

RELATED THINGS CONTRIBUTIONS AND REPRINT

A CHILD'S FUTURE.

What will it please you, my darling, hereafter to be?
Fame upon land will you look for, or glory by sea?
Gallant your life will be always, and all of it free.

Free as the wind when the heart of the twilight is
stirred

Eastward, and sounds from the springs of the sun-
rise are heard:

Free—and we know not another as infinite word.

Darkness or twilight or sunlight may compass us
round,

Hate may arise up against us, or hope may con-
found;

Love may forsake us; yet may not the spirit be
bound.

Free in oppression of grief as in ardour or joy
Still may the soul be, and each to her strength as a
toy:

Free in the glance of the man as the smile of the
boy.

Freedom alone is the salt and the spirit that gives
Life, and without her is nothing that verily lives:
Death cannot slay her: she laughs upon death and
forgives.

Brightest and hardest of roses anear and afar
Glitters the blithe little face of you, round as a star:
Liberty bless you and keep you to be as you are.

England and liberty bless you and keep you to be
Worthy the name of their child and the sight of
their sea:

Fear not at all; for a slave, if he fears not, is free.

—Algernon Charles Swinburne.



DEMOCRACY AND THE SCHOOL.

From an Article by Alexander Fichandler,
of Brooklyn, in *The American Teacher*
of April, 1914.

What would you think of a person who wished to learn the use of colors, and engaged a blind person to teach him? What would you think if he wanted someone to supervise his child's physical education, and employed an invalid for that purpose? Would not that be absurd? And yet, consider this: the aim of our public schools is to train our boys and girls for efficient participation in the life of a democracy, and we intrust this task into the hands of people who lack the very qualities which they are asked to develop in those under their supervision. We want our children to become free and independent citizens, men and

women who will demand their rights, who will not allow anyone to oppress them—and we put them in charge of teachers whose professional life is conducted under conditions directly opposed to such ideals.

We do not seem to realize that the teachers are really the people who are making the nation—not the superintendents or principals. They come into immediate and intimate contact with the citizens of tomorrow, and therefore exercise the greatest influence upon them. But observe their condition: there is only one word that can be properly applied to the average teacher, not only in New York City, but in the United States of America, and perhaps in the entire civilized world, and that is *slave*. . . . Of course, there are exceptions. We have men and women who realize the principle that only free people can produce free people, and they do give their subordinates opportunities for self-expression, but such are unfortunately few and far between.

And now, what is the cure? Obviously, just those traits which we expect the teachers to develop in the children, are the very ones that must be developed in themselves. Before a teacher can communicate to his pupils the spirit of independence and the love for freedom, he himself must be free and independent. That is the only solution, and we are moving towards it! . . . Let the teachers manage the schools! If they have sufficient ability and knowledge individually to take care of classes of children, they certainly have a sufficient amount collectively to take care of the schools. Why cannot we form teachers' organizations, through which the teachers may participate in the administration of the school, and may decide what ought to be done for the children, the parents and themselves? . . .

We demand freedom for the teacher, but not so much because of the teacher. In the final analysis it is purely a matter of self-preservation. We must have democracy in this country; we must have our children prepared for democracy; and the only way to teach democracy is to live in a democracy, and be taught by teachers who are themselves participating in a democracy.



“UNIT” VERSUS “DUAL” CON- TROL OF INDUSTRIAL EDUCATION.

From Addresses at the Convention of the Society
for the Promotion of Industrial Education, at
Grand Rapids, Michigan, 1913.

The real issue is whether community control in the interests of the community is to continue with such developments as changing needs may call for from time to time, or whether social control is to be abrogated in behalf of control by busi-