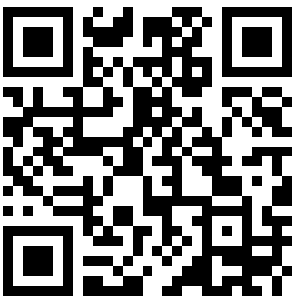
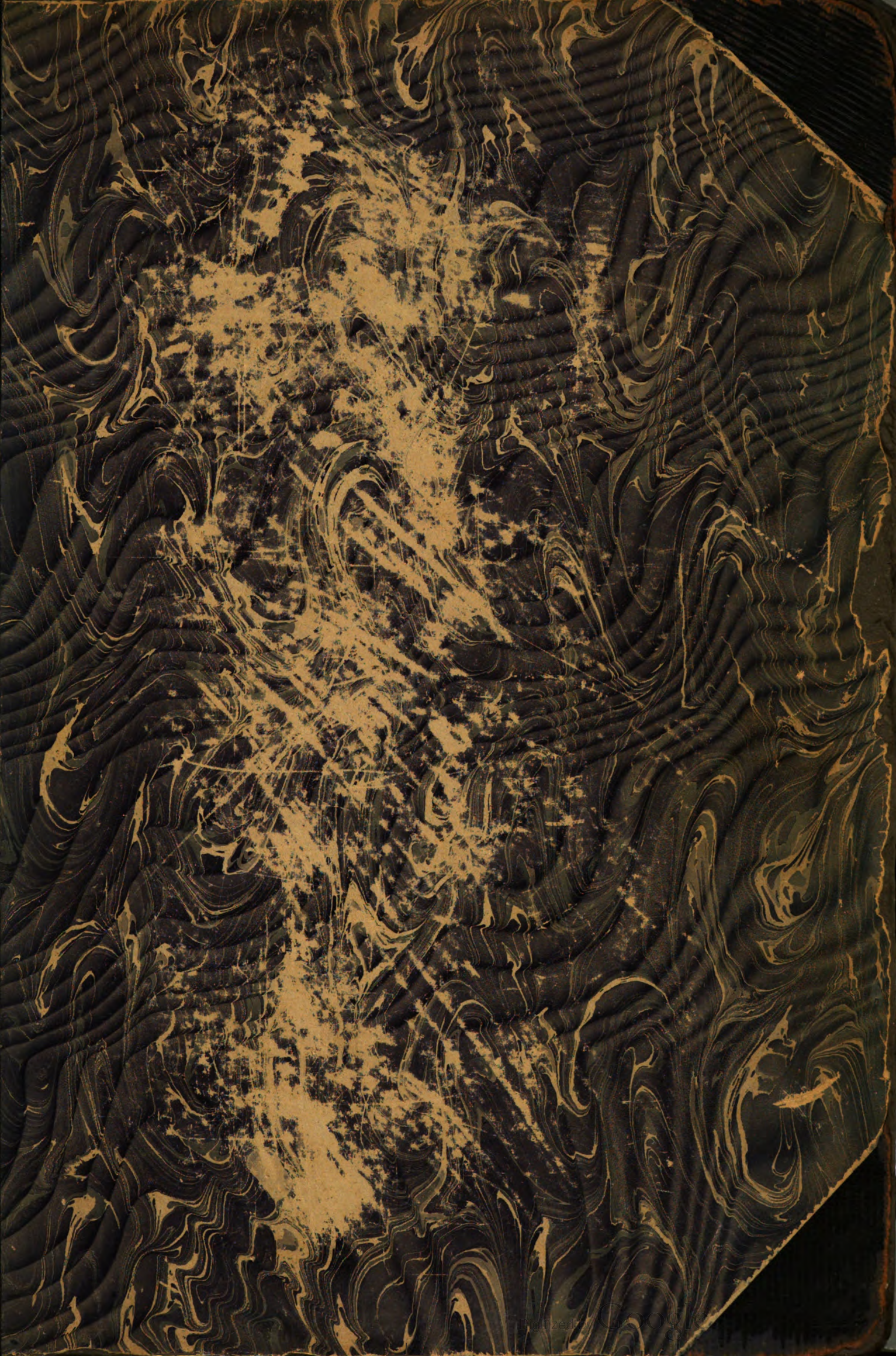
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Chicago Teachers' Federation Bulletin

Vol. 3. CHICAGO, NOVEMBER 20, 1903. No. 1.

THE PROFESSIONAL AND FINANCIAL SIDE.

At the very beginning of the discussion put teaching out of the list of money-making employments. It has never been one, taken as a whole. The only circumstances in which the "school business" can be a good financial investment is when the general public is so evidently deprived of good schools that the people will pay a private individual good returns to furnish education. Teaching is no more a salable commodity than preaching is, or, to put it in the class that Socrates did—than love is. You can't institute any comparisons that hold between teaching and business or between teaching and law. Whoever said, in this journal, that the city superintendent of schools of New York would now, as a lawyer, be receiving an income of seventy-five thousand or a hundred thousand dollars a year for the same kind of work and the same amount of work that he is now giving, might as truly have said the same thing regarding preaching as compared with burglary. The richest man in America is the richest man in America because he was shrewd enough to invent commercial tricks which it required later legislation to put into the category of crimes and misdemeanors. Shrewdness, cleverness, getting more than you give is the essence of getting rich in every case I know of. Shrewdness, trickery and getting more than you give is so essentially the antithesis of the spirit of teaching that the man who thinks he can get rich by teaching must be either a fool or a knave. If teaching does not come in the category of money-making pursuits where does it belong?

Undoubtedly it belongs with preaching. The ultimate objects of them may be somewhat different, but their mainsprings, love and duty, are the same. Whoever said that the preacher fits you for heaven while the teacher prepares you for the world that is (called by the educational scientists, the environment), will now be discredited both by preachers and teachers. After reading Lyman Abbott's summary of the minister's aims, and Charles R. Skinner's outline of what the schoolmaster should accomplish, I find the line between the two professions blurred and wavy.

I never saw a teacher yet who wasn't a missionary. Accept the title. Agree to what it signifies. Turn your backs, once for all, upon the hope, a common American inheritance, that some day you shall enjoy wealth and all the pleasures it may bring. Those are not for us. Our delights are fundamentally different. That they are higher and better than the others may be a proposition interesting to argue, but it is enough just now to accept that they are different.

The essence of teaching is service. What has money to do with it? This is the key to the question of teacher's wages. Only to the extent that money improves the service of education may it be asked for. This is the only line of argument that seems to a taxpayer or to a community, sound. The weakness of the teacher's position in salary matters has consisted in failure to make this argument intelligible. The teachers have permitted their salary increases to seem like personal presents to them. The board members voting increases of salary have wished to pose like the squire with his servants on Christmas morning. Organization, study and unimpassioned presentation of facts, especially through the press, is the correct method of adjusting salary defects. The line of argument is: schools are not good enough. Show how they should be better. Show that to secure these improvements the teacher must be enabled to give a higher class of service. Show that the service will improve as the living of the teacher is better. Elaborate the effect of more extended preparation for work. Show exactly what it costs to secure that preparation. Add up the fees, the cost of books, the cost of board while securing the training required. Then demonstrate the effect of fairly good living upon the teacher himself and immediately upon the taxpayer's school children. Don't fail to carry every argument away from the teacher's personal benefit to the improvement of the citizen's interest. However dear to ourselves we may be we as persons cut very little figure in the eyes of the law. Our personal happiness is of no more consequence than that of any other citizen, but we, as forces acting upon growing children, are of immense importance, and it is a tremendous mistake to let us get worried, irritable or diminished as to efficiency in any way.

Show what a teacher ought to have in the way of clothes, books, room, exercise, etc., to give the taxpayer's child good service. Underestimate these things yourself, but get some enthusiastic citizen to work out the same ideas and give him free swing and plenty of publicity. Get the leading men in your locality to figure out what a good living costs per year and get them to sign their estimates of the cost of a good living, not for themselves, but for anybody. Itemize these things. This shows that you know what you are talking about. Get them to estimate an adequate amount for rent, light, fuel, board, clothes, newspapers and periodicals, church, charity, amusements, concerts, etc., summer outing, doctor, dentist, medicine, professional literature, professional society dues, hospitality, deposit for a rainy day. Then take these figures and print them

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alongside of the salaries paid in your system. If your salaries exceed the estimates for a good living publish it to all the world that the example of your board may be effective on benighted communities. If your salaries are less than the estimated cost of a good living ask what details of living you should omit.

If some one says that you should receive less money because your hours are shorter ask what you can do to piece out your income in your leisure time. Ask to have your hours made longer. Follow every proposition to a logical conclusion. Leave no shadowy replies in a position that seems to settle the question. Throw the search-light of inquiry upon it. Ascertain what practical means of making money in vacation can be counted on to make your teaching service better. Draw up tables of salaries of teachers and of other public servants, attorneys, judges, constables and bridge-tenders. Compare their cost of preparation and their hours of service. Compare the nerve drain. Compare the quality of work done, compare the value of the service to the commonwealth. Keep the whining tone out of it. Reason together and admit that you yourselves ought to be doing better work. Show what you need to enable you to do better work. Bind yourselves by promises to do it if the taxpayer puts you where you can.

This, as I said before, is the only sound basis on which to ask for higher salaries. Chancellor says we get what we are worth. As a class we are too willing to let our reputation be lowered by the unmolested incompetents alongside of us. Davidson says it is our fault if we do not show the public the economy of better salaries. Harper says the best men are not teachers because they cannot afford to be. Schurman says men are leaving the ranks in droves because they cannot teach and support a family. If you believe a high standard of education is desirable for this country it is your duty to show how the mode of life of teachers outable obstacle to good educational work. Get busy. side of a few enlightened districts is an insuper—William McAndrew in the School Journal.

PREFACE TO "ORGANIZED LABOR"

By JOHN MITCHELL.

The average wage earner has made up his mind that he must remain a wage earner. He has given up the hope of a kingdom to come, where he himself will be a capitalist, and he asks that the reward for his work be given to him as a workingman. Singly, he has been too weak to enforce his just demands and he has sought strength in union and has associated himself into labor organizations.

Labor unions are for the workingman, but against no one. They are not hostile to employers, not inimical to the interests of the general public. They are for a class, because that class exists and has class interests, but the unions did not create and do not perpetuate the class or its interests and do not seek to evoke a class conflict.

There is no necessary hostility between labor and capital. Neither can do without the other; each has evolved from the other. Capital is labor saved and materialized; the power to labor is in itself a form of capital. There is not even a necessary, fundamental antagonism between the laborer and the capitalist. Both are men, with the virtues and vices of men, and each wishes at times more than his fair share. Yet, broadly considered, the interest of the one is the interest of the other, and the prosperity of the one is the prosperity of the other. Where wages are high, capital and the conduct of business are not without their reward; where the industry of the country is carried on by broad-minded, far-seeing, adventurous leaders, the remuneration of labor increases, even to the common laborer on the streets.

The trade unions stand for the principle of the united action and for the policy of a living wage earned under fair living conditions. In union there is strength, justice and moderation; in disunion, nothing but an alternating humility and insolence, a state of industrial despotism tempered by futile and passing revolutions. Unions stand for the right of the association, self-government, and free speech, for the dignity and self-respect of the workman, for the mutual esteem of capitalist and wage earner, and for a wide, far-seeing, open-minded, democratic conduct of industry. The living wage means the American standard of living. The world does not owe a man a living, but a man owes it to himself, and the industry that voluntarily employs and voluntarily retains him owes him the right to earn it under fair and living conditions.

In the pursuit of these ideals trade unionism has justified its existence by good work and high purposes. At one time viewed with suspicion by workmen and employer alike, it has gained the affections of the one and the enlightened esteem of the other. Slowly and gradually it has progressed toward the fulfillment of its ideals. It has elevated the standard of living of the American workman and conferred upon him higher wages and more leisure. It has increased efficiency, diminished accidents, averted disease, kept the children at school, raised the moral tone of the factories, and improved the relations between employer and employed. In so doing it has stood upon the broad ground of justice and humanity. It has defended the weak against the strong, the exploited against the exploiter. It has stood for efficiency rather than production, for the man rather than the dollar. It has voiced the claims of the unborn as of the living and has stayed the hand of that ruthless, near-sighted, profit-seeking which would destroy future generations as men wantonly cut down forests. It has spoken for the negro slave on the plantation and the white slave in the factory. It has aided and educated the newly arrived immigrant, protected the toil of women and children, and fought the battle of the poor in attic and sweat shop. It has conferred benefits, made sacrifices, and, unfortunately, committed errors.

I do not conceal from myself that trade unionism has made its mistakes. No institution fully attains its ideals, the men stumble and fall in their upward striving. The labor union is a great, beneficent, democratic institution, not all-good, not all-wise, not all-powerful, but with the generous virtues and enthusiastic faults of youth. Labor leaders have erred, but the underlying impulse has been good, and the unions have sought the welfare of their class and of society.

I have mentioned these faults and errors of American trade unions, because I believe that they should not be glossed over by the men who love the

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unions in spite of their faults. I believe, however, that many employers have been less than just and have closed their eyes to the virtues of unions while searching for flaws with a microscope. Capital should be as tolerant and fair to labor as labor is to capital, and the employer should cease to consider unions and their policy beneath his notice and should begin to study them in a frank, open-minded manner. What is required between these two factors in production are knowledge and mutual understanding. Ignorance is the mother of prejudice and strife, and peace may come only from an understanding of the attitude of an opponent. The labor problem cannot be solved by the benevolence of employers, but only by their justice and wisdom, not by gifts or donations, not by allotments or sales of stocks, not even by profit-sharing. However beneficent these may be, the problem can be solved only by a recognition of the rights of labor and the willingness on the part of employers to confer with their associated workmen and to formulate trade agreements covering the whole field of the labor contract.

The recognition of the rights of organized labor by the making of trade agreements will, with the coming years, become more and more general in the United States. The American employer is too broad-minded not to realize the advantage of such a method of securing stable conditions and of ensuring a spirit of friendly co-operation among his men. The manufacturer of the future will no more forego such an insurance of the good will of his workmen than he will permit his factory to remain uninsured against fire. The trade agreement makes for peace in the industrial world. Strikes will not entirely disappear, and the fear or possibility of strikes will still remain, but the frequent bickerings and constant irritation will vanish, and strikes themselves will be reduced to a minimum. To the present period of industrial war will succeed an era of peace, an era of peace with honor to both sides.

The recognition of the rights of organized labor should be to the employing class as much a principle as a policy. It is a recognition of the dignity of labor, of the equal rights of men engaged in manual toil. It is a second emancipation, freeing both master and slave. Former slave owners found it difficult to treat with freedom, and it is no less difficult to men accustomed "to run their own business in their own way" to enter into contractual relations with representatives of employees associated into organizations of national scope and purpose. Such a broad recognition, however, binding, as it does, in indissoluble bonds of amity, employer and employee, would like mercy bless him who gives and him who takes, conferring a lasting benefit upon workingmen, employers and the whole people of the United States.

I have written this book in the hope of contributing, though in the slightest degree, to the attainment of this result. I wish to see the interests and ideals of labor and capital fairly reconciled, not by surrender, but by mutual understanding, and to see the rights and responsibilities of all parties, the workman, the employer, and the public, clearly, completely and unmistakably recognized. To the better comprehension of these rights and responsibilities, whether of labor or capital, and to a better understanding between these two great factors in production, I dedicate this book.

THE TEACHER.

I.

The teacher spends her early years
In preparation for the strife
Of leading youthful minds to grasp
The knowledge which they need in life.

II.

She finds the pathway very steep,
And thorny, too, as day by day,
Courageously, she plods along,
Until her health and strength give way.

III.

And then, when old and feeble grown,
Her place a youthful maiden fills,
And she is turned adrift to bear
As best she may, life's cares and ills.

IV.

It may be there is naught ahead,
For others she has had to care,
And now when past her usefulness,
Humiliation she must bear.

V.

For firemen brave, and bluecoats, too,
The city sets aside each year
A certain sum to help them through,
So they the future need not fear.

VI.

For women, too, who spend their lives
In helping youthful minds to soar,
The city should provide a fund
To aid them when their work is o'er.

MRS. M. L. GARCIA.

THE SCHOOLMA'AM AT THE HELM.

Each generation sees the rush away from the land grow, sees the cities swell, sees character and individuality struggling with heavier odds. When I watch the seas rising and the clouds threatening, I think of the schoolma'am at the helm and am glad. Laugh if you will; I am content. While she is there we are safe.

In a very real way the teacher is, must be, both mother and home to too many of her children. Could any pay reward the weary lives I have seen literally worn out in the service of stricken humanity in the slums of my own city—worn to the raw day by day, with yet never a word betraying the toil and the suffering; with the brave, patient smile ever there to cheer and help? I am thinking now of one Christmas festival in a ragged school, and of the sweet-faced teacher at the piano, with the children clustering around singing their glad songs. None of them knew that she had come from the deathbed of her only sister, who was breathing her life out while she played and sang with breaking heart, hiding her pain with a smile lest she sadden the children's joy. Pay? I would have every teacher who is worthy the name of teacher—and there should never be any other—paid enough to put her ever and for good beyond need of care; and when her years of service were over, I would have her rank as pensioner upon the community!—nay, not bounty, but undying gratitude—ranking at least with those who guard it against peril from fire and from violence.—Jacob A. Riis in Good Housekeeping.

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CHICAGO TEACHERS' FEDERATION BULLETIN

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

THE PROBLEM OF PRIMARY TEACHING.

While school-reform discussion is the order of the day, and every feature of the educational mechanism is being studied with a view to more perfect co-ordination and economy of energy, it is well to recur to the primitive question—What is it that a primary teacher has to do? What is the nature of the problem that confronts her when the asking eyes of children turn their searchlight on her soul? What do they want of her? What does society expect her to do for them? The mothers that bore them put them away from the enfolding atmosphere of home love while they are yet so tender and so little, and send them to her five hours of the day that she may give them—what? Their parents give them over to the school with a sense of security. They trouble themselves little, for the most part, with the method and purpose of the teaching their children receive, reserving all praise or blame for the result. The training school is the natural and proper source to which she should look for this kind of guidance. And the training school does furnish her with ideas and ideals in abundance. But when she takes hold of actual teaching, the first thing which must force itself upon her is the clash between the ideal and the limitations of the actual. She has been told that all real teaching is individual teaching, and she is given fifty children to try that theory upon. She has learned that children must come in direct contact with nature and all the beautiful realities; and now she finds out that they must read print before Christmas though the sky falls. She knows that she must meet them always ready and serene, full of enthusiasm, and with that intuitive sympathy which divines the developing stages of their consciousness; and she begins at the same time to feel the pressure of routine, and the hard philosophy of "sink or swim" which thrusts so many teachers longing with all their young helpless souls to do their best, into the untried work with no hand to guide, or oftener with an ignorant guidance which perverts the young ideal or produces restive discontent. Sometimes, indeed, her lines are cast in pleasant places. Sometimes she finds the conditions of her teaching fixed by some one who has thought to the foundations, and understands what environment is necessary for her development as a teacher. Sometimes she meets with one who, lacking the intellectual grasp, yet through sympathy and perhaps a kindred experience, is able to lessen the difficulties of the situation, if not to point the way toward further progress. Sometimes—but this is very rare good fortune—she encounters one in whom science and sympathy go hand in hand, who can teach her how to teach as well as make her free to teach.

But I will venture to say that though much labor and money have been spent for the betterment of the school system on courses of study, on improved heating apparatus, with automatic ventilation, on adjustable desks and on principals' salaries, nine out of ten primary teachers come to their own through a season of tears and tribulation, involving some years of effort which, if not absolute waste to the learning teacher, might well be spared the learning child. The truth is that very few people whose business it is to make the conditions for primary teaching are people who ever got beyond the very earliest stages of a practical acquaintance with it. It used to be considered a proud distinction to have "risen" in a few years from the "lowest" position in the school service to one of a supervisory character, the "lowest" position being that which involved the closest and most direct contact with the growing minds of children. Ten or fifteen years ago a teacher who clung to primary teaching till she had in some measure mastered it, did so at the peril of being considered unfit for any other work. That this is somewhat different to-day is owing partly to the advance in educational theory and partly to the fact that some persons naturally fitted for such work had the courage or were forced by circumstances to keep on with it anyway.

The work of a primary teacher is essentially but pre-eminently the work of all teaching; first to learn and then scientifically to utilize and direct the natural activities of children.

