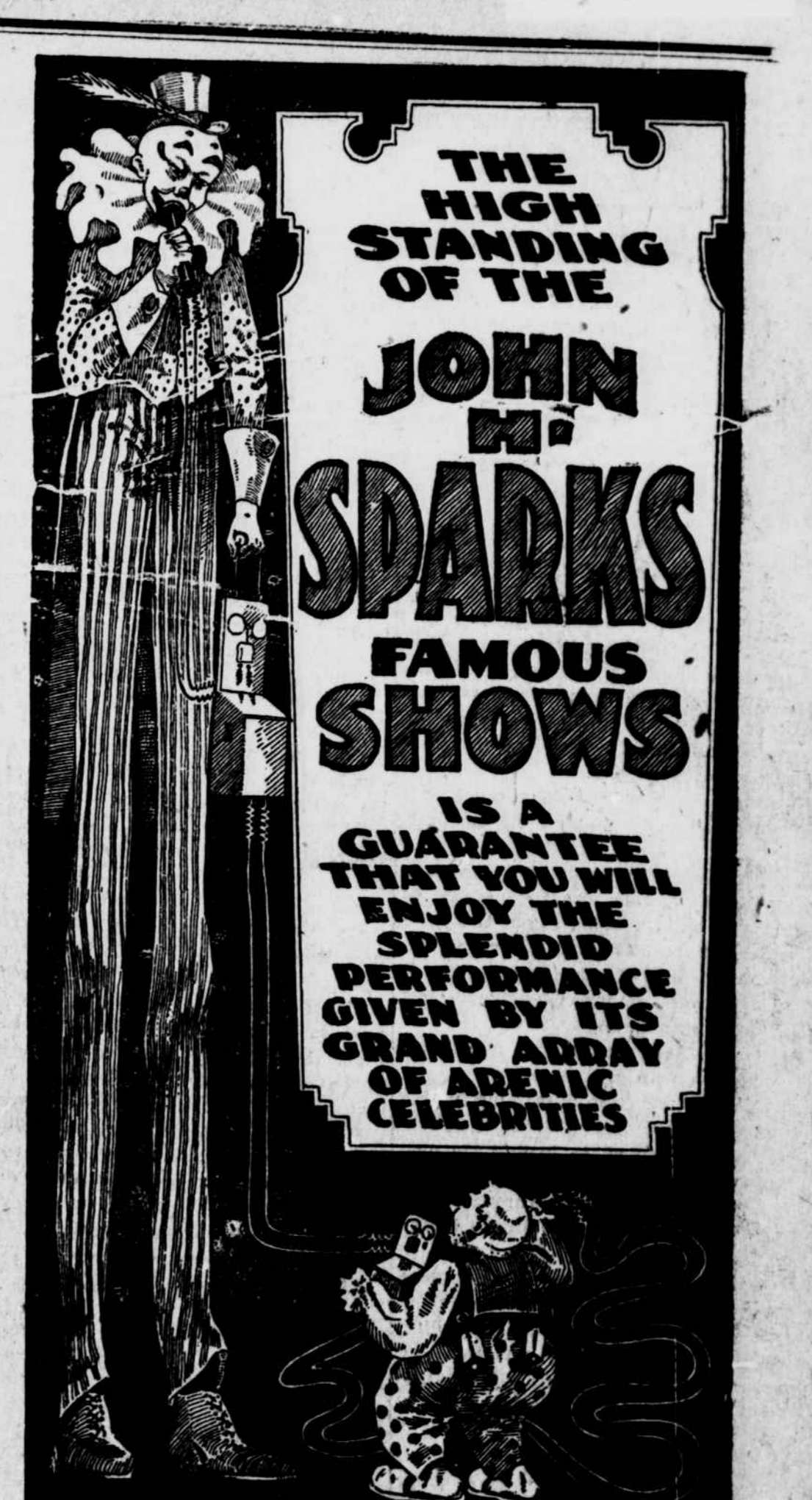
Has your Cotton Seed run out? Are they nearly all black seed? Do you want seed that will add 10 to 20 per. cent to your yield another year? Then write for circulars of Phillips Improved seed. J. L. PHILLIPS, Orangeburg, S. C. 1-8-3m

DR. JOHN H. MORSE.

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For Infants and Children. The Kind You Have Always Bought Bears the Signature of J. C. Watson



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Saturday, April 4, --BIG DAY The JOHN H. SPARKS' SHOWS and Great Trained Animal Exposition Enlarged to Many Times its Former Size With a Host of Entirely New and Extraordinary Features. Traveling in its Own Special Train of Palatial Railway Cars. Will Pitch its Acres of Canvases and give Performances Afternoon and Night. A Truly Stupendous Federation of Arenal Celebrities, in a Mammoth Programme, full of Snap, Novelty and Surprising Excellence. Famous Champions of the Sawdust Ring, in a Bewildering Melange of Sensational Aerial, Acrobatic and Novelty Acts, with Beautiful Costumes, Costly Trappings and Enticing Music. See the Great Performing Elephants, Lions, Tigers, Beautiful Trained Horses, Ponies, Dogs and Monkeys. Whole Troupe of Funny Clowns. Panhandle Fete and his Comedy Mules. Gorgeous Street Parade at Noon, and Big Free Exhibitions at the Show Grounds Immediately After the Parade. 3-23-25-27-30-4-1-3

THE Bank of Sumter. Capital, \$75,000 -- Surplus, \$47,000

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