

The army could be organized in flying squadrons, so that its youth could travel widely and see and serve all kinds of men and communities. For its direction we would need that new type of teacher-engineer-community worker that our best school systems are already producing. Scientific schools, schools of philanthropy, are turning out men and women who could step into their places as non-commissioned officers for such an army. The service could be entirely flexible. Boys and girls could learn the rudiments of their trade or profession in actual service with the army. Book studies could be carried on, and college learning could come to its own as the intellectual fertilizer of a wholesome and stimulating life. Athletics and sports would be an integral part of the two years' service. There would be long periods of camping in the national parks or upon ocean beaches. The Boy Scouts and Camp-Fire Girls already give the clue to such an enterprise.

If objection is made that this national educational service would fail to bring out the sterner qualities of heroism and self-sacrifice, and would not be a genuine moral equivalent for war, the answer is that the best kind of a moral equivalent is a moral sublimation. We want to turn the energies of youth away from their squandering in mere defense or mere drudgery. Our need is to learn how to live rather than die; to be teachers and creators, not engines of destruction; to be inventors and pioneers, not mere defenders. Our cities and isolated farms alike are mute witnesses that Americans have never learned how to live. Suppose we had a national service which was making a determined assault for the enhancement of living. Would its standards and discipline be less rigorous? Rather would the ingenuity and imagination have to be of the finest.

Some such conception of national service is the only one which will give us that thrill of unity and vigor which we seek. An educational service built on the public school system puts the opportunity in our hands. The raw material in attitudes and desires is here. Every task that an army of youth might perform is already being done in some school or college or communal service. All we need to do is to coördinate and make universal what is now haphazard and isolated. An army of youth which focused school work would provide just that purpose that educators seek. The advocates of "preparedness" are willing to spend billions on a universal military service which is neither universal nor educational nor productive. Cannot we begin to organize a true national service which will let all serve creatively towards the toning up of American life?

RANDOLPH BOURNE.

The Teacher and the Gary Plan

WHAT does the "Gary Plan" mean to the class-room teacher? How does it affect the teaching profession to make the individual child the real burden of concern rather than the perfect working of "the system?" How does it affect the teacher's day to make 40 per cent greater use of school building and equipment? Does intensive use of school furniture and floor space "take it out" of the teacher who does the class-room work? Or has the Gary plan advantages for teachers comparable to those it gives the children? Sixteen thousand teachers in New York City and five hundred thousand teachers in the United States want to know how this new form of organization is affecting their profession.

My experience of two years' teaching in the Gary schools has convinced me that Mr. Wirt's plan of school reorganization promises a new future for the teaching profession in terms of both professional recognition and financial compensation.

An objector to the Gary plan said it was bound to fail because it demanded teachers with initiative. To my mind this is one of the strongest arguments in its favor. It is true enough that the Gary system will not succeed with teachers who are merely cogs in the educational machine, between a half-dozen supervisors on one side and too large classes on the other. But the Gary system makes it possible for the teacher to know her subject, her children, and the community in which she works; and her work at once is bound to grow less mechanical and more professional. If her initiative has been ground out under the traditional system, the Gary reorganization will give it opportunity to return.

The Gary teacher can make a study of the subject which she teaches in the same spirit as that of a college instructor who specializes upon his chosen branch of learning. She teaches one subject or one group of subjects only, in place of half a dozen, and is unhampered by the multiple requirements of special supervisors. Such opportunity to do original thinking and creative teaching is worth more for a teacher's mental growth, I thoroughly believe, than any outside "course" she can take at a college or university.

The Gary teacher knows her children because she has the advantage of smaller classes. The average daily attendance in elementary classes in Gary is only 30, in New York it is 37, in Chicago, 41. She teaches the same children through several grades and can watch them grow in her own subject from year to year, a process which offers after all the chief reward of the profession. But more than this, the

teacher learns to know her children because the spirit of the schools is one of freedom. The children are not repressed, nor are all doing the same thing. They are alert through living vigorously in work shops, laboratories, gardens, studios, playgrounds, as well as class-rooms. Teachers can not help respecting the varied excellence in children which finds expression in a school of such diverse opportunity. They not only can but *must* look upon their children as vivid individuals.

The Gary teacher further is in touch with the community outside the school, with the homes and parents of the children, with the problems of the neighborhood. Each teacher is in charge of a certain district—one block, two blocks, or a single tenement house—with all its families. She is the connecting agent between those parents and the school, and school time is taken for her work with the children of her district, because Mr. Wirt believes that nothing is of greater educational value to children than to learn about the community in which they live. The children become still more colorful to the teacher as she comes to know them with their background of family circumstances and nationality. Each teacher seeks to adapt her subject to the children of the neighborhood she has learned to know. One is studying the history of Serbia because she wants her children to understand Americanism by knowing their own background first. Another is helping her class present a play in the auditorium on "Clean-Up Week." A third has her children write business letters in the class-room as an actual service to their parents who speak and write no English—surely a more interesting bit of teaching than the assignment of any lesson from a text book. When teachers can thus use their initiative in developing creatively both subject matter and methods best to reach the individual children in their charge, their work becomes a profession worthy of the highest ability.