Individual teaching and individual expression are not only valuable; they are a necessity of the case; because it is impossible for children to have any power in common until they have developed the same power individually. They cannot act together or think together till they have learned to act and think alone. If first grade children sing they invariably sing alone better than in concert. Individually their movements are free and graceful; uniform movements they learn very gradually, coming through a feeling for rhythm to a sense of law.

There are two qualities without which no one can become a primary teacher of the highest order—love and a scientific attitude of mind. One is the highest of moral, the other the highest of intellectual qualities, and we are all bound to fail in some measure in both. But they are the conditions of success. Love divines the needs of children and learns by a swift intuition what is most essential to their natures. But it must be a love like that described by the medieval mystic—"not soft, not light, not intent upon vain things." A real love of children and of teaching leads invariably to a study of the laws of mental development, of the physical basis of life, and of all that may contribute toward a more perfect and accurate knowledge of the life-problem as it is presented in these precious souls and bodies. We have seen love without science degraded into sentimentality in the treatment of children. We have seen science without love degenerate into a heartless materialism which destroys the atmosphere in which young living things can grow.

The teacher, man or woman, fulfills in society the maternal function, bringing forth in a sense the spiritual and mental self of the child into a world

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which hitherto it has not known; revealing to it in accordance with laws of development, a new heaven and a new earth; nourishing it from the abundance of wisdom and of love. Society owes to the teacher the protection which is necessary to the fulfilment of this high purpose, and not the indifference and neglect which force deserted mothers to bear a double share of the burdens of life.

Though love is the most essential quality in a primary teacher, it is after all the one in which she is least likely to fail. No one stays long in the company of young children without growing in love. No one could stay long without it. The greatest need of the primary teacher is living contact with the greatest minds at work on the educational problem, and an intelligent attitude toward all educational research, together with a reasonable freedom. Not one-tenth, perhaps, of what she learns in a year will she be able to apply that year, and her learning must be a patient, not to say an endless, process. But primary teaching means to the teacher constant growth, widening knowledge, deepening insight, all to one definite end, which gives life and unity to her work.

"If a man love the labor of a craft,
The gods have called him."

A. M. M.

FREEDOM OF SPEECH AT HULL HOUSE.

The most praiseworthy movements for the betterment of social conditions are not free from the assaults of men. The most high-minded man or woman, zealously consecrated to the noblest, philanthropic endeavor, cannot hope to get beyond the shafts or those who cannot comprehend the singleness of their devotion nor appreciate the scope and purpose of their work.

While all this is true, it almost passes human belief that any person in his right mind should find it in his heart to malevolently assail the founders of Hull House or to criticise the broadly catholic spirit which animates them in the conduct of this world-famous social settlement. It will surprise most Chicagoans indeed to learn that the work of this institution has been made the object of attack. It will surprise them still more to learn the occasion for this attack.

Singularly enough this attack is aimed at what would be considered by most fair-minded persons as essential to any sort of a social settlement movement that pretended to be of any educational value to the community in which it is founded. It is directed against the open forum. It challenges the right of Hull House to recognize the principle of "free speech."

The Hull House Neighborhood Woman's Club recently invited Eugene V. Debs to deliver before it his lecture on "Emancipation." Ten years ago Debs was the leader of a sympathetic railway strike that failed because it ought to have failed. He has delivered this lecture before several Chautauqua associations and before the State Normal School at Normal, Ill. Its delivery was not followed by a riot or a panic. It was received as the expression of the opinion of one man upon certain phases of the industrial question.

Its delivery upon the platform of Hull House Woman's Club, however, was the signal for a torrent of abuse from a certain source in Chicago that is supposed to be dedicated fundamentally to the principle of free discussion. It speaks much for the intelligence and fair-mindedness of Chicago that the attack has been confined to that one quarter.

Hull House is not a propaganda. It is not dedicated to any dogma or ism, political, religious or social. It stands for free and open discussion of every question of human interest. Of course Hull House stands for much more than this. It stands for educational and philanthropic work among the submerged classes of such great scope and importance that they could not be covered within the limits of an editorial.

But whatever else it stands for it must stand for free discussion. It aims to give every part of our social structure a tongue. It makes no distinctions. It invites vagaries as well as philosophies. The privileges of its open forum are given to all alike. Its policy is not suppressive, but expressive. When it departs from this idea it will not be a social settlement. It will not be Hull House. It will not be entitled to public support.—Chicago Record-Herald.

WHY I BELIEVE IN WOMAN SUFFRAGE.

I believe in woman suffrage because I am an individual, responsible for achieving the best possible results for myself physically, morally and spiritually. To do this I must be free to think my own thoughts, to mold my own opinions, to order my own actions, to direct my own course of conduct in accordance with the high standard laid down by the Great Teacher, unhampered, unhindered, untrammeled by unwise jurisprudence, unwise legislation, unjust laws, unprincipled policies heaped upon me without my consent, and which I am powerless to remedy without the right of suffrage which is my inherent right.

Individuals, known as men and women, make up the world's millions of human beings, who were placed upon this earth to work out all of the various life problems together—from the least to the greatest—irrespective of sex. Only when they have thus worked have we seen real progress, real success.

It takes many hundreds of years to correct the mistakes made in the feudal ages, when might made right. Back there, man got his ideas that an all-wise Providence had made him alone His divine agent for carrying forward the work of the world, first by brute force, and later by his opinions expressed through the ballot. Since the ballot is nothing more nor less than the expression of an individual's opinion, it seems extremely ridiculous that any time or effort should have to be expended in proving that individuals known by class distinction as females have opinions, and therefore they must give expression to them, just the same as those individuals known by class distinction as males.

Nothing more unreasonable, more unphilosophical, could be harbored in the brains of men than this old superstition of their natural supremacy. We shall yet see the educated heart, hand and brain—blessed trinity of the new generations of men and women—achieving together that for which they were created, when might no longer makes right, but right makes might.

ELIZABETH GOUGAR.

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THE GRATITUDE OF REPUBLICS.

[From Morrison, Illinois, there comes to this office a story of the tragedy of a teacher's unrequited service. The extracts which follow are from a letter written by the dead woman's closest personal friend and from the columns of a local newspaper:]

Miss Margaret Haley:

Dear Madam—I know you are interested in teachers' pensions, and one of the strongest arguments in their favor has occurred in our little city during the last week.

One of our city teachers, who had taught thirty-four consecutive years in the same grade, lost her position last spring. During all this time she has been the main support of her mother, consequently had been able to save but little money. She has brooded over her trouble until almost insane. . . . Last Tuesday afternoon she put an end to her life with a dose of carbolic acid.

I feel confident that if she could have had a little money coming to her every year, this would not have occurred. . . . It is for such throughout the country that I write this letter to you."

"Miss Strawder commenced her duties as a teacher of the primary department of the Morrison schools in 1868, and served in that capacity continuously until June, 1903. Fully 1,500 pupils received their first instruction from her. She was peculiarly adapted as a teacher of little children, being kind and affectionate in disposition, and having especial skill in management. When she resigned her position the public learned of her action with regret."

A friend of the dead teacher testified at the inquest: "I have known Miss Strawder for thirty-four years and she taught in the public school in this city for the same length of time. She was re-elected as a teacher last spring, but resigned. I think that some one told her that she wasn't wanted as a teacher, and they also told her other unkind things. Afterwards she blamed herself for resigning. It troubled her much and preyed upon her mind, making her very despondent at times. There were periods when she was much worse than others. When these spells came upon her I think she was insane upon this subject. She was cheerful sometimes, but it was a struggle to appear so."

The jury returned the following verdict: "We, the undersigned jurors, sworn to inquire of the death of Miss Ida Strawder, on oath do find that she came to her death by carbolic acid poison, administered by herself while laboring under a spell of despondency."

LOANS TO TEACHERS
By a Teacher
AT LIVE AND LET LIVE LOW RATES
"Wherewithal" and no tattling.
L. A. care FEDERATION BULLETIN, 437 UNITY BUILDING

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in making clear to you what is meant by LOANS BY CORRESPONDENCE you will never borrow on any other plan. Address E. B., Federation Bulletin, 437 Unity Bldg.
By permission I give this paper as my reference.

ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at Fullerton Hall Saturday, December 12, at 10:30 a. m.

JOSEPHINE NICHOLS,
Cor. Secretary.
341 South Forty-third Avenue.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, November 30, 1903, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

NOTICES.

Prof. Edwin Erle Sparks will lecture to-morrow, November 21, before the educational department on the "Limitations of Learning," Fullerton hall, 2:30 p. m.

We hope to publish in our next issue the address delivered by Dr. Winship on Horace Mann before the educational department November 7.

Applications should be made at once for membership in the following classes:

Art classes, Suturday, 9 to 12 or 1 to 4 o'clock, Art Institute.

Psychology of Art Teaching, Mr. W. W. Speer, instructor, Art Institute, Tuesday and Thursdays, 4 to 5 p. m.

PLATFORM OF MEN'S LEAGUE FOR WOMAN SUFFRAGE.

It seems there is an organization in Great Britain known as the "Male Electors' League for Woman Suffrage." Their platform contains the following reasons for their existence:

1. Because women equally with men are subject to laws.
2. Because, being themselves one-half of humanity, women are concerned as deeply as men in the legislation that affects humanity.
3. Because, therefore, the opinion of women as expressed by their vote would be of the highest service to the whole commonwealth.
4. Because the denial of this equal legislative right to women is the refusal of justice to half the human race, and a detriment to the whole.
5. Because under a system of partially representative government the interests and the lives of the unrepresented always suffer.
6. Because experience has proved that men alone are as unfit to legislate for women as women alone would be unfit to legislate for men.
7. Because while "taxation without representation is tyranny," legislation without representation is yet greater tyranny.
8. Because by the legal recognition and establishment of women's citizenship the intellect and character and reciprocal estimation of both sexes would be raised.
9. Because the help of politically enfranchised women is indispensable for the upbuilding of the higher humanity that is to be.
10. Because "the woman's cause is man's; they rise or sink together, dwarf'd or godlike, bond or free."

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NATIONAL EDUCATIONAL ASSOCIATION.

SECRETARY'S OFFICE.
Winona, Minn., Nov. 17, 1903.

To the Educational Press:

The executive committee of the National Educational Association, pursuant to the authority conferred by the board of directors at the Boston convention, has carefully considered the several invitations for the annual convention in 1904. The city of Seattle withdrew the invitation presented at Boston because it was found impossible to complete the proposed auditorium before July, 1904, and also because the local authorities deemed the available hotel and boarding accommodations of that city inadequate for the entertainment of such a convention.

The city of Portland, Oregon, extended a cordial and well-supported invitation, which was favorably considered.

After a full canvass of the situation the executive committee deemed it advisable for all the interests of the association to hold the convention in 1904 in St. Louis, and so decided by a unanimous vote at a meeting held in Chicago, November 9.

The great promise of the universal exposition; the generous provisions for the educational exhibit; the well-grounded assurances that it will be the largest, best selected and most representative educational exhibit yet gathered at any exposition; and the certain benefit to teachers which will follow a careful study of such an exhibit, as well as the other features of the exposition, were the leading considerations which determined the action of the committee.

The exposition authorities and the various educational and business organizations of St. Louis have united in tendering to the officers of the association the most liberal assistance and facilities for the work of the convention and for the comfortable and economical entertainment of the members.

It is proposed to modify the usual plan for the meetings by making the various features of the exhibit the chief topic for all papers and discussions. The presence and co-operation of eminent representatives of foreign educational systems are assured to assist in comparative and thorough studies of the exhibits which will be the prominent feature of the convention.

It is proposed to hold a meeting of the department presidents in St. Louis about January 1st to formulate plans for the convention programs.

The dates for the convention are not yet determined; three dates are proposed, and the executive committee invite an expression of opinion by the members of the association as to the most acceptable dates, viz., June 28 to July 2; July 5 to 9, or July 12 to 16.

For the Executive Committee,
IRWIN SHEPARD, Secretary.

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EXTRACTS FROM A REPORT ON PUBLIC SCHOOL FADS.

An Investigation Made by the Legislative Committee of the Chicago Federation of Labor in 1901.

The work of the school calls for a postive indorsement of its worth. Mere toleration is not enough. Justice requires recognition, and it is the belief of your committee that the interest of your children and of society will be served by active support of those who are laboring to bring educational practice into harmony with the known laws of mental development. Your committee was impressed by the high standards of principals and teachers, and by the practical work done, and the interest taken by the children in their work, which promises well for its lasting influence upon their characters. Habits of examining before judgment, of persistence in effort, of mutual helpfulness, of courage and self-restraint and their pleasure in activity, were always in view. The idea seemed to be to equip pupils for life by giving them control of their powers, to create an enjoyment in work which will lead to continued endeavor, when they leave the schoolhouse to give play to the social spirit which leads to the practice of virtue, thus making ethics and intelligence bear fruit in conduct. Results demonstrate that the means chosen are well adapted for the end to be attained.

Careful attention was given to the effects of visualization in economizing the time and energy of the children in learning to read, write, spell and acquire in other subjects. There was remarkable quickness in seeing and doing. Only those who have observed their work can realize that children can be trained to such quickness and accuracy in reading, writing and arithmetic without overtaxing.

We must conclude that this is due to methods in harmony with the nature of being. Over-fatigue and over-stimulation are avoided. The eye and the hands are made to serve the brain, and the careful training of the senses provides against wasteful repetition when the eye or ear is called into play. The writing was rapid and legible. The spelling, capitalization and punctuation were good. In written expression of thought the pupils showed great power and gave evidence that the work was not mechanical, but mental, the outgrowth of thinking. Reading, writing and spelling are taught simultaneously, so that the child writes every word it reads, and, of course, in writing spells the word. This is the method we saw employed, and when contrasted with the old medieval system its superiority is beyond successful dispute.

Visualization appears to your committee to be of the greatest value in education, as it quickens the perceptions and prepares the mind for correct reasoning.

Special attention is given to the arm movements in writing, spelling of words is learned by quick glances and problems in arithmetic are grasped at only a moment's presentation. The great value of rhythm and physical culture in keeping children in a condition to attain are not disputed by any one, and the recreation obtained through the various activities, and educative hand work, are well calculated to give the pupils power of attention, self-control and a desire to work and seem to do so. All know that music is helpful in maintaining discipline and lessening fatigue, and an appreciation of good music in childhood will bring into homes a means of rest, as it diverts the mind, changing discontent to calm and peace.

In reply to many questions submitted by your committee, the principal of the school expressed the view that the elementary school does not seek to make artists, nor carpenters, nor dressmakers, nor athletes, but to develop greater mental and executive power, to open more channels for activity, to awaken an interest in work by the use of drawing, handwork, color, etc.

By making the schoolroom a place of life and happiness fewer boys will drift into the streets.

The purpose of the public school is only indirectly economic. To make men and women capable of seeing the right and desirous of doing it, is the end toward which all means should tend. We do not name the letters to an infant learning spoken language; we boldly permit it to hear the expression of thoughts. Education is the problem of life to encourage and develop the good and retard that which is bad.

To equip with knowledge for those things that will be best suited for the chosen occupation in life and methods that tend to this end should be taught to all.

This committee does not think it incredible that a similar process might result to advantage in learning written and printed language, or reading.

Your committee invites reflection upon these ideas because it believes it to be the desire of this federation to have our schools keep pace with progress in other lines and to provide an education which shall aid in ennobling life for our children.

Your committee also states that even had the work been less clearly superior its spirit and aim it would still have deserved commendation. It can scarcely be expected that the best work will be done in a transition period with teachers handicapped by the prejudices aroused by those whose selfish interests oppose improvement. In school oral spelling, something never called for in life, and rules for writing instead of the habit of expressing thought had been the custom. To spell and pronounce words without expressing any thought seems about the same as to move the saw, the plane or the hammer and make nothing.

The liberty permitted principals and teachers to work out educational principles in our public schools has resulted in attracting the attention of educators in all parts of the country.

We may not have the experience which enables school directors and stockholders in great corporations to estimate values, but we know that the children of the . . . school can read, write and spell better than we could at their age; we know that they are capable of attention and of reporting accurately what they see and hear; we know that they are being taught to pass judgment until they have made examination; we know that they are being trained by methods which lead them to "utilize accessible means of innocent enjoyment." Direct observation is the best proof of the value of the instruction.

Your committee does not recommend making experimental stations of the public schools, but it believes that accepted laws should be put into practice and scientific effort should not be kept out of the schoolroom by those who honestly believe dif-

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ferently, but who have never investigated the system now in vogue, and who thoughtlessly repeat the objections of those who are selfishly interested or to further private greed and jealousies. It is time that we began to discuss methods born of reason and from the standpoint of natural laws.

No reform was ever effected without the cry that it was visionary, expensive, impracticable and delusive.

Innovations from the time of Galileo down to that of Marconi have invariably been welcomed by open arms of enthusiastic faddists; have been reviled and condemned by that class who believe that nothing new can have any good in it, while the great majority of the human kind are wisely content to give them a fair trial and let them make a place for themselves if they possess the merit to do so. The public is not induced to embrace a new thing by the extravagant praises of its advocates, nor is it led to condemn it because of the frothings of prejudiced critics. If the new thing has merit it will live; if it has none it will die; but whatever there may be that is good we keep.

In our best private schools the results of scientific thought are being put into practice. The rich may place their children where they will and thus secure immunity from the effects of Gradgrind methods. Is there any reason then why the public schools, with their rich educational fund, should not be permitted the refining influences which cause gladness and right doing to go hand in hand with intellectual and physical development?

Your committee believes that music, drawing, physical culture, visualizing, sense training—all that brings out the faculties and gives the child power to think and to do—are economic and desirable.

Thoughtful men whose sympathies are not stunted by self-interest have continually warned us of the danger of lowering education to mere material aims.

In view of the facts observed and acquired on investigating, this committee urges that it is to the interest of all classes that children shall find enjoyment in doing right; that permanent interests and individual capacities shall be developed so that pupils will leave the schools ready and willing to cooperate with their fellows. If we are sometimes disheartened by the slow progress of the cause we believe to be good, does it not become us to give better heritage to our children? By doing our duty to them, we shall best do our duty to ourselves and to society at large.

The way to thin the ranks of the unproductive and the dissatisfied is to educate so that enjoyment and satisfaction will be found in work. Education is a matter of growth. No method can be expected to vindicate itself in a day, but when methods are in harmony with the laws of natural development the result must be success.

Taking the work in the . . . School as representative of the so-called fads, it is the opinion of this committee that methods in harmony with the nature of the child should be earnestly supported by organizations interested in extending the means of happiness to all classes and in promoting the welfare of society.

In speaking of one as an educated person we imply, not only that he has acquired knowledge, but that his mental powers have been developed and disciplined to effective action. A graduate of a common school is fairly educated—a college graduate is liberally educated—a master of science is learned—a diligent reader is well informed.

Education is defined as: The process or result of educating—acquirements by any course of discipline and instruction; the systematic development and cultivation of the mind and other natural powers, and the direction of the feelings, the tastes and the manners by inculcation, example, experience and impression. Education has for its aim the development of the powers of man, (1) by exercising each along its peculiar line; (2) by properly co-ordinating and subordinating them; (3) by taking advantage of the law of habit; and (4) by appealing to human interest and enthusiasm.

From the philosophic point of view every one is educated, his powers being developed for good or evil by all he sees, hears, feels or does.

Education in this sense begins when one enters the world, and continues all the time he is in it. In a more specific sense it is used of a premeditated effort on the part of the parents, teachers and professors to draw out one's intellectual and moral endowments, encouraging what is good in one's self and to society, and discouraging what is hurtful. With this is combined an effort to give more or less technical training to fit the scholar or student for the occupation by which he desires or is likely to support himself in life.

Education belongs to the period of childhood and youth and good breeding is best learnt in the early part of life.

There may be uniformity in educational principles, but diversity should be permitted in the methods employed, so long as the object to be attained is the same.

The wealthy delight in teaching their children music, art and languages; they send them abroad that they may peep into those art galleries where repose the masterpieces of the world. They are put under the tuition of the musical masters of Europe. They study the languages with high-priced professors as tutors, and when they return their parents and the public press proclaim their varied accomplishmeents. There can be no doubt but that the greatest ambition of the fathers and mothers of our land is to see their offspring master these refining studies and it is unfortunate that that part of public education which is termed fads upon investigation should be found to be only that class of studies necessary for modern requirements.

