

raises in us a feeling of opposition. The "mothering" is fictitious; it may assume the proportions of a dictatorship. That was the reason, as she had honestly thought it out. Is it, then, that we, as women, are so fearful of having our rights encroached upon that we in essence boycott the one to whom we are answerable? Can the restraint ever vanish in this relation? Can the woman who may say "don't" ever stand in a perfectly normal relation to the girl whose whole soul is bursting with "I will"? But that is an extreme case. To put it in another light, can the thin veil of authority ever be rent asunder so that the two women—principal and student—can see each other as they would in other relations in life? Is it desirable that they should? It is certainly interesting to speculate upon this, and it may not be wholly profitless to do so. The feeling of restraint may not be a bad thing. A good, wholesome fear may be the means of developing the one thing needful in many a girl. It may be the means of her intellectual regeneration.

I have not found that the relations are fundamentally changed when the principal has swerved from duty a little in the effort to gain popularity. She may be liked better at first for her laxity, but young people are usually quick to detect insincerity and despise it. I recall the case of a woman whose official duties did not include supervision of the dormitory life at all, but merely of the academic work, and I noticed that the girls' attitude towards her was practically the

same as that described in the other cases.

In my own not over-long experience as a principal, I believe the sentiment to be about as I have indicated it above. I have had the usual few admiring adherents, while the others, I am sure, regarded me in the light I have observed in other cases. I do not know that my administration has been weakened thereby; I do not know that I have suffered either morally or intellectually from the isolation. As an instructor only I was the confidante of many, and the repository of sacred secrets galore; as an instructor clothed with authority, I have noticed a distinct falling off of purely personal confidences, and I have talked with other principals who have said that, to be perfectly honest, they must admit the same thing.

Now, is our educational system suffering from this state of affairs? Is it true that, as Bernard Shaw said in a humorous address in London not long ago, that nine-tenths of education is nothing but the organized offence of the grown up person against the young person? And does the young person so regard the efforts of the woman in authority? Or is it that democracy engenders a spirit of aversion to a superimposed authority? Whatever the reason, there remains a barrier between the principal on the one side and the student on the other. Is it good, is it immaterial, or is it bad? Who shall say? Meanwhile the woman in authority stands alone in an isolation as unique as it is irresistible.

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At the University of Michigan Prof. Hinsdale is succeeded by Wm. H. Payne, first incumbent of the chair of Pedagogy there, who left it to become president of the University of Nashville, and now returns to it. He will be heartily welcomed back.