But the Gary plan not only gives greater professional opportunities to the teacher, it also enables the city to give greater financial compensation. In Bulletin, 1915, No. 31 of the United States Bureau of Education, we find that Gary had an average salary for elementary school teachers in the year 1912-13, of \$786, well ahead of any other industrial town of comparable size in the Middle West, and higher than any other city in Indiana. But in Gary the old distinction between elementary and high school has been largely broken down, and more than a third of the teaching staff are on the high-school salary schedule, not included in this government report, although they give two-thirds of their time to elementary school pupils. The average salary of persons actually in charge of elementary classes in Gary for five days a week ten months a year is not

\$786 but \$895. Furthermore, an additional expenditure of 20 per cent of total salaries is paid to the regular teachers for extra Saturday, evening and summer work. Of course this added work is not compulsory. Still the conditions of work are such in Gary with the smaller classes and the absence of home work that the majority of teachers are both able and eager to do the extra service. Instead of staying after school hours Gary teachers prefer to give individual help to retarded children, and to hold rehearsals for special plays and programs, on Saturday morning when neither they nor the children are exhausted, and when they are paid for the extra work. These opportunities for extra service, much greater than in the traditional system, make \$1,074 the average annual income of Gary elementary school teachers. Only New York, and three or four cities on the Pacific Coast, give their elementary teachers a higher average income than does Gary.

How can Gary, a struggling new industrial town of 40,000 people, afford salaries comparing favorably with those of the oldest, largest and richest cities in the United States? There is nothing magic about the resources of this sandy city. In fact, these salaries are paid under the tremendous financial handicap of rapid growth. Property is assessed in March; taxes are levied the following October, collected the following June and December, an average of eighteen months after the first assessment. But in that eighteen months Gary has doubled in size, and the school has to care for the children of a city twice as large as the city which was taxed. The only administrative principles which make Gary salaries possible are coöperation and the elimination of waste energy.

In the first place, teachers for music, drawing, science, library, auditorium, shop, play and physical training, have complete charge of their classes, while other teachers are in charge of other classes in reading, arithmetic and writing. Thus the extra salaries of special teachers and special supervisors are saved. In the second place, such definite coöperation with outside agencies is secured that whenever public library, public playground, church or private teachers provide activities for an average of one class of children each hour of each school day, the salary of another teacher may be saved. In the third place, the customary appropriation for maintenance of school plant and equipment is used to support school shops which do the work of maintenance, thus largely saving the cost of supplies for industrial training and the salaries of further teachers. By the application of these principles enough money can be saved from the customary teachers' fund so that 30 per cent more can be paid to every teacher employed.

But more important than these administrative economies is the fact that taxpayers are willing to pay more than usual for their schools, when they know their children have something more in return than sitting in school seats the whole day long, something more than working with a single group of children in lockstep all year long, children repressed in their potential educational development by the limited range of one teacher's abilities. When both the adults and the children of a neighborhood have constant use of work shops, playgrounds, gymnasiums, swimming pools, auditoriums and classrooms, then organizations of teachers and school officers can go before the taxpayers with a promising campaign for salary increase. A city will pay

generously for the education of its children when it can get full measure in educational values.

Those teachers who look upon their work not merely as a stepping stone to matrimony or the law, but as a life work which should give an opportunity for continuous personal growth as well as sufficient financial return for family support, will understand the advantages made possible by the Gary plan. For if Gary can pay its present salaries under its present difficulties, it must be possible to increase tremendously the compensation of teachers in more normal cities by the application of Gary principles.

ELSA UELAND.

Emerson School,
Gary, Indiana.

The Meaning of the Wirt Plan

IN the heat of popular discussion and controversy over any new idea, there is always danger that the really new feature of the idea, the thing which gives it the dynamic power to create the controversy, will be lost from sight in futile discussion of unessential details. The discussion of the Wirt plan of education is no exception. "The duplicate school plan," "work-study-and-play schools," "a longer school day," "departmental teaching," "vocational work," "auditoriums," "multiple use of facilities"—all these terms, representing principles and methods, fundamental features and incidents, means and ends, are cited as indispensable essentials of the plan. As a matter of fact, all may be found in the Wirt schools, but any one alone, or all together, fail to give an idea of the essentially new method of the plan. The possible exception is the last, "the multiple use of facilities"; but the fact that this is usually referred to perfunctorily as an "excellent" or "deplorable" economic device, according as the speaker likes or dislikes the plan, shows that a too facile use of that phrase has stripped it of its meaning.

To make the city a fit place for the rearing of children; to do this by converting the public school into a public-service institution which uses all facilities all the time for all the people—these are the two essential principles of the Wirt plan. They lift it out of the field of merely pedagogic interest and make it of deep social and national significance.

The modern city with all its advantages for adults is largely the result of this multiple use of all facilities for the common good. In fact, the history of democracy is the history of the gradual application of the principle to our various community institutions. To quote Mr. Wirt: "The reason why the

public, that is ourselves collectively, can provide things for each of us individually which we cannot provide for ourselves privately is that collectively we secure a multiple use of the facilities. The people collectively provided for Louis XIV the magnificent palace and park at Versailles. Without the multiple use of this property provided by the people collectively, it was reserved for the exclusive enjoyment of one of their number. But the people all wished to share in this collective possession, and, through the French Revolution, took possession of such private estates for the common use. Public lighting systems, water works, public parks, public libraries, are all an outgrowth of community effort for the common good. This change in the attitude of mind of the masses is the thing that has made possible modern social progress. We have constantly before us an enlargement of this principle of multiple service of public facilities."

We can have public parks if we will let other people use our walks when we do not want to use them ourselves. We can have public libraries if we will let other people use our books and chairs when we do not want to use them. We can have public museums if we let other people look at our pictures when we do not want to look at them. And the more people there are, the better parks and libraries and museums we can have.

The public school, on the other hand, has been slower than any other public-service institution to adopt this primary principle of democratic management. Collectively the people provide money for the school, but each individual child must have the private exclusive use of a school seat which he must occupy for the greater part of the school day.

The result of such a system is that we have more