Complains has always been made that Americans lack appreciation of art and music and it will always be so as long as the latent appreciation of them is not developed, and your committee regrets that those studies such as drawing, music, modeling and domestic science, which are looked upon as desirable accomplishments in any person, should be pronounced as fads for no other apparent reason than that they are taught your children in our public schools.

It is regrettable that that class of studies made essential by the development of modern industry are being denounced as fads for, with the extension of machinery, drawing and modeling are absolutely necessary to fit one for the battle of life. Artistic drawing has a tendency to develop that independence of action which brings forth originality, and with the improvement in the possibility of produc-

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

WHAT WE HAVE TO BE THANKFUL FOR.

The negative side of our situation is one we are not likely to lose sight of; it forces itself upon us with persistence. And first among blessings one should perhaps count the power to look upon the negative side as it is, without disguise and without misgivings, which is the first step toward mastery and the conquest of better things.

"It matters not how strait the gate,
How charged with punishments the scroll;
I am the master of my fate,
I am the captain of my soul."

But the basis of all constructive work is the recognition of those things which are an abiding source of strength. What have we, as teachers, to be thankful for?

First, for the eternally beautiful and indestructible nature of our work.

For the children who crowd the ancient earth, renewing its youth and beauty, repairing the outgrown strength of the race. For our relation to them, and through them to mankind.

For the hours we spend with them wherein the beauty of this reasserts itself with power against all hampering conditions, against all pressure of care, against poverty of knowledge and poverty of resource.

For a place in the toiling ranks of humanity which is so high in the demand it makes upon us, so rich in recompense; for a task there is no fulfilling but through love.

And after this we should be thankful for the sense of fellowship which is leading all who work and think with us everywhere to unite their strength with ours.

For organization, powerful for good or evil, but more powerful for good, because the conscience of many is safer than the conscience of one. For freedom and courage to accept the responsibilities of organization. For failure and for success, both lessons in the perfecting of strength. For the inspiration of great leadership. For the opportunities of democracy. For the power to follow and the power to lead.

As organized teachers of Chicago, for a brave and unblemished record, in face of the situation brought about four years ago through crippled revenue. For a course of action which should give the key-note for all later action of teachers everywhere, organized to meet the necessities of a similar condition.

The work undertaken at that time by the teachers of Chicago was not, as has been truly said, a work into which teachers should ever have been forced. But the situation being what it was and is, there is no other means at once legitimate and effective for the betterment of material conditions which are dependent upon public revenue than to turn the light of publicity upon those sources from which public revenue is due.

For the stronger union between the teacher and the parent, both under the pressure of economic necessity, both touched in their nearest interests by whatever impedes the development of the schools, which has been made possible by the affiliation of teachers, organized as wage earners, as well as professionally, with the larger body of labor.

For the sincerity of purpose which has made this union possible without disastrous results. For the growing economic insight which makes it possible without antagonisms or alienation. For the invincible power of growth in all things essentially related to human interests, by right of which educational thought and its expression in systems and institutions continues to develop, and must continue, until it reach a point where the highest ideal that men have conceived shall be the only limitation upon its freedom.

AFTERMATH.

The long year's work was ended,
With aching heart and brain
She pondered o'er its labors
To measure loss and gain.

The little children given me
To guide in wisdom's way,
Has the path we've trod together
Led upward day by day?

I so longed to help them,
Those eager, questioning spirits,
Have they on husks been fed?

Will the seeds that I have planted
Blossom into noble deeds,
Or have I so sadly blundered
That the harvest will be weeds?

Lo! a rush of feet about her,
Children crowding in the room;
Happy faces lifted toward her,
Hidden under roses' bloom.

O! we truly did surprise you;
See the flowers we brought to you,
Just because we knew you loved us,
And you know that we love you.

Sweetly, thus her doubts were answered,
For in hearts where love is king
Surely only pure thoughts blossom.
And their choicest treasures bring

Rich reward for all her labor,
Guerdon sweet for hours of care,
Just to see the love-light glowing
In the faces round her there.

—Cora Prentice Tennerry.

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(Continued from page 3.)

tion it is unnecessary to put children to work at an early age. We urge the abolition of child labor and the ranging of the school age to sixteen at least. Every child taken from school and placed in the factory compels the father to take as much less for his labor as the child earns, so that the father is eventually compelled to accept the same wage as the child, and a whole family of child laborers can earn no more than could its head, all other things being equal—and this is the saddest of all commentaries that can be made upon our industrial system.

And society, to save itself from degeneration and consequent degradation, should forever destroy the instigation of child labor by passing and enforcing such laws as will keep in school every child until he has graduated from the highest grade.

The factory laws should be amended so that none may be permitted to work until they are at least sixteen, the certificate of birth, re-enforced by the affidavit of the parents, to determine the age.

No Rockfeller or Carnegie, having extorted from labor and the public hundreds of millions more than they are honestly entitled to, has endowed our public schools with any of their surplus millions. Their millions when given are bestowed in such manner as will only benefit the children of the rich, as the children of the masses seldom reach a college.

The true wealth of the country should not be measured by the marble palaces and colossal fortunes of the few, but rather by that intellectual development which will bring to mankind the greatest happiness and that country which develops the possibilities of its people is truly the greatest and wealthiest and no expense should be spared to have our public schools all that is required to bring about this result. Some of the cantons of Switzerland, although naturally poor, assume control and provide for the education of those unable to pay for it, permitting the child to remain in charge of the parents. Our country, the most richly endowed with natural resources in the world, would, by making education absolutely free, bring about a higher standard of citizenship which would amply repay for the outlay.

CHILD LABOR CAUSES TRAMPS.

Miss Jane Addams of Hull House, Chicago, writing in Charities, a New York weekly review of general philanthropy, points out that child labor has a decidedly debilitating effect upon the mental and physical systems, and so drives men to tramp life. "It is surprising," writes Miss Addams, "to find how many begin to tramp because they are tired to death, just as a business man goes to the woods because he is worn out with the stress of business life. This inordinate desire to get away from work seems to be connected with the fact that the men have started to work very early, before they had the physique to stand up to it, or the mental vigor with which to overcome its difficulties, or the moral stamina which makes a man stick to his work whether he likes it or not." We cannot demand any of these things from a growing boy. They are all traits of the adult. Miss Addams goes on to illustrate by means of a man in the municipal lodging house of Chicago, who had begun to work in a textile mill quite below the present legal age in New England, and who had worked hard for sixteen years in a place that required no mental exercise, but made him simply a cog in an industrial wheel. "At last," said this man, "I was sick in bed for two or three days with a fever, and when I crawled out I made up my mind that I would rather go to hell than go back to that mill." This man does not steal, Miss Addams says, but for four years now he has been tramping. The mere suggestion of a factory throws him into a panic. The physician has made a diagnosis of general debility. The man, in his opinion, is not fit for steady work because prematurely spent. All this makes it very clear that the young, if too early submitted to the grind of factory life, must swell our pauper list.—The Woman's Journal.

EMMA BOOTH-TUCKER.

The tragic death of this leader in one of the great religious movements of the time, recalls circumstances in her life from which a profound civic lesson may be drawn.

Her charms of wifehood and motherhood are the cherished remembrances of her immediate friends. Her devotion to the Salvation Army is the pardonable pride of her associates in that organization.

Everyone should have a direct and personal interest in the fact that Mrs. Booth-Tucker's service and her devotion to an exacting public service did not interfere with the fulfillment of her duties as a wife nor the performance of her obligations as a mother. On the contrary, she was doubtless all the better and stronger as wife and mother for being also the tireless leader among right-minded men and women.

There is a superstition that the good wife will have no inclination to participate in public affairs, and that the good mother will have no time for it. So wives and mothers among the poor let their brains run fallow while they bend over washtubs, and wives and mothers among the rich allow theirs to run fallow while they minister to family pride at social functions. With unconscious irony all this is called "making the home."

Women must not vote. That onerous burden would break in upon the marital and maternal duties of the washtub and the afternoon tea and so destroy the home! They must not hold public office, no matter how crying the need in our public service for feminine thought and feminine action. For with women in politics our children would be neglected, and our husbands would go unkempt and unloved, while the home would disappear from our civilization!

Against this barbaric superstition Mrs. Booth-Tucker's busy and useful life was a daily protest.

No possible public service in civic affairs could be more exacting in its demands upon a woman's time and energy, or more disturbing to wifely and motherly duties, than the public religious work which Mrs. Booth-Tucker did perform so long and so successfully. Yet she leaves seven children, who have never lacked their mother's love and care.

May we not point to her career as another notable demonstration of the intimate relationship of wifely and motherly functions with the functions of citizenship, of the perfect compatibility of home-making with community-building?—Editorial in Chicago Public.

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THE ACADEMY MEETING.

The mass meeting last evening at the Academy of Music in favor of increased pay for the teachers of Philadelphia was a great and signal success. The Academy was packed with an intelligent, earnest and enthusiastic audience, and thousands who crowded around the doors were unable to gain admission.

Professor Edmonds, who has led the movement with conspicuous ability, presided with the apt word and the right spirit. The speeches were direct, judicious and forceful. The facts which make an irresistible argument for the new school schedule were clearly presented, and enforced with the plea that Philadelphia owes to herself even more than the teachers that the standard of pay shall be such as will insure efficiency. It is not a mere appeal for fairness, but a business proposition in the general public interest.

The resolutions embody the sense of the meeting in crisp and telling form. The demonstration was the culmination of a vigorous and effective campaign, and cannot fail to make a powerful impression on the city government. There is substantial unanimity of public sentiment for this righteous movement, and its success ought not to be doubtful.—Philadelphia Press, Nov. 14, 1903.

"The public schools are looked upon as a kind of cure-all for every disease of the body politic," said Professor Sparks before the Teachers' Federation at Fullerton Hall. "Intemperance, ill health, immigrants, neglect of civic duties, whatever the evil, the schools are expected to mend it. Education is a specific; it is not a universal remedy. In fact, many qualities which go to make up character cannot be cultivated by any or all the studies in the curriculum. Among these are the willingness to serve, usefulness in life, honesty in other particulars as well as in money matters, good citizenship, and true patriotism. They can be inculcated only by the influence of the teacher. Divide that influence by the number of pupils in the room, dilute it with the prevalent moral suasion discipline, and you have the result.

"So frequently we mistake outside evidences for results. Wishing to teach patriotism, we forget that the flag is only a symbol, and require by law that it shall float over every schoolhouse. Time was when every true teacher had a flag which was displayed on days whose events taught true patriotism as they were described to the expectant pupils. Under the law, the flag must fly every day where it attracts as much attention and is as beneficial as the nearest electric light pole. A boy may sit under the flag until he reaches manhood, and then go out and sell his vote, neglect to declare his property for just taxation, or neglect his duty on election day. These acts constitute the essence of patriotism of which the flag is the symbol."

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ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at Fullerton Hall Saturday, December 12, at 10:30 a. m.

JOSEPHINE NICHOLS,
Cor. Secretary.
341 South Forty-third Avenue

The Board of Managers of the Chicago Teachers' Federation will meet Monday, November 30, 1903, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

NOTICES.

Mr. T. H. MacQueary will speak at Chicago Commons, corner Grand avenue and Morgan street, Tuesday, December 1, at 8:15 p. m. Subject, "The Causes and Prevention of Truancy."

AN OBJECT LESSON.

The sad case of a young German who has just been pardoned in New York State calls attention anew to the need of more modern and humane methods of dealing with prisoners.

Six years ago, a boy of twenty deserted from a German warship lying in New York harbor. Ignorant of the city and of the language, he fell into bad company, who made him drunk, and while in that condition got him to help them break into a house on Staten Island. He had borne an excellent character up to that time, and was horrified when he awoke sober and learned what he had done. The judge gave him sixteen years in State prison, justifying the unusually heavy sentence on the ground that the house broken into belonged to "one of the most respectable families on Staten Island."

The State prison at Sing Sing is so unsanitary that it has been condemned as unfit for human habitation by the State Board of Health, the State Prison Commissioner and the New York Prison Association. The cells are so infected with tuberculosis that prisoners who enter in perfect health soon contract the disease, and a sentence to short imprisonment is often practically a sentence of death.

This young German, whose conduct during the six years that he has been in prison has always been perfect, has just been pardoned out; but in what condition? A medical expert who has examined him reports that "the whole of the left lung is involved with the tuberculosis process, and the apex of the right lung also shows evidence of trouble." Efforts are now being made to secure his pardon from the German government for the military offense of desertion, so that he may go home to his mother to die.

This is only one instance; there are other States where conditions are fully as bad. Such facts are an object lesson showing the need of having the more human half of society, the maternal element, more fully represented in public affairs.

If the mothers of New York and other States had a vote, would they keep up prisons so unwholesome as to inflict capital punishment upon men and boys who have been sentenced only to a short term of confinement?—Alice Stone Blackwell.

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The Fair

You really ought to see these two important Suit offers

THE fall suit business has started with a rush. It's hard to tell whether it's been caused by the beautiful styles or our extremely reasonable prices; both are so attractive. A long coat and a short skirt are two of the principal fashions destined to be very popular.

Every day sees new beauties slipping in; each with some new style touch and all portraying very clearly the splendid workmanship employed in their making.

Women's Man-Tailored Suits, made of all-wool zibeline, cheviots and other materials, with shirt blouse coat and cape effect.

Women's Long Blouse Coat Suits, made of gray or brown men's suitings, double-breasted collarless effect, with cape.

Women's Tailor-Made Suits, all of fine quality all-wool Venetian cloth, in black or blue, velvet collar and belt, silk lined to waist.

Women's Long Skirted Blouse Coat Suits, made of oxford, green or blue zibelines, trimmed with velvet o broadcloth straps.

Bought to sell for much more **10.75**

Women's Prince Albert Coat Suits, made of men's fancy suiting, with taffeta silk lined waists and inverted plait back skirt.

Women's Long Skirted Blouse Suits, made of blue or black all-wool cheviot, body and sleeves satin lined, habit back dress skirt.

Women's Tailor-Made Skirt Blouse Coat Suits, made of extremely neat fancy mixtures, collarless effect, lined to waist with satin.

Women's Man-Tailored Suits, Louis XIV. style, made of men's fancy suitings of excellent quality, waist satin lined throughout.

You'd pay double to have them made ... **15.00**

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, DECEMBER 4, 1903. No. 3.

THE TEACHERS' SALARY SUIT.

Wednesday morning, Dec. 2, the attorneys for the Board of Education and the attorneys for the teachers met in Judge Tuley's chambers for a "conference"so -called. The Board of Education was represented by its attorney, James Maher, its assistant attorney, Angus F. Shannon, and the President of the Board, Graham H. Harris. The teachers were represented by Attorneys I. T. Greenacre and Clarence S. Darrow. Miss Haley and Miss Goggin were also present.

The object of the conference was to urge upon the judge that he do not hear the case but send it to some other judge, thus securing the same end that would be secured by obtaining a "change of venue."

The attorneys for the Board urged that because some members of the Board of Education were unwilling that the case be heard by Judge Tuley, therefore it would be much better for all if the judge would decide to send it to some other court. The attorneys for the teachers opposed this proposition strenuously, and after thirty minutes' discussion, pro and con, Judge Tuley said that under these circumstances he did not desire to hear the case and asked the attorneys for the teachers to consent to a change. The judge was evidently deeply moved by the implied sentiment, however diplomatically expressed, that all the members of the Board of Education had not the same confidence in his sense of judicial fairness that the mass of the people have evidenced, as was shown by the overwhelmingly large vote which he received at the last election, where his name led the list of candidates from all parties.

The judge before whom the case will be heard had not been named when this paper went to press, Thursday morning.

CATHARINE GOGGIN,
Financial Secretary.

[Since writing the above the case has been set before Judge Dunne, and under the rules of the court should be heard next Tuesday, Dec. 8, which was the date set for the hearing before Judge Tuley.—The Editor.]

MEMBERSHIP DUES PAYABLE ON OR BEFORE DECEMBER 15.

The announcement that the time for the payment of dues expires December first was a mistake. It should have read December fifteenth. After December fifteenth, dues will be one dollar twenty-five cents.

CHRISTMAS AND NEW YEAR HOLIDAY RATES, SEASON 1903-1904, FOR STUDENTS AND TEACHERS.

Chicago, Nov. 13, 1903.

To enable students and teachers of educational institutions, whose homes are at other points, to visit same for the Christmas and New Year holidays, we are pleased to advise that the following named lines will sell excursion tickets from Chicago at one and one-third of the regular normal one-way fare for the round trip, with minimum selling rate of $1.00 to all points within the territory of the Western Passenger Association: A., T. & S. F. Ry., C. & N. W. Ry., C. G. W. Ry., C., R. I. & P. Ry., Wabash R. R., C. & A. Ry., C., B. & Q. Ry., C., M. & St. P. Ry., Illinois Central R. R., Wisconsin Central Ry.

Tickets will be sold on any day from December 18 to 24, both inclusive, limited for going passage commencing date of sale, with continuous passage in each direction, and with final return limit to the date the institution reopens, but not later than January 11, 1904, only upon presentation of joint standard certificate of the Western Passenger Association, certified to by the proper official of the institution with which applicant is connected, and before being honored at the ticket offices of lines referred to herein the same must be approved and executed by the undersigned for which a fee of 25 cents will be charged.

In order that there may be no misunderstanding the attention of students and teachers should be called to the execution fee of 25 cents to be collected at the time of approval of certificate.

As a measure of protection certificates to be furnished will be executed by the undersigned only on the day on which it is desired to commence the journey, unless exceptionally good reasons are advanced for our taking action to the contrary.

We desire to advise you that we will be pleased to supply you upon application with as many of these certificates as you may require, and in making application for supply it is respectfully requested that you kindly file with us fac simile of the signature of the official of your institution who will sign certificates.

Respectfully,
CHAS. T. MANDEL,
Secretary.

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EXTRACTS FROM "PROGRESS AND EDUCATION."

An address delivered before the National Educational Association at Detroit, July, 1901, by the Rt. Rev. John Lancaster Spalding.

Progress is increase of power and quality of life. It is this even when it seems to be but greater control of the forces of nature; for they are thus made serviceable to life. Education is the unfolding and unbuilding of life, and it is therefore essentially progress. All progress is educational, and all right education is progress.

With Christ a new and immense hope was born in the heart of man—a hope of everlasting life and endless progress; a conception of a gradually developing divine purpose in history; of a return through labyrinthine and devious ways of the whole creation to God, from whom it springs. This hope and this conception are not found in the religions of paganism, nor can science inspire or justify them. In the individual and in the race, as in nature, growth and decay are simultaneous. When the one predominates there is progress; when the other, regress and final extinction. And as it would be absurd to imagine that a human being, in this present existence at least, might continue to grow forever, it would not be less extravagant to believe that a people or the race itself might continue indefinitely to make progress. Nations, like individuals, are born, grow, and perish; and mankind, to whatever heights they may rise, must rise but to fall. The monuments of the most glorious achievements are destined to become fragments of a globe on which no living thing can longer be found. As endless time preceded the appearance of man on earth, so endless time shall follow his disappearance from the visible universe. All that is possessed must be lost, since possession is a thing of time, and what time gives it takes again.

If it were possible to embrace in one view the entire history of our little planet, we should neither be disturbed by the failures nor made greatly glad by the success of men, so inevitable and transitory it would all appear to be. This is the standpoint, this the conclusion of science, when it is accepted as the sole and sufficient test of reality. But we cannot take delight or find repose in such wisdom. Our thoughts wander through eternity; our hopes reach forth to infinity; we are akin to atoms and stars, to the worm and to the Eternal Spirit. The whole past has helped to make us what we are, and we in turn shall help to make the whole future. In the midst of a perishable universe, the soul dwells with the indestructible; in the midst of a world of shadows, it seeks repose with the all-real and abiding One. In all faith in progress, in all efforts to advance, we follow the light of an ideal, which, if we look closely, is found to be that of perfect truth, beauty, and goodness, wedded to absolute power. Whatever the means taken to approach it, this is the end which noble minds forever hold in view—the ultimate goal of all our yearning and striving, which the laws of reason and the necessities of thought compel us to identify with the Supreme Being from whom and to whom all things move. Our way leads not from nothingness to nothingness, from death to death, but from life to more and higher life; from spirit to the Infinite Spirit, who is perfect truth, beauty, and love, wedded to absolute power. It is possible, even when there is question of things the most vital and indispensable to human welfare, to take opposite views and to defend with plausible arguments whatever opinion. One may or may not set store by money or pleasure or position or friendship or culture. He may hold that civilization awakens more wants than it can satisfy, creates more ills than it can cure; that art, like the tint and perfume of the flower, is but a symptom of decay; that all monuments are funeral monuments. One may deny free will; or accepting it, may think that license is the inevitable result of liberty, and that the best fortune for individuals and societies is to be governed by able tyrants. Our estimates depend so largely on what we ourselves are that agreement is hardly to be looked for. The light which visits young eyes is not that which falls on those who have been sobered by the contemplation of man's mortality. Serious minds have maintained that life, together with the means whereby it is propagated, preserved, and increased, is the sum of all evil; that the love of life is the supreme delusion in a universe where whoever feels and thinks necessarily suffers irremediable pain. Hence they believe not in progress but in regress; holding that as all life has sprung from the unconscious, the sooner it sinks back into it the more speedily shall all things be reduced into eternal order.

