ence had in mind when it wrote Article X of The Children's Charter, demanding “for every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.”

In the meantime, the millions of children and young people follow the old, worn way to the schoolhouse. There they must find at least the opportunities offered so freely to their predecessors. If there must be a choice, build a schoolhouse, and leave a road unbuilt, some streets unpaved. We must have education; it is America’s boast. While other things are crumbling, our schools must be maintained. Not just as they are; they have not fully met their opportunity. There is too much loose thinking, too little comprehension of what citizenship means, for any one to claim that. But as we rebuild our economic structures, let us teach our young folks how to play a bigger part in the world—how not to be just cogs in a machine that may be wrecked without warning.

We can move forward only through our children. If we give them adequate training, they’ll work this thing out for themselves some day, but it’s going to be a long hard struggle, and we may as well help them by getting it started. The old—and present—hopper system is inadequate. Tomorrow’s school must treat children as individuals. Mass production has failed. The time has come to act sensibly in both business and education.—William Frederick Bigelow, Editor of Good Housekeeping

One hundred and two of every 1,000 adults are high school graduates.

Twenty-three of every 1,000 adults are college graduates.

Two college students grow where one grew in 1920.

TEACHER PARTICIPATION IN CURRICULUM IMPROVEMENT

“The curriculum of the Chicago schools must not be thought of only in terms of printed courses of study produced by subject matter experts or by those few individuals most capable of constructing the printed courses. The curriculum improvement program must be conceived as continuous professional growth on the part of every teacher and supervisor of the Chicago school staff. With this concept in mind, it is clear that such improvement can go forward only when every classroom teacher in the system is engaged in thinking through curriculum problems and revising her own practices. When courses of study are made by a few highly competent individuals, they, and they alone, get the intellectual stimulation and growth involved in the production of the materials. It is impossible to expect the intellectual stimulation and growth to have taken place in the entire teaching staff simply because they are able to read the completed product of a few individuals who produced the courses. Vital growth on the part of the entire staff can occur only when all the members are engaged continuously in remaking the curriculum of the Chicago schools. Superior printed courses are necessary at intervals in order to give the tangible satisfactions of completed steps in the process, but the chief criterion of the success of a curriculum program is the continued growth of the members of the school staff. In such a curriculum program printed courses serve two purposes: first, to make tangible the results of the effort, and second, to make accessible the better thinking and practice of a large number of classroom teachers.”—From the Report of the Survey of the Chicago Schools (III, 45).

The current or running expense of the schools is only fifty-one cents per pupil per day.