This is not merely a speculative view of a few exceptional individuals. It has been, and still is, the religion of millions in eastern Asia, whose dream is everlasting repose in nothingness; who neither desire nor make progress. The ultimate standard of value is helpfulness to life; for except for the living nothing can have, nor be known to have worth. But our belief in the goodness of life is the result of a primal feeling, not of philosophic or scientific demonstration. It is essentially a faith which arguments can neither create nor destroy—a faith which draws its nourishment from the conviction that life is the first cause and last end of all that exists, the most real of things and therefore the most excellent; and this conviction has been begotten in the mind and heart of man by the Christian religion, with a power which has created a new world, and given to civilization an enduring vitality and an all-embracing scope of which the most divinely inspired minds of antiquity could have but visionary conceptions.

Our Christian faith in God means belief in increase of life, in progress, which is His appeal and insistence bidding us win His kingdom and Himself. It is the ever widening and deepening prevalence of His will, which is good-will to men, that they may grow in power of mind, heart and conscience; that they may be made stronger and purer and more healthful in body and in soul. Thus progress whether it be considered as inner development and purification or as enlarging mastery over the external world, becomes the most legitimate, the most fruitful, the most invigorating aspiration of our nature; becomes part of all our hoping, thinking and striving. It lies at the heart of the divine discontent which makes it impossible for us to rest self-satisfied in any achievement; which turns us from whatever is won or accomplished to the better things and nobler men that are yet to be. It is a resistless urgency to growth, springing from an innermost need of freedom and light. It dispels ignorance, abolishes abuses, overthrows tyrannies, and bears us upward and onward along widening ways. It sweet-

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ens toil and gives the courage to bear bravely the worst that may befall.

Faith in the goodness of life, issuing in ceaseless efforts to develop it to higher and higher potencies, has determined our world-view and brought us to understand that the universe is a system of forces whose end is the education of souls; that the drama enacted throughout the whole earth and all the ages has for its central idea and guiding motive the progressive spiritual culture of mankind, which is the will of God as revealed in the conduct and teaching of Christ.

A PROPOSED CLASS IN MUSIC.

Several applications have been received at this office for a class in music under the direction of Miss Marcella Reilly. The following outline of work has been prepared by Miss Reilly: Teachers wishing to join such a class may communicate with the Educational Department:

OUTLINE OF WORK FOR MUSIC CLASS.

By MISS MARCELLA REILLY.

1. Study of some fine art song, such as O Star of Eve—Wagner; Mignon's Song—Beethoven Setting; The Smith—Brahms, etc., about fifteen minutes each lesson.
2. Invention of melodies, and through this original work gaining skill in the understanding and use of the major and minor scales.
3. Through individual study and drill in the minor scales—three forms—Pure, Harmonic and Melodic.
4. Thorough study of intervals, as follows: Major, minor and mental, diminished and perfect; also intervals in their enharmonic capacity.
5. Thorough study of major and minor triads, and the dominant seventh chord. Inversions and figuring of above triads and seventh chord.
6. Four part harmonic writing, gaining as much skill as possible in the use of the time, dominant, sub-dominant and dominant seventh chords.
7. I would strongly recommend tone perception for ten or fifteen minutes each lesson.
8. If class so desires a symphony could be studied for some minutes each lesson; for instance, Beethoven's C Minor Symphony, thus gaining familiarity with this great art-form through its highest expression and acquiring the ability to listen to it when performed by the orchestra with greater intelligence and appreciation.

ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at Fullerton Hall Saturday, December 12, at 10:30 a. m.

JOSEPHINE NICHOLS,
Cor. Secretary.
341 South Forty-third Avenu

The Board of Managers of the Chicago Teachers' Federation will meet Monday, December 14, 1903, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

NOTICES.

Applications should be made at once for membership in the following classes:

Art classes, Suturday, 9 to 12 or 1 to 4 o'clock, Art Institute.

Psychology of Art Teaching, Mr. W. W. Speer, instructor, Art Institute, Tuesday and Thursdays, 4 to 5 p. m.

LECTURE BY MR. LOUIS F. POST.

Mr. Louis F. Post, editor of the Public, will speak to-morrow (Saturday), December 5, on "The Democratic Ideal in Society," at Fullerton Hall, 4:15 p. m.

The ballot taken on the hour for lectures showed a majority in favor of the hour adopted last year, 4:15 p. m. All Saturday lectures will be given at that hour unless special notice is given.

CHICAGO TEACHERS' RELIEF SOCIETY.

The Secretary will be at the Board Rooms, on Saturday, Dec. 5, and Saturday, Dec. 12, 10:00 a. m. to 12:30 p. m., and on Monday and Tuesday, Dec. 14 and 15, at 4:30 p. m. No dues received after Dec. 15, 1903.

L. J. QUANTRELL, SEC.
791 N. Hamlin Ave.

Dr. A. E. Winship, editor of the New England Journal of Education, has been appointed a member of the Massachusetts Board of Education. A strong appointment and a well deserved one.—Wisconsin Journal of Education.

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By permission I give this paper as my reference.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 28, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.
Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

EMINENT ILLINOISANS ON EQUAL SUFFRAGE.

WILLIAM J. HYNES:

Women are unrepresented so long as they are not allowed to vote.

ABRAHAM LINCOLN:

I go for all sharing in the privileges of the government, who assist in bearing its burdens, by no means excluding women.

DR. H. W. THOMAS:

Suffrage is not a question of sex but of intellect and moral fitness. Women would use the ballot wisely and intelligently for uplifting and elevating the home.

JANE ADDAMS:

To no class of women is this subject of equal suffrage of such vital importance as to the working women. To them it becomes an industrial as well as a political question.

JUDGE JOHN BARTON PAYNE:

The question of woman suffrage is very largely with the women. If they really desire the right and with substantial unanimity demand it, the demand can not be refused, and in my opinion should not be refused.

JUDGE S. P. MCCONNELL:

I am entirely in favor of equal suffrage. I am never able to recognize a single valid reason why women should not be accorded every right that men enjoy. I believe woman's complete independence would advance civilization materially.

FLORENCE KELLY:

Both for herself for the effect which her disfranchisement has upon her actual income, and for the sake of the government as it comes into beneficent contact or into ruinous collision with those who are dearer to her than life itself, does the wage-earning woman need the ballot.

JUDGE JAMES GOGGIN.

That we possess the habits of the savage can be inferred from the fact that the refined, industrious and cultured lady should be excluded from the right of suffrage, while the burglar, highwayman, thief and vagabond shall, to the exclusion of women, be privileged to exercise the most sacred right claimed by the citizen of a republic.

JOHN W. COOK, of Normal:

Equal suffrage is a foregone conclusion. The women of the country must learn to look upon it as a duty rather than as a privilege.

JUDGE M. F. TULEY:

I cannot understand why the accident of sex should make any difference in human rights; therefore I favor equal suffrage for both men and women.

WOMAN'S MENTAL ENDOWMENTS EQUAL MAN'S.

By LADY HENRY SOMERSET.

We live in an age of freedom, freedom of speech, freedom of food, freedom of the press, freedom of thought. Only in one direction have we made but little way, and that is in woman's political freedom.

Every argument that has been brought against the granting of the vote to women has been advanced against the extension of the franchise whenever it has been proposed to enlarge its area.

The lower classes in France claimed their civil rights—the right to vote and to direct representation in the government; but the class of opportunity and riches cried, "You cannot be made fit," and the answer was, "Let us try," with the result that France is not a country whose life is crushed out like Spain, under the weight of misgovernment.

Do you remember Macaulay's eloquent appeal when the Jews were to be expelled from politics and were told that they were fit only to make money, but not fit for the ranks of the army or for the halls of legislation?

It was then Macaulay who said, "What right have we to take this question for granted? Throw open the doors of the House of Commons, throw open the ranks of the imperial army, before you deny eloquence to the countrymen of Israel or valor to the descendants of the Maccabees."

When woman has had the opportunities that have been man's for centuries, when she has had the discipline of life and the stimulus of fame, then it is time to begin the discussion as to whether her intellect is the equal of man's, or whether she is to take her part with full equality in his governmental powers.

The mightiest intellects of the race, from Plato to the present time, have always given their assent to the fact that woman is not identically but equally endowed with man in intellectual capacity, and it is Wendell Phillips, I think, who has said and well said that it is the second-rate men who doubt, perhaps because they fear a fair field. But we rest our claim on a fair principle which I believe is invulnerable—that taxation and representation must be co-extensive, that rights and burdens must correspond with each other, and this is the fundamental principle of liberty.

The arguments usually advanced are so puerile that it is scarcely worth while to notice them; but the great American advocate of freedom has well said: "Suppose that woman is essentially inferior to man, she still has rights." Granted that Mrs. Norton could never be Byron, that Elizabeth Barrett could not have written "Paradise Lost," are you to deprive the humblest member of the House of Commons of his place because he cannot be a Gladstone or a Beaconsfield?—Chicago Examiner.

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NATIONAL EDUCATIONAL ASSOCIATION.

SECRETARY'S OFFICE.
Winona, Minn., Nov. 17, 1903.

To the Educational Press:

The executive committee of the National Educational Association, pursuant to the authority conferred by the board of directors at the Boston convention, has carefully considered the several invitations for the annual convention in 1904. The city of Seattle withdrew the invitation presented at Boston because it was found impossible to complete the proposed auditorium before July, 1904, and also because the local authorities deemed the available hotel and board accommodations of that city inadequate for the entertainment of such a convention.

The city of Portland, Oregon, extended a cordial and well-supported invitation, which was favorably considered.

After a full canvass of the situation the executive committee deemed it advisable for all the interests of the association to hold the convention in 1904 in St. Louis, and so decided by a unanimous vote at a meeting held in Chicago, November 9.

The great promise of the universal exposition; the generous provisions for the educational exhibit; the well-grounded assurances that it will be the largest, best selected and most representative educational exhibit yet gathered at any exposition; and the certain benefit to teachers which will follow a careful study of such an exhibit, as well as the other features of the exposition, were the leading considerations which determined the action of the committee.

The exposition authorities and the various educational and business organizations of St. Louis have united in tendering to the officers of the association the most liberal assistance and facilities for the work of the convention and for the comfortable and economical entertainment of the members.

It is proposed to modify the usual plan for the meetings by making the various features of the exhibit the chief topic for all papers and discussions. The presence and co-operation of eminent representatives of foreign educational systems are assured to assist in comparative and thorough studies of the exhibits which will be the prominent feature of the convention.

It is proposed to hold a meeting of the department presidents in St. Louis about January 1st to formulate plans for the convention programs.

The dates for the convention are not yet determined; three dates are proposed, and the executive committee invite an expression of opinion by the members of the association as to the most acceptable dates, viz., June 28 to July 2; July 5 to 9, or July 12 to 16.

For the Executive Committee,
IRWIN SHEPARD, Secretary.

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1903-1904.

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REGULAR MEETINGS OF THE BOARD ARE HELD ON ALTERNATE WEDNESDAY EVENINGS.

REGULAR COMMITTEE MEETINGS.

Meetings of the Committee on Buildings and Grounds are held every Friday afternoon at half past 3 o'clock.

Meetings of the Committee on School Management every Monday afternoon at 4 o'clock.

Meetings of the Committee on Finance every Tuesday afternoon at 4 o'clock.

STANDING COMMITTEES FOR THE YEAR 1903-1904.

SCHOOL MANAGEMENT.

Mr. Mark, Chairman; Mr. Cameron, Mrs. O'Keeffe, Messrs. Brenan, O'Ryan, Dudley, Stolz.

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Besides, they are better made, and we can guarantee them unhesitatingly for good wear and service.

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19 inch, 75c.
19 and 21 inch, 85c.
Guaranteed for 6 months' service.

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Every day sees new beauties slipping in; each with some new style touch and all portraying very clearly the splendid workmanship employed in their making.

Women's Man-Tailored Suits, made of all-wool zibeline, cheviots and other materials, with shirt blouse coat and cape effect.

Women's Long Blouse Coat Suits, made of gray or brown men's suitings, double-breasted collarless effect, with cape.

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Women's Long Skirted Blouse Coat Suits, made of oxford, green or blue zibelines, trimmed with velvet o broadcloth straps.

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Women's Prince Albert Coat Suits, made of men's fancy suiting, with taffeta silk lined waists and inverted plait back skirt.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, DECEMBER 11, 1903. No. 4.

TEACHERS' SALARY SUIT.

The teachers' suit is to be heard on the 16th of December by Judge Dunne. This extension of time was necessary to give the Court time to adjust his calendar, hence the change from the 8th, the time set for hearing before Judge Tuley.

ORGANIZED LABOR VERSUS UNORGANIZED LABOR.

From "Organized Labor" by John Mitchell.

The age is an age of organization. Not only in industry, but in every field and phase of human life have men combined into groups and worked as a unit. Thus, we have political organizations, organizations of men engaged in various trades or industries, organizations of lawyers, doctors, ministers; organizations of men into clubs, into friendly or benefit societies; organizations for the pursuit of arts, of science, of education; organizations of men into universities, organizations of men into cities, states and nations, and finally organizations extending over national boundaries and reaching all sorts and conditions of men, the organizations called churches. Everywhere, look where we may, we see men of all classes and all characters organizing for all purposes and effecting by concerted action what cannot be accomplished by individual action. The age is an age of organization, moreover, of the representation of the many by the few, of conventions, of the interchange of thought among men united in purpose, of unity of action and concert of management. What is true of all other classes is true to not greater and no less extent of the workingmen. What these organizations are to various classes of men in society, trade unions are to the workingmen in the pursuit of their industrial happiness.

Were the workingmen of the United States not a separate class, with separate class interests, there would be less necessity for their separate organization. If the modern wage earner evolved into the capitalist, as the boy into the man or the caterpillar into the butterfly, he might not be obliged to associate with his fellow-craftsmen in order to improve his conditions. There is, however, a growing separation in interest and feeling between employers and workingmen. "The business men in the present generation," says Professor Twining Hadley, president of Yale University, "have in large part risen from the ranks of labor to their existing position of leadership; but whether the same thing can be predicted for the next generation is very doubtful. Certain it is that the prospect of becoming capitalists does not act as so powerful a motive on the laborers of to-day as it did on those of a generation ago. The opportunities to save are as great or greater; but the amount which has to be saved before a man can hope to become his own employer has increased enormously. When a man who had accumulated a thousand dollars could set up in business for himself the prospect of independence appealed to him most powerfully; when he can do nothing but lend it to some richer man, the incentives and ambitions connected with saving are far weaker—too weak, in many cases, to lead the man to save at all, except through the medium of a friendly society or trades union." We thus have a separation of the community into more and more rigidly defined groups, different in industrial condition, distinct in ideals and oftentimes antagonistic in ambitions and sympathies.

Not only is the workingman's chance of becoming an employer rapidly disappearing, but with every advance in industry, with each new development of enterprise upon a large scale, his importance is diminishing and his power to bargain individually growing less. The industrial development of the past century and a half made the employer grow and the workman shrink. When the man who received wages and the man who paid wages worked side by side on the same wooden bench the present inequality between the individual workman and the employer did not exist. The employer who formerly owned thousands of dollars, however, is now the possessor of hundreds of thousands or millions, and the employer of the future will no longer be a man, but a vast corporation with a capital of hundreds of millions, if not, as in the case of an existing corporation, with a capital of over a billion of dollars.

Owing to the present growing inequality between capitalists and individual workingmen, the advantage, the necessity even, of trade unionism becomes

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apparent. The United States Steel Corporation can better do without the serivces of an individual puddler or roller than the puddler or roller can do without the wages of the United States Steel Corporation. A tracklayer or brakeman upon the Pennsylvania Railroad is more anxious to keep his job than the Pennsylvania Railroad is desirous of retaining his services. The very freedom of contract which the workman now possesses is, if he is unorganized, at least to a certain extent, a disadvantage. It was formerly supposed that as soon as all restrictions upon the inalienable right of a man to work were removed the workman would become prosperous, since free competition and the play of supply and demand would work out to his advantage. What has actually occurred, however, is that the individual workman, unprotected by a union, is more and more at the mercy of the large employer and more and more defenseless with every advance made by modern society.

There is no doubt that upon the whole the American workingman received better wages, both in money and what money will buy, than the workingman of any of the nations of Europe. But, like all men who are dependent upon their earnings, the American wage earner standing alone is in a precarious condition. There are at work hundreds of thousands, if not millions, of Americans, whose entire belongings do not amount in value to more than two or three weeks' wages, and there are many who draw their present week's pay with the intention of liquidating their last week's debt. In all employments, and especially in large cities, work is precarious and uncertain; and in hard times particularly, the fear of enforced idleness acts as a terrible weight upon the mind of the workingman. The majority of workingmen do not hold their own and do not have a fixed income sufficient to support them in case of loss of work. There is no prospect of aid from the government or from charitable societies, in case they become ill or prematurely aged.

Under such conditions the unorganized workman of the United States, as elsewhere, is frequently obliged to accept extremely low wages, to work exceedingly long hours and to labor under unsanitary and dangerous conditions. Of course, the unorganized workman may, in periods of exceptional prosperity, draw advantages from an abnormal demand for labor; but in ordinary times, and especially in periods of depression, he must accept the wages that are offered. The free competition for labor frequently works great hardship. A man with a family at home and without a dollar in his pocket will be willing to work for almost any wage, and the men in the same trade who have greater resources will be obliged to accept the same rate of remuneration. The strength of the chain is the strength of its weakest link, and the power of resistance of unorganized workmen is the power of the poorest and least resourceful of them. The competition of women and children, willing to work for spending money, drives down still further the wages which unorganized men and women, solely dependent upon their own work, will be forced to accept. The pin money of the farmer's wife fixes the amount of the needle money of the city seamstress. The unrestricted competition for the opportunity to work in the ready-made clothing and other sweated trades before the existence of the union was such as reduced whole masses of the population to a level of wages, and forced them to an intensity and duration of work inconsistent with health, morality or the propagation of the species. The competition for jobs in unorganized and unregulated trades brings forth a struggle which is pathetic and from a moral point of view unutterably brutal and anarchic. An eye witness, writing prior to the famous dock strike of 1889, says: "There is a place at the London docks called the cage, a sort of pen fenced off by iron railings. I have seen three hundred half-starved dockers crowded round this cage, when perhaps a ganger would appear wanting three hands, and the awful struggle of these three hundred famished wretches fighting for that opportunity to get two or three hours' work has left an impression upon me that can never be effaced. Why, I have actually seen them clambering over each other's backs to get the coveted ticket. I have frequently seen men emerge bleeding and breathless, with their clothes pretty well torn off their backs."

The scene above described is true not of London alone, nor of dock hands alone. During the bad times of 1893 and 1894 groups of half-starved workingmen were seen in the large cities surrounding newspaper offices at daybreak waiting for the first edition of the paper with its want "ads," and then racing to the place where the job was offered to be the first to take the position at any price. Wherever unorganized, unskilled workmen strive for jobs they do so under the burden of this blind, merciless, remorseless competition from men who are unemployed or men who are but partially employed. This competition is no less terrible because unseen. When in bad times an employer advertises for a clerk and receives, as is often the case, a hundred or more applications, the misery that produces so unregulated and excessive a demand for the position offered is no less fearful because its effects are not immediately visible.

To a very great extent trade unionism regulates this unrestricted competition and directs it into socially advantageous channels. In union there is strength. Through trade unionism the wages of workmen cease to be regulated by the wages of the man with the least resources and the greatest needs, and become the remuneration that the average man in the trade might demand. Trade unionism takes labor from the list of perishable articles that must be sold on the spot and immediately, or not at all, and gives to the workingman a reserve power and to his labor a reserve price. Through the trade union the workingman bargaining for a position gets his second wind. By emphasizing the solidarity of labor the union renders the competition of workmen with each other less keen. The instinctive feeling among workingmen against underbidding one another crystallized trade unionism into the commandment, "Thou shalt not unfairly take thy neighbor's job." The union changes the individual bargain between the man who needs a job immediately and the employer who may hire him to-day, or a month from now, or not at all, into a collective bargain between all the workingmen and all the employers in the trade. The union, further, gives to the workingman the service of men especially trained to the work of making bargains with employers, men who, as officers of the union, devote their lives to the sole task of getting the best possible conditions. The union

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in so doing acts upon the principle that the advantage of the workingman will not come to him of itself, as the rain comes to the parched fields, but will flow only from the persistent and combined efforts of workingmen. As General Francis A. Walker said, "If the wage laborer does not pursue his interest, he loses his interest."

It is only when we comprehend the influence which labor conditions exercise upon the physical, mental and moral life of the workman and his family that we realize the vital necessity of trade unionism. The wage contract is not merely a contract to deliver certain labor for a certain sum of money, but is an arrangement regulating a thousand and one details of life and vitality affecting every phase of the existence of the workman. The question of organized labor versus unorganized labor is the question of the right of workmen to determine some of the conditions under which they shall work and live, instead of leaving the whole matter to the greed or necessities of an employer or to the whim, cruelty or sordidness of a tyrannical foreman.

Labor, it is said, is a commodity to be bought and sold, and it is as idle to attempt to regulate the price of this or of any other commodity, as to seek to stop the flow of the tides. Labor, however, is a commodity of a peculiar sort. It is a part of the very being of the man who sells it. The commodity sold is a human creature, whose welfare in the eye of the law should be of more importance than any mere accumulation of wealth on the part of the community. It is a commodity, further, which it is difficult to sell to advantage. The workingman cannot know the best market for his ware, his labor, nor can he sell it at any place except where he himself is. He cannot send a sample of it, nor can he, without organized effort, regulate the supply. As long as he lives and is without resources he must work, and for many years in succession he may be forced to sell his product at a price considerably less than the cost to society of reproducing it. When the demand for cotton or wheat decreases this very fact lessens the supply, since it becomes less profitable to raise it; but when the demand for labor declines, this very fact creates an added supply, since women and children and other persons ordinarily unemployed are now forced on the market, and men will be willing to work longer hours, because there is less work to do. The commodity labor is one which can be supplied by women and children, and if there is no limit set either by organization or by the force of law to its use or exploitation, it can very well result in the wholesale destruction of the commodity itself and in the permanent deterioration of the workmen of the community.

Without organization and without the interference of the law, therefore, the individual workman is practically at the mercy of the employer. It does not follow that the employer will always abuse this privilege or that he will seek to secure labor at less than a reasonable and humane remuneration. At the same time the force of competition will in many cases compel the unprotected and unorganized workman, rather than starve, to accept a wage insufficient to maintain a decent standard of living or to keep him in a state of industrial efficiency. The experience of the sweated trades illustrates this tendency. In the manufacture of ready-made clothing in New York city, Philadelphia, Boston and Chicago one class of workmen has been displaced by another willing to take lower wages, and this latter by another, and so on, until the most meager wages compatible with mere existence have been paid. The employment of women and children in the manufacture of paper boxes, of matches, confectionery, artificial flowers, brushes and numberless small articles also illustrates this tendency. Where labor is unorganized and competition exists, the effect is not only felt in decreased wages, but also in longer hours, in unsanitary conditions, in the excessive employment of women and little children and in every possible abuse of the workingman.

In many ways other than the amount of wages and the hours of labor does the employer exert a strong influence upon the welfare of the workingman. Wherever there has been unorganized or disorganized labor there have been cases of unfair advantage taken of employes by means of delayed payments, compulsory credit and truck stores. If the employer refuses to pay frequently, but pays his workmen at long and irregular intervals, it is practically certain that a large number of them will be obliged to receive goods on credit, and, as a consequence, will fall prey to the extravagance which the presence of credit and the absence of cash invariably breed. Indebtedness to the employer means dependence upon him. It also means opportunity to reduce real wages by increasing prices at the company store. The unwarranted and unjust profit obtained from the truck stores has firmly imbedded the system in the arrangements of many employers. These stores have also enabled the employers to charge exorbitant prices and to cheat the workingmen in the matter of both quality and quantity of the goods offered. In many cases the truck store arose, in the first instance, from the actual needs and necessities of the workingmen; but where a benefit becomes a curse, it should be abolished, whatever its original advantage. It is one of the principal achievements of trade unionism that it has, to so large an extent, inaugurated the system of weekly or semi-monthly payments in cash, and that in large measure it has done away with the system of paying in scrip or in commodities and has in many cases abolished the truck store.

The vital importance of trade unionism cannot be evident unless the full and true meaning of the labor contract is understood. The labor contract with the individual, unorganized workman is a loose verbal arrangement, stating nothing definitely with regard to the protection of the workman against disease, death or accident. The employer practically dictates to the unorganized workman where he shall live, where he is to work, the conditions under which the work shall be done, the amount of heat or dampness or ventilation, and whether or not there shall be guards upon the machinery to protect his life. It is not specifically stipulated in the contract with a brakeman or other trainman that each year one out of every one hundred and thirty-seven shall be killed, and one out of every eleven shall be maimed or injured; but the railroad company assumes the right to set the conditions which shall make this proportion of deaths and injuries inevitable. The employer also retains the right to choose unreservedly the companions and fellow-servants of the unorganized workman; and thus the man who may put the

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
457 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

AS THE ENGLISH SEE OUR SCHOOLS.

Alfred Mosely, C. M. G., who has been investigating the educational methods of America for the English educational commission, is most enthusiastic over many of the American features. The commission has sought to discover how America is dealing with educational problems and how much of the superior business aptitude, alertness and resource of the average youthful American is due to his education.

"I have found that you Americans teach more than the three R's," says Mr. Mosely. "There is a fourth R, which every American school teaches, and the teaching of which is largely responsible for the wonderful success of your country. That fourth R is reason. You teach your children to reason. Every American has a reason for what he does. Everything is reasoned out beforehand, and it is largely to that you owe your supremacy.

"American educational methods tend, with other factors, to produce self-reliance, the power of initiative. In England we are raised in a different school of thought. We are slow to grasp new ideas which interfere with the routine to which we have been accustomed.

"In the United States, however, the salaries of teachers are uniformly too small—much too small. The teacher cannot do his best work if he is paid too low a salary. The salary should be sufficiently high to induce the best persons in the city to take up teaching, and when the teacher's usefulness to the system is at an end she is entitled to a pension," continues Mr. Mosely.

"The schools of to-day should teach the lad to use his hands. For the boy who is to be educated for a profession the English system is to be preferred. We teach our boys to be scholarly. For the practical boy the American system is much to be preferred. From my somewhat limited investigations, I believe that the western schools are further advanced than those of the east.

"One branch of the American system particularly interested me while I was in Boston. In the crowded section, I believe it is the North Side, the public schools are thrown open in the evening, and the children who have practically no facilities at home for study are permitted to gather and prepare their lessons for the next day. The general use of the school buildings in America is commendable. Anything we can do for the benefit of the Masses that will add to their pleasure and be for their profit we should do. Such is a fit attribute of the school system.

"Unless a boy is going into a profession modern education should be more practical. It should deal with subjects in intimate touch or relationship with the highly specialized demands of modern commercial and industrial life."

The commission that Mr. Moseley heads has just finished investigations in New York, Boston, Philadelphia, Washington, Pittsburg and Chicago.—Chicago Inter Ocean.

NATIONAL ORGANIZATIONS DECLARE FOR WOMAN SUFFRAGE.

The woman suffragists are jubilant over their endorsement by the American Federation of Labor. The resolution of this body is significant, for it not only declares "that all adult women should be allowed the privilege of the ballot," but also "that all state branches should petition state legislatures for a change in the constitution." Close upon the heels of this comes the favorable action of the National Grange. This body met in Rochester and a visit of Susan B. Anthony to the meeting was followed by the adoption of the following resolution:

"Resolved, That the National Grange recognizes the equal rights of women by receiving them into full membership, with the privilege of filling every office and voting for every officer and measure.

"Resolved, That the National Grange believes this equality of rights should extend also to matters of state, and that it fully endorses the suffrage for women and pledges its influence to secure for them this—'right protective of all other rights'—a voice in the government under which they live."

WOMAN SUFFRAGE IN COLORADO.

From an Address Delivered by Ex-Governor Alva Adams of Colorado.

The women of Colorado regard the ballot as a more serious obligation than the average man. The first year after suffrage was granted more books on political economy were bought and read by women than men have purchased and studied in all the years of state history. Already women are better versed in parliamentary law and in the abstract problems of citizenship and government than are their husbands and fathers. Woman studies her civic duties—man believes that he is born to rule and

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boss, that, like Elijah II., he is a divinely appointed statesman—he makes assurance a substitute for wisdom. Woman does not agree with man that statesmanship is the one business that requires neither training nor experience.

The men have placed their religion, their homes, and the education of their children in control of their wives; this responsibility gives woman a heart interest in political affairs. Upon all moral questions the affection and virtue, the wife and mother love, are safer guides to good laws and pure government than the ambition, partisanship and selfishness of man.

If evil has come from equal suffrage I cannot see it, but I can see in it the germ of great possibilities for good. A few intellectual dyspeptics are pessimistic—29,461 men voted against suffrage ten years ago; a few of those may not have yet reformed.

The only active opposition is from a few professional politicians who find that the qualified candidates for office have been doubled without any increase in offices, and those lawless elements who feel instinctively that in woman they have an unrelenting foe. The cause should be loved for the enemies it has made. No fair man can say that suffrage has been a failure. Every just man realizes that the priestess of the fireside altar needs the ballot to protect the the sacred interests intrusted to her. Every privilege granted woman fortifies the menhood of the state. A perfect civilization depends upon the equal and joint reign of man and woman.

Our experiment has brought good to man and no harm to home or to woman; there are only six women in the penitentiary and 600 men.

The sweetness of woman has not been lost, her character has not been tainted, her nature has not changed. The man who patented the baby incubator has gone into bankruptcy.

Colorado manhood has given to women those symbols of liberty, the ballot and the latch-key, and after ten years they have no regrets and would not take them back if they could.

THE COURT WAS LENIENT.

Arthur Stevenson, Formosa, Kans., cut this anecdote of Senator Dubois of Idaho from the Saturday Evening Post:

During the days when he was practicing law in Boise City, he was on a certain occasion sternly reprimanded by the judge of a court in that city because of alleged contempt of court, and, in addition, was fined in the sum of $50.

The next day, according to a custom followed in the Idaho courts, the judge called upon Mr. Dubois to occupy the bench for him during the transaction of some comparatively unimportant business. After the judge's departure from the courtroom, Mr. Dubois exhibited an instance of that remarkable presence of mind for which he has ever been noted. The future senator said to the clerk of the court:

"Turning to the record of this court for yesterday, Mr. Clerk, you will observe recorded a fine of $50 against one Frederick T. Dubois. You will kindly make a note to the effect that such fine has been remitted by order of the court."

CLOSING OF SCHOOLS.

Schools are to close Dec. 23 and open again Jan. 4.

ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at Fullerton Hall Saturday, December 12, at 10:30 a. m.

JOSEPHINE NICHOLS,
Cor. Secretary.
341 South Forty-third Avenu

The Board of Managers of the Chicago Teachers' Federation will meet Monday, December 14. 1903, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

NOTICES.

The Chicago Teachers' Club will give a luncheon Saturday, Dec. 12, 1 p. m., at the Business Woman's club rooms, 230 Clark street. An address will be given by Mr. Wm. L. Tomlins. Admission to non-members, 15 cents; luncheon, 35 cents. Teachers are invited.

MARY E. REYNOLDS, President.
EMILY A. HAYWARD, Corresponding Secretary, 2409 N. 43rd Ave.

The ballot taken on the hour for lectures showed a majority in favor of the hour adopted last year, 4:15 p. m. All Saturday lectures will be given at that hour unless special notice is given.

CHICAGO TEACHERS' RELIEF SOCIETY.

The Secretary will be at the Board Rooms, on Saturday, Dec. 5, and Saturday, Dec. 12, 10:00 a. m. to 12:30 p. m., and on Monday and Tuesday, Dec. 14 and 15, at 4:30 p. m. No dues received after Dec. 15, 1903.

L. J. QUANTRELL, SEC.
791 N. Hamlin Ave.

SURPRISE PREFERRED.

Little Ethel did not want to go to Sunday school, and her mother said: "Why, Ethel, don't you want to hear about heaven and the beautiful golden streets?"

"No, I dess not," replied the small philosopher. "I fink I'd rather razzer wait till I get there an' be s'prised."

ANOTHER INVASION.

"I have come down to teach you about the new 'light,'" said the English missionary in the South Sea islands.

"Too late," replied the savage chief. "We have just placed an order with Yankee salesman for all the arc lights we need."

IF I CAN SUCCEED

in making clear to you what is meant by LOANS BY CORRESPONDENCE you will never borrow on any other plan. Address E. B., Federation Bulletin, 437 Unity Bldg.

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ORGANIZED LABOR VS. UNORGANIZED LABOR.

(Continued from page 3.)

new employe's life into jeopardy is entirely of the employer's choosing. The employer also influences by his regulations and hours of labor the right of the employe to absent himself in case of sickness, the age and the task at which children shall be employed, and thus the health not only of the present, but of future generations. In the same way, if unrestrained by organized labor or by the authority of the state, the employer can seriously affect the moral health of his workpeople, and that without violating the labor contract. The ordinary contract with the individual, unorganized workman states nothing with regard to the manner in which men and women shall work together in the factories, during the day or at night, the sanitary conditions, the presence or absence of separate toilet rooms, or any other provisions for the maintenance of the moral conditions of the workman. One of the advantages of trade unionism has been that it has aided conscientious employers and compelled negligent employers to maintain in their establishments a certain minimum of decency in these matters.

The labor contract as it exists to-day for the great majority of unorganized workingmen is merely a verbal agreement between the individual employe and the foreman, and each side reserves the right to quit at practically a moment's notice. There may be some advantages in this system, but one of the many disadvantages is the insecurity which it brings into the life of the person so employed. The unorganized workman is subject to the private spite and malice of his employer or foreman, although this is possibly less true than was formerly the case. The position and wages of the unorganized workingman are entirely subject to fluctuations in the industry, and he is liable to be thrown out of employment with the first appearance of a shrinkage. The whole tendency of employment under the capitalistic regime has been, at least until recently, to make the position of the workingman more and more insecure. The crises and commercial depressions which have swept over this country during almost every decade have resulted in intense suffering on the part of the workingman, a suffering accentuated by the competition of great masses of immigrants who come here during more prosperous times. Even apart from such crises, the workingman is subject to the loss of his job through sickness, accident or other contingencies beyond his control; and in the vast majority of cases he can secure no compensation from the employer for injury inflicted by an accident no matter how free the workman himself is from carelessness or contributory negligence. The employe is also subject to the loss of his position through advancing age, and in the case of the majority of unorganized workmen no provision is made for him in this event.

To a considerable extent the unions steady and modify these influences and thus ameliorate the condition of the workmen at such times. By the payment of out-of-work benefits, which is common in England and becoming more prevalent in the United States, they lessen the hardship of a temporary unemployment, and by death and funeral benefits they protect the widow and orphans upon the demise of the wage earner from absolute destitution. The payment of old-age benefits, which is also more common among English than American trade unions, relieves the workingman of a portion of the anxiety with which he looks forward to approaching disability through age.

Trade unionism thus gives to workingmen increased power to modify to their advantage the terms of the labor contract. This is frequently styled by unreasonable employers as "interfering with my business," but the workman might with justice retort, "the employer is interfering with my life and happiness." The employer is now willing to concede, though he was not always willing to do so, that the workman has the right to determine what wages he will accept and how many hours he will work. What it has taken the employer much longer to learn and what he has not even yet mastered is the fact that the organized workman has just as much right to make suggestions and stipulations with regard to other conditions of employment. It takes two to make a contract, and it takes two to make a quarrel, and both parties to an agreement should have equal rights in determining how, when, with whom, at what time and under what conditions work shall be carried on. Through the instrumentality of the trade union this right has been gradually, though as yet imperfectly, secured for the wage earner.

FOOLS AND RICHES.

Most rich people are not men of means, but of ends.

A tract is a pamphlet, not to read, but to give to your friends.

Real wealth consists in having plenty of the right kind of supplies.

Poverty is a curse, and the poorest man is the paltry soul with a lot of money.

Civilization means the multiplication of wants; Christianity, the improvement of their quality.

Frank Crane, pastor of Union church, Worcester, Mass., in a recent talk on "The Poor Fool and the Fool Rich," said:

From a good deal of religious teaching we gather that if you are good you'll be rich, and if you get rich 'twill be a great pity.

The whole trouble lies in our definition of riches. Riches consists not in money, but in two things, character and friendships.

Dives was a fool because he thought, when he had become rich, that he was through, whereas to be rich is to be just begun.

There are two kinds of fools about money—the father who burns up his life in getting it, and the son who burns up his life in getting rid of it.

Why should little Willie be taught in Sabbath school to be good, so that he may get on, and the Hon. William in his old age be exhorted to tremble because he has got on?

A LEISURELY SLEEPER.

"Bridget," said the lady, "you sleep too much."

"Faith, ma'am," retorted Bridget, "ye're misthaken. 'Tis not that Oi slape too much, but Oi slape very slow, ma'am."

Most women take too much medicine and some men don't take enough.

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Mammoth Cave

A visit to Mammoth Cave constitutes a unique experience in one's search of pleasure and the marvelous. From the moment of arrival at the quaint old hostelry, which dates so far back toward the beginning of the century that it is really a part of the history of the cavern, to the last backward look which is always given when the top of the rough stairway of rock at the entrance is reached on the return from the depths there is continuous surprise, new experience and pleasant memories. The cavern, with its 200 miles of underground passages over hill and valley, through gorge and canon, across rivers and deep crevices, with its Titanic halls and star-bedecked domes, unrivaled anywhere in size and magnificance, has been pronounced by noted travelers as the greatest natural wonder in the world, and you should remember this when planning your summer outing. Mammoth Cave is in Edmonson county, Kentucky, one hundred miles south of Louisville, near the main line of the

Louisville & Nashville Railroad

and which company has on sale daily round trip tickets at reduced rates for parties desiring to visit the cave. An interesting illustrated booklet, entitled "Two Hundred Miles Underground," will be sent upon receipt of six cents in stamps by addressing

C. L. STONE, Gen'l Pass. Agent, Louisville, Ky.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, DECEMBER 18, 1903. No. 5.

RE-EXAMINATION OF TEACHERS.

The examination which is supposed to keep teachers up to their highest possible level, or to inform the superintendent of that which is to him imperceptible, strikes at the fundamental position of modern psychology and educational principles.

* * * * * * *

Scholarship can never result from cramming for an examination. Neither professional nor cultural studies lend themselves to the method of cram. For many years Colonel Parker went from East to West, from North to South, pointing out the evils of cramming for examinations. All that he urged concerning those evils in the mental life of the child is true in the mental life of the teacher.

* * * * * * *

Recently, in a gathering of teachers, two college presidents stated emphatically that teachers should be treated as are other workers in other lines; that, after passing the examination for a certificate to teach, they should be judged on the merits of their work alone.

ELLA FLAGG YOUNG.

In the Elementary School Teacher for December, 1903.

Recently in a discussion on the teaching of English to foreign-born adults from southern Europe, one speaker referred to their unreadiness to express themselves about tangible things, and their readiness to pour forth their ideas on intangible subjects, such as life, death, immortality. In reply to the question whether things that interest us are not to us the tangible ones, the speaker seemed to favor "the things I have done to-day" as being more tangible than those reaching beyond the environs of this mortal life. This tangible topic brought to mind the attempts of another speaker to induce a girl who worked in a sweat-shop to expatiate on the things she had done during the day, but the poor girl, with her dull routine, less the intangible, could only reiterate her one all-comprehending refrain, "I sewed pants."

The first speaker's ideas of the tangible and the intangible seemed to rest on a sharp distinction between conduct in life and the thoughts about life that lie back of and determine that conduct. There are many who hold similar views regarding the tangible and the intangible in the work of teachers. They count the methods and results among things manifest, things falling within the realm of the judgment of a supervisor or a superintendent. The teacher's scholarship, on the contrary, is classed with things intangible, alien to those conditions that are involved in the making of a judgment by a superintendent or principal. It is because of this remarkable attitude toward the obvious in the work of the teacher and the pervasive which determines the obvious, that we hear of superintendents who subject those whom they regard as successful teachers to a written examination from time to time in order to determine their mental status. Laughter would greet the person who should suggest giving a written examination to President Eliot of Harvard, to find out whether, with the numberless demands made upon him and his time, he was keeping up to his highest possible mental level. People would exclaim: "Look at his work! Only a scholarly mind can do such work!"

The kindergartens, the private schools, the colleges, the normal and the technical school, the medical and the law school, the universities—all recognize the relation of scholarship to successful teaching. None of these educational organizations is so dull to the influenme of the mental content as to examine the successful teachers within its gates in order to determine whether they should receive an advance in salary. A few years back there appeared an article, based on interviews with college presidents, about college faculties. These interviews brought to light the fact that every college president sees in the faculty of which he is the head members who are unsatisfactory. In moving about among the students in the colleges, schools and universities one soon learns that the students know who are the instructors with something new to offer, and who have struck twelve. Evidently, in the higher institutions, the practice of examining teachers from time to time in order to determine the status of their scholarship is unknown, not because all instructors are keeping abreast of the advance in their subject, but because scholarship, the mental content, is known to be a tangible element in the work of a successful teacher.

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In the continued endeavor of public schools "to better well," there have been introduced at different points, under one guise and another, means for determining that which in the work of teachers is intangible to some superintendents—i. e., the scholarship behind that work. It rudely separates one's knowledge from that which one can teach intelligently. The two are inseparable. This statement does not impugn the truth of the well-known fact that scholarship does not necessarily make teaching its mode of expression; it affirms that successful teaching is one mode of expression of a valuable mental content.

The position was well taken but the invidious distinction implied between teachers and other classes of workers, by the promotional examination plan, is not so serious as is the subtle distinction made between scholarship and power in successful teaching.

The conditions attendant upon the conduct of systems of schools are often perplexing, and the onlooker must recognize the efforts of a superintendent to maintain a high standard of scholarship throughout the corps of which he is the head; and yet, while openly expressing appreciation of the earnestness that struggles for better things, one must regret any indications of the absence of an intellectually sympathetic study of the situation before taking action. It is well to organize the work of the schools so that teachers shall feel the influence of a great spirit and know that much remains for them to accomplish. But, on the other hand, the enlarged interests of teachers must be reckoned with. Scholarship should not be counted as dross to be refined at the examiner's desk; it should be known as an impelling force back of the work, and also as part of it. It should not be set up for separate measurement as lying outside of successful teaching. The set examination, given for admission to the schools, is necessary. Further sets of questions are mere makeshifts, usurping the place of that personal acquaintance with the work of teachers which the superintendent should esteem it a duty and a pleasure to have.—Ella Flagg Young in the Elementary School Teacher for December, 1903.

OLD BROOKLYN SYSTEM WANTED FOR THE SCHOOLS.

Speakers at Milonian Society Bewail the Passing of the Principal.

Principal Butt of Public School No. 198 offered the first contribution under this head as follows:

"Milonian Society: Sirs—In all this hullabaloo about preserving the teacher's personality, vouchsafe us some way to maintain the principal's manhood. I have seen my position degenerate from that of a head master of a school to a cog in an endless series of mechanical details. I am a monitor and a reporter. Once I did things; now I suggest them to a district superintendent without power, who transmits them to a powerless associate superintendent, who loses them. I am told that the old system of local committees gave others than the principal too great a power of interference in the management of a school. Do not for one moment permit yourself to believe that conditions are now improved in this respect. The principal has disappeared from the school administration. In his place find a receiver and transmitter of orders, a medium, a vehicle, a thing of no account. I want the board of education to supply us with circulars that we may issue to all the parents, instructing them to revise their idea of the responsibilities of a principal and to recognize that he has no power, and that it is a waste of their time and his to call upon him for any action of any kind whatever."

Educational Gloom.

Mr. Wearing Wanhope said:

"Look not too far into the future for the millennium, when honesty, sympathy, generosity and kindness shall be the rule. Make a little piece of millennium within your own school, or at least within your own office, or produce an aureolus of good feeling emanating from your own personality. However shrewd, contriving and scheming other, even school people, may be around you, earth must have some sacred spots for living the higher life; let those spots be beneath your feet.

"Expect not to run a school the best way you think it can be run, try only to run the best kind of a school the system will permit.

"Hope not to originate and perfect new plans or unusual methods. This is not paradise, you are but one of four hundred. What you know is best for you and your school you may not do. Originality is a mistress you may not dally with. Be faithful rather to that other matron—staid and demure—Conformity. Seek first what you are expected by courses and syllabuses to do and do that moderately well. The days when one school shone with one glory and another with another have departed from this place. Reflectors are more suitable than lights. If you think you have originality, conceal it or direct it into other paths than those of school. Memory, imitation, obedience and the mediocre qualities of mind are what a principal and teacher should employ in their school work. Invention, experiment and discovery are not expected or desired in this school system. Recognize this now and do not waste time objecting to it. No system of this size could encourage diversity. But if the intellectual movements of your mind are cabined and restrained, no such repression is imposed upon vour feelings. No one objects to your enjoyment of the fullest exercise of courtesy, sympathy, encouragement, cheerfulness, patience and serenity. I cannot see why any one should spurn this satisfying exercise of the higher feelings in order to whine about the denial of opportunity to use one's mind in school work in a way that school systems can't stand."—Brooklyn Daily Eagle, Sunday, Dec. 6, 1903.

"History is the serial obituary of the men who thought they could drive men."—Wealth Against Commonwealth, p. 517, Henry D. Lloyd.

"Men do not lose nor lessen their personal responsibility by acting through a corporation, or an agent, or by any other indirection. The growing shrewdness of the public will only lay a surer and heavier hand on those who smite their brothers from behind that ancient and uncanny creature—the corporate person—and then claim immunity for their souls and bodies, because their dummy has no body to be kicked and no soul to be damned."—A Strike of Millionaires Against Miners, p. 224, Henry D. Lloyd.

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WHAT THEY HAVE DONE.

That Colorado women have not neglected "the public service they may render by means of the ballot" is proved by the list of reforms achieved in the short space of ten years. Look at the concrete facts:

Colorado owes to her women the laws establishing a state industrial school for girls and a state home for dependent children; removing the emblems from the Australian ballot (the nearest approach to an educational qualification for suffrage), making fathers and mothers joint guardians of their children, raising the age of protection for girls to eighteen, introducing the indeterminate sentence, so much desired by the friends of prison reform; establishing parental schools, providing for the care of the feeble-minded, and for the preservation of forest trees; giving the board of charities and correction power to investigate private charitable institutions, and providing an annual appropriation to buy books for the state library; also in Denver ordinances placing drinking fountains in the streets, forbidding expectoration in public places and requiring smoke-consuming chimneys on all the public and business buildings.

The last Colorado legislature added largely to this list. Ellis Meredith, in the Denver News, noted that while not a single plank of either political party plantform was enacted into law, the women got a long list of things they wanted. There are women in both political parties, and on humanitarian measures they generally agree irrespective of party. Among the bills desired by women which were passed by this legislature are those establishing a juvenile court, making a more stringent compulsory school law, giving mothers equal rights of inheritance with fathers in the estate of a child who dies intestate, and otherwise enlarging women's property rights; empowering several contiguous school districts to make a levy for the erection of a union high school, creating a traveling library commission of women and providing for it an annual appropriation.

Among other results of equal suffrage is a much better enforcement of the laws forbidding the employment in factories of children under fourteen, requiring merchants to furnish their saleswomen with seats, regulating the sale of liquor and tobacco to minors and others of the same general character. Since equal suffrage was granted the number of no-license towns in Colorado has been more than quadrupled.—A. S. B.

MEETING OF MORRIS SOCIETY.

Friday, December 18, at 8 p. m. Public meeting at Fullerton Hall, the Art Institute. Open to the members of the society, their friends and the public generally.

Chairman—Dr. Edmund J. James, president Northwestern University.

Address—"The Social Aspect of the Morris Movement," by Wallace Rice, editor and critic.

Address—"Morris, the Educator," by Professor Martin Schutze, the University of Chicago.

Address—"The Next Step in the Evolution of the Club," by Rev. R. A. White, pastor of Stewart Avenue Universalist Church.

Discussion—Hon. Francis W. Parker, Dr. Rachelle S. Yarros and others.

ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers Federation will be held at Fullerton Hall Saturday. January 16, at 10:30 a. m.

JOSEPHINE NICHOLS,
Cor. Secretary.
341 South Forty-third Avenu

The Board of Managers of the Chicago Teachers' Federation will meet Monday, January 4, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

MEMBERSHIP DUES.

Dues may be sent to the financial secretary, Miss Catharine Goggin, 437 Unity Building.

TEACHERS' SALARIES.

The series of ten articles on "Salary" running through the Journal of Education (Boston) from Oct. 10 to Dec. 3 ends with a symposium from state superintendents, to which Mrs. Helen Grenfell, state superintendent of schools of Colorado, contributes the following:

FROM STATE SUPERINTENDENTS.

Helen L. Grenfell, Colorado.

I consider the matter of teachers' salaries one of vital importance, not only to the teachers themselves, but to the general public at the present time. Our teachers are now not only the poorest paid of all out professional classes, but are much more poorly paid than the average unskilled laborer of the country. This fact has already driven many capable men from the profession and is constantly causing capable young men to seek other lines of work rather than to go into the educational field. It will eventually send our most capable women into other lines also, since at the present time there are many more outlets for women's work than was formerly the case. This means that the average teacher of the future will be inferior in ability to the average teacher of to-day and a corresponding decrease in the character of the school work done.

The demands made of our teachers are greater to-day than ever before and are steadily increasing. The teacher of to-day must constantly study to keep pace with the increasing demands and must, as well, meet a great variety of demands made upon her as a self-respecting member of the body social.

I believe a campaign should be instituted in every state in the union for the purpose of passing laws fixing the minimum salary that may be paid to the teachers of the state, and that every teacher and every citizen who is truly interested in the future welfare of the children of the country, and of the country itself, should assist in bringing about the public sentiment that will make inevitable such laws.

CLOSING OF SCHOOLS.

Schools are to close Dec. 23 and open again Jan. 4.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

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THE MARKING OF TEACHERS.

In accordance with the instruction of the Federation a committee waited upon the superintendent Tuesday, Dec. 15, for the purpose of placing before him the teachers' point of view on the "secret marking" of teachers.

Mr. Cooley listened with careful attention to all that the committee had to say and said that he would take the matter under advisement.

Four members of the committee were present—namely, Miss Louie L. Kilbourn, Mrs. Ida L. Fursman, Miss Anna M. Murphy and Miss Catharine Goggin. The fifth member, Miss Isabel Richman was unavoidably absent.

In order that the superintendent might have in written form a concise statement of what is desired by the Federation the following communication was left with him for reference.

December 15, 1903.

Mr. E. G. Cooley, Superintendent of Schools, Chicago:

Dear Sir—The Chicago Teachers' Federation respectfully requests that in addition to the instructions now placed on the official blank used in recording the principal's estimate of the efficiency of teachers a further instruction be added requiring principals to furnish each teacher a copy of the blank containing such teacher's mark in each particular enumerated on said blank; and that this copy be given to teachers at the time of making such estimate and be signed by the principal by whom the estimate is made. Very respectfully,

THE CHICAGO TEACHERS' FEDERATION.

Louie L. Kilbourn,
Ida L. Fursman,
Anna M. Murphy,
Catharine Goggin,
Committee.

TAKES STAND FOR TEACHERS.

"That this department go on record as opposed to promotional examinations for teachers" was the substance of a motion enthusiastically carried by the educational section of the Ravenswood Woman's Club yesterday afternoon. "The ability to teach, to give out to others, ought to be the basis of promotion," said Mrs. Mary M. Betts, president of the club. "I wish every woman's club in the land would protest to Mr. Cooley against those examinations."—Chicago Record-Herald, Dec. 15, 1903.

THE TEACHERS' CASE.

The attorneys in the teachers' case came before Judge Dunne Tuesday afternoon, Dec. 15, and announced that they had not been able to reach an agreement as to the facts in the case and asked that the court give them another extension of time in order to give opportunity to get together again, and if possible agree on such facts as in justice to the court he ought not to be asked to decide.

In order to understand what this involves it is necessary to know that the attorneys for the Board of Education made a formal denial of every fact alleged in the petition for injunction filed by the teachers; that is, the board denied that Miss Goggin is a taxpayer, resident of Chicago, owner of property described, etc., etc. It denies that the 3,500 teachers who have filed claims were in the service of the board for the years claimed in the bill and every other allegation, formal and material.

If the attorneys cannot agree to admit these facts, then it will be necessary to prove in court that each of these 3,500 teachers were in the service during each of the years claimed, for instance, and all the other facts alleged in the bill, many of which are mere matters of record in the proceedings of the board on which the attorneys could get together and agree either that they are or are not matters of record, and that they are or are not as alleged, instead of taking the time of the court and compelling him to decide for them.

The enormous work that it would involve to prove this one fact of the teachers' service will give some idea of what it would mean to thrash out all these facts in court. The board's proceedings for the last seven years would have to be produced in court and each teacher's place in the list of annual appointments located, and the fact of her service during each of these years established from these proceedings. This work has already been done for the teachers' side of the case by those looking after that, but unless the board's attorneys are willing to accept these findings as correct it will have to be all done over again in the presence of the court.

It was decided that on Dec. 23 trial of the case will be formally begun in court and resumed on the 28th, the recess being allowed to accommodate Mr. Herrick, who has another case demanding his attention between Dec. 23 and Dec. 28.

The attorneys informed the court that the trial would probably occupy from ten days to three weeks if certain facts could not be agreed on out of court; otherwise, not more than three days.

Messrs. Herrick, Allen, Boyeson, Martin and Maher all appeared for the Board of Education; Messrs. Darrow and Greenacre for the teachers.

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OFFICIAL BLANK USED IN MARKING TEACHERS.

DIRECTIONS TO PRINCIPALS.

Principals are requested to make this report at the close of the school months of December and April, and to send it promptly to the Superintendent of Schools.

But one mark is to be placed in the colmn for "Efficiency Record." In estimating this the principal should use the following form:

I. Ability to Teach (Maximum 50%) - - - - - - - - - - - _____

Consider,
- a. Professional attainments,
- b. Systematic work,
- c. Results in scholarship.

II. Ability to Govern (Maximum 30%) - - - - - - - - - - _____

Consider,
- a. Moral and social influence on the pupils,
- b. Ability to secure industry, honesty and self-reliance,
- c. Personality of the teacher.

III. School Interest of Teacher (Maximum 20%) - - - - - - - - - _____

Consider,
- a. Co-operation with other teachers and the principal,
- b. Interest and activity in the plans and aims of the school.
- c. Professional ambition and growth.

Total - - - - - - - - - - - _____

The principal should compare the above total with the table given below and make certain that the total given expresses his judgment of the teacher's worth.

1.	Superior, -	A mark from 95 to 100.
2.	Excellent, -	" " " 90 " 94.
3.	Good, -	" " " 80 " 89.
4.	Fair, -	" " " 70 " 79.
5.	Poor or Incompetent,	" " below 70.

In case of a teacher ranked below 70, the principal is requested to make a special report, using the above form for the purpose.

GEMS FROM HERBERT SPENCER'S WORKS

Mental power cannot be got from ill-fed brains.

Despotism in the state is associated with despotism in the family.

Not to be impulsive—not to be spurred hither and thither by each desire which in truth comes uppermost, but to be self-restrained, self-balanced, governed with the joint decision of the feelings in council assembled, before whom every action shall have been fully debated and calmly determined—this it is which moral education strives to produce.

Scarcely any connection exists between morality and the discipline of ordinary teaching. Mere culture of the intellect (and education as usually conducted amounts to little more) is hardly at all operative upon conduct. Creeds pressed upon the mind, good principles learned by rote, lessons in right and wrong, will not eradicate vicious propensities, though people, in spite of their experience as parents and as citizens, persist in hoping they will.

Whoever thinks that men might have full sympathy with their fellows, while lacking all sympathy with inferior creatures, will discover his error on looking at the facts.

Be sparing of commands. Command only when other means are inexplicable or have failed.

Do but gain a boy's trust; convince him by your behavior that you have his happiness at heart, let him discover that you are the wiser of the two; let him experience the benefit of following your advice and the evils that arise from disregarding it, and fear not that you will readily enough guide him.

Every man has freedom to do all that he wills, provided he infringe not the equal freedom of any other man.

Free institutions can be properly worked only by men each of whom is jealous of his own rights and also sympathetically jealous of the rights of others—who will neither himself aggress on his neighbors in small things or great nor tolerate aggression on them by others.

No one can be perfectly free till all are free; no one can be perfectly moral till all are moral; no one can be perfectly happy till all are happy.

The saying that beauty is but skin deep is a skin-deep saying.

Command is a blight to the affections. Whatsoever of beauty—whatsoever of poetry—there is in the passion that unites the sexes withers up and dies in the cold atmosphere of authority.

People are beginning to see the first requisite in life is to be a good animal. The best brain is found of little service if there be not enough vital energy to work it, and hence to obtain the one by sacrificing the source of the other is now considered a folly—a folly which the eventual failure of juvenile prodigies constantly illustrates. Thus we are discovering the wisdom of the saying that one secret in education is "to know how wisely to lose time."

In our tender regard for the vested interests of the few let us not forget the rights of the many.

Evolution can end only in the establishment of the greatest perfection and the most complete happiness.

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(Form E 51)

Principal's Report of Teachers' Record.

BOARD OF EDUCATION
CITY OF CHICAGO
EDUCATIONAL DEPARTMENT

_____ *School for Term Ending* _____ *190*____

Signed _____ *Principal.*

See other side of Blank for Instructions.

NAMES*	Efficiency Record		Tardiness	Absence	Explanatory Remarks

(*OVER)

The Elementary School Teacher

Edited by The University of Chicago School of Education, JOHN DEWEY, Director, MRS. ELLA F. YOUNG, Managing Editor. Published monthly, except in July and August. Subscription price, $1.50 a year, single copies, 20 cents. Foreign postage, 50 cents.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, JANUARY 8, 1904. No. 6.

In Memoriam

PHOEBE IRENE FORT,

Principal Myra Bradwell School.

Phoebe Irene Fort was a woman of more than ordinary attainments and rare powers. Losing her mother in her childhood she with her two sisters were cared for by an aunt, Mrs. Phoebe H. Jones, of Albany, N. Y. At this home she was surrounded by people of culture who left a lasting imprint, among whom Susan B. Anthony was one of the first to send a letter of anxious inquiry.

Miss Fort graduated from Cornell University with credit to herself and the dear aunt who was so proud of her success. She early chose teaching for her profession and brought to her daily work the strong, sweet womanhood that was far-reaching in its effects, being an inspiration to all who came into her presence. Quiet, unassuming almost to a fault, yet so strong was her personailty that a friend once said of her, "She is not a woman, but a queen." She was made principal of the Myra Bradwell school before the annexation of Hyde Park to the city, and the works of art which that building contains had been collected by her in her extensive travel through Europe and the United States. She was among the first to appreciate the value of beauty in the school grounds, and the ivies, rare roses, and other plants have long delighted the people of that neighborhood.

The sorrowful faces of children and teachers who attended the funeral services on Saturday attest the irreparable loss we have met.

LUCY SILL,

Calumet High School.

Miss Sill was a graduate of the Calumet High school. On leaving the high school she went to the University of Michigan, where she received her degree in 1900. In September of the same year she came back to take up her lifework as a teacher. She was assigned to the branch of the Calumet High school at West Pullman. It was here that I knew her. During the two years we were associated here I came to know her as a person of the highest character and promise. She was a person of supreme gentleness, very intellectual and unusually loved. I have thought many times since that terrible event that took her away from this world how peaceful and beautiful all our lives were there in that little school during those three or four happy years. There was a warmth and affection in all the relations of the school that are never enjoyed in the larger schools. The boys and girls were like brothers and sisters to each other. There were only four or five of us teachers, all on the same floor and in almost hourly association. Miss Sill was a queen in the school. She was loved and admired by everyone. She was so serene, so spirituelle, and so devoted to everybody and to everything connected with the school. Her pupils loved her with a tenderness and loyalty seldom seen even in the schoolroom. Many of us have insuperable defects. We would like to be better if we could be. But Miss Sill had no blemish that I was ever able to discover. She ruled those around her with the purest love and devotion. During the past year and a half she has had charge of the branch and was its only teacher. She lived with her mother in Auburn Park. She was a member of the Auburn Park Woman's club and was deeply interested in everything that was calculated in any way to make this sad world better and brighter. She came originally from the South, and she brought with her certainly something of the fragrance of the orange and the magnolia in her soul. She has gone back now wearing the laurels wreathed for her by loving northern hands. Poor, dear girl! It seems impossible still that so frightful a fate could have come to one so promising, so indispensable, and fair. As the years go by hearts will heal, I suppose, and the pains of bereavement grow less poignant, but I am sure that as long as many memories live there will abide in them the image and example of this one so cruelly torn from our midst.

Honor's chaplets are not all earned by the conspicuous. Indeed, they are often more truly deserved by those whose lives are passed in the more humble walks. It is time for garlands to go where they belong. We ought to begin to realize that a man or a woman may be in history without at the same time being very useful. And if devotion to others, unmurmuring self-sacrifice and purity and nobility of purpose are qualities worthy of honor, then those unfortunate teachers whose lives went out in that fiery tragedy deserve the mention and honor of their fellowmen.

J. Howard Moore.

MARY EDNA TORNEY.

Throop School.

Miss M. Edna Torney was born in Adrian, Mich., and came to Chicago when a child. She attended the convent of St. Charles Borromeo and graduating from there entered the West Division High School and was a graduate of the class of 1895. She was assigned as cadet at the Throop School in October, 1895. In September, 1896, she was appointed teacher of the lowest primary room in the Throop School and remained its teacher until her death. She possessed rare musical ability. She had been offered positions in schools in more favored districts but refused them.

Miss Torney was remarkably unselfish. Always ambitious to excel in her work, anxious to help others, never sparing time nor effort, she never realized that she always did more work than anyone planned for her. No graduating class at the school ever felt that its closing exercises could be complete without Miss Torney's presence and assistance. Miss Torney was extremely popular in her social life. In church work of all kinds she took an active part. She was the eldest daughter in her home. How much is implied in those words, "eldest daughter," can only be realized by those who know her home life.

Home, church and school—once gladdened by the sunshine of her joyous loving heart, now darkened by the loss of one whose heart was centered in them.

To the saddened home, the sympathy of her fellow teachers and her principal are extended. Her beautiful young life was not lived in vain and the memory of her loving spirit will always remain in the hearts of her associates.

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SABINE EGER,

Moseley School.

Miss Eger's influence as pupil, teacher and friend will ever be among the pleasant memories connected with the Moseley school. From it she entered high school and after graduation returned and began her professional work therein.

Faithful to her convictions of duty she became eminently successful as a teacher, winning by her pleasing personality not only the sincere respect, but what was far better, the loving regard of those under her charge.

Thoughtful consideration of her co-workers, interest and devotion to her high ideals of professional courtesy, gained her an abiding place in the affections of the teachers, and they who knew her best and fully realized her womanly worth, feel that in the sudden closing of a life of so much promise, they have lost a dear and well beloved friend, and the city one of its most competent and conscientious instructors.

Earnest student, faithful teacher, valued friend, your memory liveth forever.

SUSAN I. CLAY,

Gallistel School.

Miss Susan I. Clay was born in East Albany (now Rensselaer), N. Y., on the 13th day of May, 1856. At the age of ten years she was left motherless and her father died eight years later. Susie, as she was fondly called, received a common school education, and when still very young began teaching in the district schools until by her own efforts she had secured means sufficient to carry her through the full course of the New York State Normal school at Albany, from whence she was graduated with honors.

After this she taught for some years in the East, until she removed to Chicago about thirteen years ago, taking a position in the Gallistel school, where she taught continuously up to the fatal day that cast the horrible pall of death and sorrow over our city.

In early life she united with the Methodist church and was a faithful and devoted worker in that church to the time of her death.

Her disposition was lovable and affectionate, always true to her many friends, and to every household she entered she brought love, sunshine and good cheer.

Her generous and unselfish nature and the many kind and thoughtful acts she did drew to her hosts of loving friends. All who knew her unite in saying "To know her was to love her."

ELLIE M. FAIR,

Gallistel School.

Miss Ellie M. Fair was born at Dover, England, 1851. She was the daughter of the late Major Alexander Fair, of the British army. She was educated in England by private tutors, and came to America in 1869. She became a pupil of the Cook County Normal school and graduated from the same with honor. At the graduation she had the prize essay, an essay much praised and afterwards published. She began teaching in South Chicago about twenty-three years ago. She was a teacher at the Gallistel at the time of her death, having been connected with that school for about two years.

She was universally loved by all with whom she came in contact. Her genial spirit endeared her to all her co-workers.

ANNA T. REIDY.

Pickard School.

The Pickard School in heartfelt sympathy with the many other schools laments the sad departure of Anna T. Reidy from its midst.

Miss Reidy, who perished with her two sisters and cousin, was a graduate of the Chicago Normal class of '99, and has always been one of the school corps of teachers in the Pickard School, with the exception of two months.

Her genial and kindly disposition endeared her to her associate teachers and principal, and made her a favorite among them.

Only the sweetest memories will remain of her whose death is but an awakening to a better life.

MARIA T. MEAGHER,

Schiller School.

Maria T. Meagher, born in Chicago and educated in its public schools, began her useful life as teacher in the Vedder street school, now the Schiller, twenty-three years ago, and spent all of her teaching days there.

Physically not robust she yet carried the responsibilities of a little home circle without grudging, and shared its full measure of sorrows. Ever loyal to the larger body of teachers she responded to every call for practical sympathy even to the point of sacrifice. The common, everyday duties of school were glorified by her gentle, disposition. Her sweet reasonableness made her loved by all, and the fineness of her nature continues to spread its influence in many a little soul that came under her charge.

Her bereft associates and the school that knew her so long wish her "not only a Happy New Year, but a happy eternity."

MRS. E. LILLIAN BRINSLEY.

Throop School.

Mrs. E. Lillian Newman Brinsley, who met death in the Iroquois fire, was a former teacher in the Throop School. Mrs. Brinsley was married to Mr. Herbert G. Brinsley on June 25, 1902. Previous to that time Mrs. Brinsley had taught four years at the Throop School in the same room with Miss Torney. During the years when they did such faithful work together they became firm friends. They were together when they entered the theater on December 30 and in death they were not separated.

Mrs. Brinsley's home circle consisted of her husband, her father, Mr. Wm. Newman and her sister.

An earnest worker, a sympathetic friend, a companion whose society was always inspiring and cheering, Mrs. Brinsley left at the Throop School many who loved her dearly and who sympathize with her family when they realize how much they have lost in losing her.

MRS. PEARL M. MILLS,

Wadsworth School.

The Wadsworth school has been called upon to mourn the loss of two of its faithful teachers, Mrs. Pearl Mills of the Sixth grade and Miss Julia Brewster of the Second grade.

Mrs. Mills had taught about eleven years in the Chicago public schools, five of them being spent in the Wadsworth. Her disposition was lovable and generous and those traits in her character endeared her to the hearts of her pupils, fellow teachers and friends.

Her body was taken by her husband to her childhood's home, Nunica, Mich., where awaited it her aged parents, three sisters and two brothers.

Mrs. Mills was much loved by her co-workers in the Van Vlissengen school, where she had taught prior to her transfer to the Wadsworth, and by her many friends in Roseland, whose friendship she won when a member of the church choir.

She was a teacher of marked ability, cheerful, sunny disposition and highly esteemed by all who knew her. She is deeply mourned by her many friends.

DAISY LIVINGSTON.

Ray School.

Miss Daisy E. Livingstone of the Ray School had for several years had charge of a fourth and fifth grade division in the Jackson Park Branch, and had endeared herself to a large circle of pupils and parents.

She was a young woman of fine character and high professional ambition. For some time she had cherished the hope of preparing herself for high school work. With this aim in view she had matriculated in the Chicago University, and was one of the five students whose loss is mourned by that institution.

Miss Livingstone was also an esteemed member of the well-known Nike Club, a large and influential organization of women of the south side, and was preparing a paper to be read before the club at an early date. Her loss is deplored by a large number of friends outside of school circles as well as by fellow teachers.

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MISS FLORENCE TOBIAS AND MRS. ROSE K. ROGERS.

Jefferson School.

Mrs. Rose K. Rogers and Miss Florence E. Tobias, teachers in the Jefferson School, were buried together in Rosehill. Union services were held Monday at the Third Presbyterian church, Ashland and Ogden avenues.

Miss Tobias had been a teacher for seventeen years, and was one of the most beloved in the school service. Pupils whom she taught ten years ago came to her home Christmas day with a present.

Mrs. Rogers had been a teacher for thirteen years, all of which time she had been at the Jefferson School. She and Miss Tobias were always together whenever the opportunity presented itself.

GRACE TUTTLE,

Ravenswood School.

Miss Grace Tuttle was born at Beloit, Wis., where she received her early education. Later she attended the Oshkosh Normal school. After several years of experience in an ungraded school in Wisconsin she was elected a teacher in the Haven school, Chicago, in March, 1885. In September, 1894, she was transferred to the Ravenswood school, where she remained until her death.

Miss Tuttle's mild disposition, her keen sense of justice, and her ability as a teacher endeared her to her pupils and made a host of friends for her among the patrons of the school who will more and more realize that they have lost a teacher of more than ordinary ability, whose influence will be felt for years to come. Miss Tuttle's sister and her two children also perished in the fire, leaving only a husband and infant child of a once happy family.

MARY J. BREWSTER,

Wadsworth School.

The morning the body of Miss Julia Brewster of the Wadsworth was viewed by her friends for the last time, a little second-grade girl tripped into the room with a sweet remembrance of flowers for her "dear teacher." As with this little child so with all her pupils, fellow teachers and associates, Miss Brewster entwined herself about their hearts. Long will her memory live in the thoughts of many of her friends. She was a graduate of the class of '99 of the Chicago Normal school. The past two years she spent at the Wadsworth. She was laid to rest at Oakwoods cemetery, so near and yet so far from the school where she had spent so many happy days. Loving parents and sister are left to mourn her untimely death.

FLORENCE O. WHITE.

Ray School.

Miss Florence O. White of the Ray School, although she had only entered on the second year of her work, was a young teacher of rare promise. She had a genuine love for the children under her charge, and her whole heart was in her work. Her constant aim was to improve herself professionally. Last summer she attended the summer session of the Normal School, and during the past term she was taking a course in construction work, to which she was devoting herself with great zeal.

It was no uncommon thing for her to say that she loved teaching, and the words always came from her heart. Actuated by this ideal spirit it is not surprising that she had won the love of all her pupils and the warm approval of their parents.

FRANCES M. LEHMAN.

Nash School.

Frances M. Lehman after graduating from the City Normal School began her life work in the Calhoun School in 1895. In 1898 she was transferred to the Nash, where she remained until she lost her life in the Iroquois fire. Her work was with the smallest children. She filled that most difficult position with tact, kindness and great resourcefulness. Her unbounded good health and good spirits filled her with confidence in herself, but she was most lovable. She could lead or follow with equal grace.

ALICE WELTON.

Scanlan School.

Miss Welton's first school was at Bay City, Mich. From there she went to Detroit, Mich., where she taught in the primary grades until she came to Chicago to be trained as a kindergartner. She gave up a good position in Detroit to come here and study for the work she loved.

She studied for her kindergarten work at the Gertrude House, where she graduated in '95. She worked in the Northwestern Settlement a year, then she conducted a private kindergarten. She waited a long time for a position in the public schools. Although she had conducted a kindergarten three years she had to go into the public schools as an assistant and had to live on that small salary five years. To eke out a living she had a private afternoon kindergarten and also conducted a private one during the summer vacation.

Not until last year when the board of education decided to have a morning and afternoon session did she secure a regular teacher's salary. Last summer was the first time since she graduated in '95 that she could afford to take a vacation. She passed the regular teachers' examination and held a grade teacher's certificate. She was in the Bass school one year and the Scanlan five years.

DORA MITCHELL.

Darwin School.

Dora Mitchell of the Darwin School was born in Lockport, Ill., and always lived there. She was educated at the Convent of the Sacred Heart and after leaving school, she taught at the South Lockport School for some years. Three years ago she came to the Darwin School, where she has been teaching arithmetic. She was an excellent teacher and her influence upon her pupils and associates was strong and helpful. She had a gentle, quiet manner and a sincere, affectionate disposition which made her very dear to her friends.

Miss Mitchell was the only victim of the fire who resided in Lockport, and the grief-stricken friends and relatives filled St. Denis' Church at the funeral Saturday morning. Solemn High Mass was sung by Father Casey of St. Mary of the Lake's, who is a cousin of the deceased.

MR. HERMAN O. DREISEL.

Mr. Herman O. Dreisel, instructor in physical culture at the R. T. Crane High and Manual Training School, was a victim of the terrible catastrophe at the Iroquois theater Wednesday, Dec. 30, 1903. He was born in Germany and came to this country when a boy. He spent several years in Clinton, Mass., and came to Milwaukee to perfect his education in the German-American Teachers' Normal School of Milwaukee. He then graduated in the Normal School of the North American Gymnastic Union. In September, 1900, he was appointed assistant teacher of physical culture in the Chicago Normal School; in 1902, he was transferred to the Austin and Jefferson high schools; and Dec. 1, 1903, he began in the R. T. Crane High and Manual Training School.

He was a devoted and earnest scholar and spent his evenings studying medicine at the Harvey Medical College.

MISS ELLA LAWRENCE.

Farragut School.

Another beautiful life that went out in the Iroquois disaster was that of Ella Worley Lawrence, a teacher in the Farragut School.

She was born in Chicago twenty-three years ago of English parentage. She graduated from the Medill High School in the class of 1899. After leaving the Normal School she accepted a position in the country near Aurora, which she filled most creditably to herself and acceptably to her patrons. She was a cadet in the D. S. Wentworth School and later in the Garfield School, where all loved and appreciated her sterling worth. In September she was assigned to the Farragut School. Her influence among teachers and pupils was beneficent and beautiful.

Her refined, noble nature we feel has only been the more refined through the baptism of fire through which she was called to pass. Love and sympathy for the near ones who have been deprived of her joyous young life are felt by all who knew Ella Worley Lawrence.

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THE EDITOR,
437 Unity Building, CHICAGO.
Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

BURNING OF THE IROQUOIS THEATER.

The grief of our mourning city has fallen heavily upon the schools. We give elsewhere brief memorial sketches of the thirty-eight teachers who lost their lives in the burning of the Iroquois theater. The Federation through its board of managers has made plans to suspend its business and devote the time of its next regular meeting on January 16 to a memorial service for those whom we have lost.

Through THE BULLETIN the Federation extends sincerest sympathy to every household made desolate by these deaths. to every school that misses from its members teachers or pupils at the opening of this new year.

The calamity which has befallen Chicago is unique in the widespread sorrow which it has brought. The audience at a holiday matinee is representative of almost every portion of the city, and so it happens that there is scarcely anyone who does not number a friend or relative among the dead. It is natural therefore that when the first shock of the universal sorrow has abated, the impulse to seek the means for the better safeguarding of life should be also general. There is no question that in this matter we are as a people crude and negligent almost beyond belief. We are great in emergencies, but we do not know how to live our daily lives in peace and safety. Our city is in constant peril. The death roll from accidents of all kinds is appalling. Fireproof construction appears to mean merely that the loss in a fire is loss of human life and not of the building. The Iroquois theater to-day bears exteriorly little trace of the terrible tragedy which was enacted within and while the responsibility with its attendant sorrow bears most heavily upon those connected with the ownership and management of the building, and the city authorities responsible for the enforcement of the ordinances, there is a measure of responsibility which no one can escape.

The force of law is in public sentiment. It is to be hoped that there may be at least this good derived from the greatest catastrophe in the history of Chicago, that the determination and energy which characterize the people of this city may be turned to the defense of the helpless against all perils which human wisdom may foresee.

The lesson of the Chicago fire was not lost upon us; it gave us a fire department which is a model to the world.

It is the custom sometimes to refer to such calamities as the design of an inscrutable Providence, but this is a view which is not acceptable to any wholesome mind. They are no more in the designs of Providence than disease or sin. They are the outcome of human negligence, the negligence of a whole people. It is in our power to see that the laws are enforced. The inscrutable mystery is in the minds of men, that we will not learn except through the shock of terror and of anguish the wisdom which might save us. It is easier to devise a fireproof structure than to man it with a responsible human being who will not fail nor be ever unprepared. Yet in our fire department the city has solved this problem so far as the final emergency is concerned, and men have been found to rise to the requirement. But when all is said that can be said, our last word must still be one of heart-yearning sympathy to all who are mourning to-day. Come what will of the tragedy, to them it must mean always grief unspeakable. God comfort them.

OUR LOST CHILDREN.

They are gone from us, the little ones who bade us Merry Christmas. They have passed beyond our care, and entered with the new year into the mystery of eternity. They made joy in the world while they were with us, and it is they with their mothers who make the infinite pathos of this tragedy by which we are overshadowed.

Other losses this city has suffered, and in its young hopefulness has rallied from the shock. But this sorrow deepens as the days elapse. No one is able to speak long of any other subject. In the faces of strangers one reads a questioning sympathy or a wordless grief. Even those who were so fortunate as to escape loss among their nearest, have been stirred to the depths by this tragic revelation of the every day miracle of mother love, and all the tender chivalry which it awakens.

Mothers, whose death was a vain but willing martyrdom,—mothers more desolate who live to mourn—heart stricken fathers for whom the light of life is darkened—out of your sorrow has come the lesson to this heedless city that human life is worth the care we give to lesser things; that the irreverence with which we lightly treat it brings in time its awful penalty. Not the terror, not the suffering of the Iroquois disaster moves us most deeply, not even the pity of it, but the share that pity gives us in the deepest, the simplest, the strongest and purest of all human emotions. We have seen childless mothers grieving through many years with ever deepening tenderness, with ever widening love, until all motherless children might find refuge in their aching breasts. So miracles of mercy are wrought through sharpest pain. So may it be with this Rachel among cities that mourns for her children and will not be comforted.

MEETING OF THE BOARD OF EDUCATION.

Jan. 6. 1904.

At the regular meeting of the Board of Education Wednesday the secretary read the death roll call of the teachers and pupils who lost their lives in the Iroquois theater Dec. 30. Resolutions of sympathy were adopted, the superintendent authorized to make arrangements for a memorial meeting. The memorial will be held Saturday morning, Jan. 9, at the hall in the Normal school at half past 10 o'clock.

Without speeches, and with only sad personal comment among the trustees at their desks, the board adjourned.

THE LONG DEATH ROLL.

This is the death roll of teachers read by Secretary Larson:

Principal.

Fort, Irene ..... Bradwell School

Special Teachers.

Mann, Emma D. ..... Music
Dreisel, Herman O. ..... Physical Culture
Strawbridge, Mrs. Mary A. ..... Sewing

High School Teachers.

Sill, Lucie A. ..... Calumet High School

Elementary Teachers.

Brewster, Julia.
Chapin, Agnes H.
Clay, Susan I.
Crocker, Melissa J.
Dickie, Edith.
Eger, Nellie Sabine.
Fair, Ella M.
Falkenstein, Gertrude R.
Geary, Pauline A.
Gustavson, Alma E.
Hoffeins, Adeline J. C.
Kennedy, Agnes R.
Kennedy, Frances E.
Lawrence, Ella Warley.
Lehman, Frances M.
Livingstone, Daisy F.
Meagher, Maria T.
Mitchell, Dora A.
Mills, Mrs. Pearl M.
Owens, Amy.
Radcleffe, Annie.
Reidy, Annie T.
Rogers, Rose K.
Sayre, Carrie A.
Schaffner, Minnie H.
Tobias, Florence.
Torney, Mary Edna.
Tuttle, Grace.
White, Florence O.
Wild, Rita.
Zimmerman, Elizabeth F.

Kindergarten Teachers.

Harbaugh, Mary E.
Welton, Alice.

Cadet.

Biegler, Susan M.

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PAULINE A. GEARY,

Felsenthal School.

Pauline A. Geary was a native of Chicago. Her early education was received in the convent of the Congregation de Notre Dame. Later she attended the Haven school, the South Division high and the Normal, her first work as a cadet being at the M. W. Fuller, to which school she received her first appointment. Later she was transferred to the W. K. Sullivan, and last spring to the Felsenthal.

From the schools where she was remembered as a classmate and from those where, in later years, she was known as a fellow teacher, there gathered round her bier loving, sorrowing friends. Principals, teachers, pupils, all loved her for her gentleness, her helpfulness, her unselfishness.

She won admiration from her associates by her devotion to her chosen profession, her thoroughness and her untiring energy, and from her little pupils she won unfailing love because of her unfailing patience and gentleness. At heart she was ever a child herself and so won the childish hearts.

In her home and outside her school life she was always the devoted daughter and sister, the loving friend, the social favorite. Gifted beyond the common mentally, she was, too, more than commonly beautiful of face, her face and mind reflecting a simplicity, a purity, a beauty of soul not often met with.

"As a cloud of the sunset slow melting in Heaven,
As a star that is lost when the daylight is given,
As a glad dream of slumber which wakens in bliss,
She has passed to the world of the Holy, from this."

FRANCES E. KENNEDY,

Hendricks School.

Miss Frances E. Kennedy was born in Chicago and educated in its public schools, having attended the Moseley and the South Davision High. She began teaching in the Hendricks School in 1887 and taught there continuously till the time of her death.

With her sister Agnes and the Misses Pauline and Kathleen Geary, all teachers, she attended the Iroquois Theater on that fatal afternoon of December 30, and of the party of four only Kathleen escaped.

As one who knew Frances Kennedy in her home, in her school and in her social life I can say without reservation that a truer, purer, sweeter life it has never been my privilege to know, and I knew her intimately in all three of these relations since she began her work as a teacher. Beautiful in person, gracious and charming in manner with a gentle, lovable disposition, she made her school a home for the children, who loved her; and her womanly accomplishments and those of her sister made their home all that that word implies to the dear ones to whom it was always a pleasure to them both to minister. Frances Kennedy's life was one long act of loving devotion. Indeed the keynote of her nature was devotion—devotion the rarest, the sublimest, never failing devotion, to the sister from whom in life as in death she was not separated, and to the home circle which has indeed lost its life and light.

In this hour of anguish those dear ones have the heartfelt sympathy of all who know their terrible affliction, and that means the host of friends and acquaintances who mourn with them the loss of those two beautiful young women, whose lives have been and whose memories shall continue to be a benediction and an inspiration.

AGNES R. KENNEDY,

Fuller School.

Agnes R. Kennedy, who lost her life in the Iroquois theater fire, spent her whole life, practically, in the Chicago public schools. She was a graduate of the Douglas Elementary school and the South Division High school. In November, 1892, she received her assignment as a teacher in the M. W. Fuller school, in which school her entire life as a teacher was spent. Being of a bright, sunny nature, she endeared herself to all with whom she was associated. Her whole life was filled with acts which show her loyalty and devotion to the children whom she taught so faithfully and so well. She lived for others, not for self. Her every act portrayed the noble Christian character which she bore. Eternity alone can reveal the sweet, gentle influence which she exerted. Of her it can be said that although dead, she still lives.

MILLIE J. CROCKER.

Oakland School.

Miss Millie J. Crocker was for many years a teacher in the Oakland School. Her thorough scholarship, intense earnestness and unfaltering devotion to duty placed her in the first rank of her profession. The dignity and refinement of her manners, the sweetness and modesty of her nature, combined with an attractive personality, endeared her to pupils and fellow-teachers and won the love and respect of a wide circle of friends. Her influence on the lives of others will be her lasting memorial.

ANNA RADCLIFFE.

Parkman School.

Annie Radcliffe had been a teacher in the Parkman School for more than six years. She had no relatives in the city. Her original home was in, or near, St. Mary's, Canada, and her remains are at rest in the cemetery of that little town.

Hers was a peculiarly sweet and gentle, though strong and courageous nature, and she was beloved by all who knew her, and is deeply mourned by pupils, teachers and principal of the Parkman School, to whom she had endeared herself by her pleasing, kindly and loving personality.

EMMA D. MANN.

Assistant Supervisor of Music.

"Come, Time, and teach me, many years,
I do not suffer in a dream;
For now so strange do these things seem,
Mine eyes have leisure for their tears."

—In Mem.

On Tuesday a tearful little lad asked: "Was it—was it *our* Miss Mann?" That she was loved and claimed by every child was shown in the faces whenever she entered the schoolroom; and the children's tears now witness to her sympathy and her gracious personality. Equally eloquent is the speeches, tearful tribute of hosts of teachers.

Blest by nature with strength of mind and will, with noble form and face, with ready wit, with a rare musical gift, she added to them all the greatest of all—love; and it now is no strange thing that her thousands of child-lovers and friends are saddened with a deep sense of loss. Those nearer ones who have reveled in her witty stories and merriment, listened to her sweet songs and shared her close friendship are now stunned and sick at heart. By the measure of our sorrow do we know of her worth.

Miss Mann's whole self was so expressed in her work that the woman can scarcely be thought of apart from the inspiring, graceful teacher of music. While insisting on fundamentals in theory, she desired musical, artistic singing beyond all else. The cultivation of the child's esthetic nature through music was her passion. She will be especially missed by the timid young teacher and the unmusical one who found her such a patient, kindly leader.

GERTRUDE FALKENSTEIN.

Harrison School.

Gertrude A. Falkenstein, a teacher in the Harrison School, who perished together with her niece, Lillian Rothe, in the Iroquois fire, was graduated from the South Division High School in 1895.

After completing a course at the Normal School, she was assigned as a cadet at the Yale School, where she remained until regularly assigned at the Harrison.

Her work as a cadet was deserving of much praise. She was ever willing and unselfish in her efforts to perform the many tedious tasks which enter into the life of a cadet.

About two years ago she was asked to take the ungraded room at the Harrison School. This room was composed of foreign pupils and many who were weak minded. They ranged from seven to nineteen years of age. Her work with them was indeed wonderful. Her whole interest was in these children and in order to be of more use to them she studied the Italian language. Theirs is indeed a great loss. We join with all who knew and loved Miss Falkenstein in offering our heartfelt sympathy to the dear ones left to mourn her loss.

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MINNIE H. SCHAFFNER.

Forestville School.

Miss Minnie H. Schaffner was born in Warren, Ohio, but received her education in Chicago at the Brown School and the West Division High School, graduating from the latter in 1887. She was prepared for teaching when eighteen and had to wait until she was nineteen. She taught in the Wicker Park School for three years and in the Forestville School since September, 1891.

In person delicate, gentle and gracious, her influence was always for the noble and true. The teachers realize that her friendship was very precious to them and the children fortunate to be under her instruction remember her with respect and love.

Miss Schaffner was always a student and a woman of culture and great refinement. The memory of her will always be a delight filling our hearts with kindly feeling and noble purpose.

ADELINE C. HOFFEINS.

Drummond School.

Adeline C. Hoffeins, 292 Haddon avenue, who was one of the Iroquois fire victims, was graduated from the Northwest Division High School in the class of '97. She was a happy, bright and energetic girl, thoroughly loved by her classmates, friends and fellowworkers. She was a teacher at the Drummond School, where her loss is keenly felt.

MARY HARBAUGH.

O'Toole School.

Mary Harbaugh spent her early life in Joliet. She graduated from the Joliet High School in 1892, after which she taught school for some time and then studied kindergarten work. Her two sisters, Harriet Harbaugh and Mrs. Rose Harbaugh Stafford, were with her when she met her death and are both badly injured.

Mary Harbaugh was a girl of strong character and quiet, unassuming manner. She was an earnest student and a sincere, faithful friend.

ALMA GUSTAVSON.

Marsh School.

Miss Alma E. Gustavson was born Jan. 28, 1878. She graduated from the South Chicago High School in 1897. In 1898 she was appointed as cadet in the Gallistel School and assigned as teacher to the J. L. Marsh School in 1899.

She was a teacher of exceptional ability and her most lovable disposition endeared her to everyone.

AMY OWENS,

Curtis School.

Miss Owens was for several years a teacher in the Jones school, coming there from the Parkside. When she took a "leave of absence" for the purpose of making a visit to Honolulu, where her brothers are engaged in business, it was with the intention of returning to service in the Jones, but various circumstances determined her assignment to the Curtis instead. At both schools she was a successful teacher, meeting the problems of school life with a cheeriness of heart and an earnestness of purpose which overcome all obstacles.

Teachers, principals and pupils all mourn her loss and it is hard to realize that we shall see her no more in this life.

CARRIE SAYRE,

Bradwell School.

Miss Carrie Sayre, who perished in the Iroquos Theater fire, was a teacher in the Myra Bradwell School. She was born at Port Austin, Mich., near Saginaw Bay, and received her education at the Ypsilanti State Normal School and later at the Valparaiso State Normal School of Indiana. She taught in the Myra Bradwell School for sixteen years and was much beloved by principal, teachers and pupils. She was highly cultured and an elocutionist of marked ability. She had an amiable disposition, was a pleasant companion and a loving sister. A host of friends mourn her sad fate.

MRS. MARY A. STRAWBRIDGE,

Teacher of Sewing.

Mrs. Mary Adell Strawbridge was a sewing teacher in the Household Arts Department for several years. She also taught sewing in the night schools and was actively engaged in church industrial work Saturdays. She will be missed by hundreds of girls to whom she was a guide in the womanly accomplishment of sewing.

ANNOUNCEMENTS.

THE SUPPLEMENT.

Extra copies of the supplement with this issue of The Bulletin can be had at five cents each; or, to include The Bulletin, for ten cents. Postpaid. Address orders to this office.

We acknowledge with grateful appreciation the kindness of the Record-Herald which has furnished us with most of the cuts in this issue.

We desire to return our thanks to those who kindly furnished these sketches of their lost friends and coworkers.

CHICAGO TEACHERS' FEDERATION BULLETIN

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held Saturday, January 16th, 10:30 a. m., Fullerton Hall, Art Institute.

Owing to the recent disaster in the Iroquois theater business will be suspended and the meeting consist entirely of memorial exercises for the teachers and children who perished in that fire. The program will be announced later.

JOSEPHINE NICHOLS,
Corresponding Secretary.

CHICAGO TEACHERS' CLUB.

Regular monthly meeting of Chicago Teachers' Club Saturday, January 9.

Luncheon will be served at 1 o'clock. Musical program at 2:30 o'clock.

Places for luncheon may be reserved by addressing Miss Mary E. Reynolds, 401 West Sixty-fourth street. Price per plate, 35 cents. Admission to non-members, 15 cents.

EMILY A. HAYWARD, Cor. Sec.

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THE NORTH AMERICAN REVIEW

THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

50 cents a copy; $5.00 a year

The North American Review,
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Resignation.

There is no flock however watched and tended
But one dead lamb is there!
There is no fireside, howso'er defended,
But has one vacant chair!

The Air is full of farewells to the dying,
And mournings to the dead;
The heart of Rachel, for her Children crying,
Will not be comforted!

Let us be patient! These severe afflictions
Not from the ground arise,
But oftentimes celestial benedictions
Assume this dark disguise.

We see but dimly through the mists and vapors;
Amid these earthly damps,
What seem to us but sad funereal tapers
May be heaven's distant lamps.

There is no Death! What seems so is transition,
This life of mortal breath
Is but a suburb of the life elysian,
Whose portal we call Death.

She is not dead,—the child of our affection,—
But gone unto that school
Where she no longer needs our poor protection,
And Christ himself doth rule.

And though at times impetuous with emotion
And Anguish long suppressed,
The swelling heart heaves moaning like the ocean,
That cannot be at rest,—

We will be patient, and assuage the feeling
We may not wholly stay,
By silence, sanctifying, not concealing
The grief that must have way.

Longfellow.

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ELLA LAWRENCE,
Farragut School.



PAULINE GEARY,
Felsenthal School.



SABINE EGER,
Moseley School.



DAISY



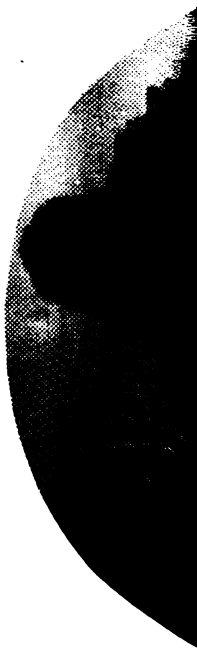
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Bradwell School.



AGNES KENNEDY,
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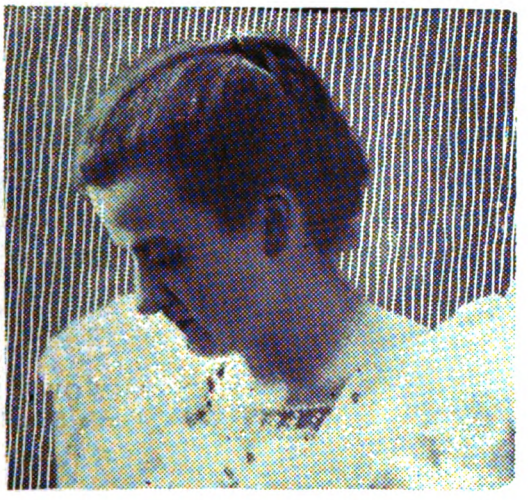
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MARIA T. MEAGHER,
Schiller School.



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Calumet High School.



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Gallistel School.



ADELINE HOFFEINS,
Drummond School.



EMMA D. MANN,
Supervisor of Music.



MILLIE J. CROCKER,
Oakland School.



FLORENCE WHITE,
Ray School.



AMY OWENS,
Curtis School.



GERTRUDE FALKENSTEIN,
Harrison School.



ALMA GUSTAVSON,
Marsh School.



ELLIE FAIR,
Gallistel School.

CHICAGO TEACHERS WHO PERISHED IN THE IROQUOIS THEATRE FIRE, DECEMBER 30, 1903

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, JANUARY 15, 1904. No. 7.

EDUCATIONAL METHODS.

From "Democracy and Social Ethics."

BY JANE ADDAMS.

As democracy modifies our conception of life it constantly raises the value and function of each member of the community, however humble he may be. We have come to believe that the most "brutish man" has a value in our common life, a function to perform which can be fulfilled by no one else. We are gradually requiring of the educator that he shall free the powers of each man and connect him with the rest of life. We ask this not merely because it is the man's right to be thus connected, but because we have become convinced that the social order cannot afford to get along without his special contribution. Just as we have come to resent all hindrances which keep us from untrammeled comradeship with our fellows, and as we throw down unnatural divisions, not in the spirit of the eighteenth century reformers, but in the spirit of those to whom social equality has become a necessity for further social development, so we are impatient to use the dynamic power residing in the mass of men and demand that the educator free that power. We believe that man's moral idealism is the constructive force of progress, as it has always been; but because every human being is a creative agent and a possible generator of fine enthusiasm we are skeptical of the moral idealism of the few and demand the education of the many, that there may be greater freedom, strength and subtility of intercourse and hence an increase of dynamic power. We are not content to include all men in our hopes, but have become conscious that all men are hoping and are part of the same movement of which we are a part.

Many people impelled by these ideas have become impatient with the slow recognition on the part of the educators of their manifest obligation to prepare and nourish the child and the citizen for social relations. The educators should certainly conserve the learning and training necessary for the successful individual and family life, but should add to that a preparation for the enlarged social efforts which our increasing democracy requires. The democratic ideal demands of the school that it shall give the child's own experience a social value; that it shall teach him to direct his own activities and adjust them to those of other people. We are not willing that thousands of industrial workers shall put all of their activity and toil into services from which the community as a whole reaps the benefit, while their mental conceptions and code of morals are narrow and untouched by any uplift which the consciousness of social value might give them.

We are impatient with the schools which lay all stress on reading and writing, suspecting them to rest upon the assumption that the ordinary experience of life is worth little and that all knowledge and interest must be brought to the children through the medium of books. Such an assumption fails to give the child any clew to the life about him or any power usefully or intelligently to connect himself with it. This may be illustrated by observations made in a large Italian colony situated in Chicago, the children from which are, for the most part, sent to the public schools.

The members of the Italian colony are largely from south Italy—Calabrian and Sicilian peasants, or Neapolitans from the workingmen's quarters of that city. They have come to America with the distinct aim of earning money and finding more room for the energies of themselves and their children. In almost all cases they mean to go back again, simply because their imaginations cannot picture a continuous life away from the old surroundings. Their experiences in Italy have been those of simple outdoor activity, and their ideas have come directly to them from their struggle with nature—such a hand-to-hand struggle as takes place when each man gets his living largely through his own cultivation of the soil or with tools simply fashioned by his own hands. The women, as in all primitive life, have had more diversified activities than the men. They have cooked, spun and knitted, in addition to their almost equal work in the fields. Very few of the peasant men or women can either read or write. They are devoted to their children, strong in their family feeling, even to remote relationships, and clannish in their community life.

The entire family has been upheaved and is striving to adjust itself to its new surroundings. The men for the most part work on railroad extensions through the summer, under the direction of a *padrone,* who finds the work for them, regulates the amount of their wages and supplies them with food. The first effect of immigration upon the women is that of idleness. They no longer work in the fields, nor milk the goats, nor pick up faggots. The mother of the family buys all the clothing, not only already spun and woven, but made up into garments of a cut and fashion beyond her powers. It is, indeed, the most economical thing for her to do. Her housecleaning and cooking are of the simplest the bread is usually baked outside of the house and the macaroni bought prepared for boiling. All of those outdoor and domestic activities which she would naturally have handed on to her daughters have slipped away from her. The domestic arts are gone, with their absorbing interest for the children, their educational value and incentive to activity. A

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household in a tenement receives almost no raw material. For the hundreds of children who have never seen wheat grow there are dozens who have never seen bread baked. The occasional washings and scrubbings are associated only with discomfort. The child of such a family receives constant stimulus of most exciting sort from his city street life, but he has little or no opportunity to use his energies in domestic manufacture, or, indeed, constructively in any direction. No activity is supplied to take the place of that which, in Italy, he would naturally have found in his own surroundings, and no new union with wholesome life is made for him.

Italian parents count upon the fact that their children learn the English language and American customs before they do themselves, and the children act not only as interpreters of the language, but as buffers between them and Chicago, resulting in a certain almost pathetic dependence of the family upon the child. When a child of the family, therefore, first goes to school the event is fraught with much significance to all the others. The family has no social life in any structural form and can supply none to the child. He ought to get it in the school and give it to his family, the school thus becoming the connector with the organized society about them. It is the children aged six, eight and ten who go to school, entering, of course, the primary grades. If a boy is twelve or thirteen on his arrival in America, his parents see in him a wage-earning factor, and the girl of the same age is already looking toward her marriage.

Let us take one of these boys who has learned in his six or eight years to speak his native language, and to feel himself strongly identified with the fortunes of his family. Whatever interest has come to the minds of his ancestors has come through the use of their hands in the open air; and open air and activity of body have been the inevitable accompaniments of all their experiences. Yet the first thing that the boy must do when he reaches school is to sit still, at least part of the time, and he must learn to listen to what is said to him, with all the perplexity of listening to a foreign tongue. He does not find this very stimulating, and is slow to respond to the more subtle incentives of the schoolroom. The peasant child is perfectly indifferent to showing off and making a good recitation. He leaves all that to his school fellows, who are more sophisticated and equipped with better English. His parents are not deeply interested in keeping him in school and will not hold him there against his inclination. Their experience does not point to the good American tradition that it is the educated man who finally succeeds. The richest man in the Italian colony can neither read nor write—even Italian. His cunning and acquisitiveness, combined with the credulity and ignorance of his countrymen, have slowly brought about his large fortune. The child himself may feel the stirring of a vague ambition to go on until he is as the other children are; but he is not popular with his school fellows and he sadly feels the lack of dramatic interest. Even the pictures and objects presented to him, as well as the language, are strange.

If we admit that in education it is necessary to begin with the experiences which the child already has and to use his spontaneous and social activity, then the city streets begin this education for him in a more natural way than does the school. The south Italian peasant comes from a life of picking olives and oranges, and he easily sends his children out to pick up coal from the railroad tracks, or wood from buildings which have been burned down. Unfortunately, this process leads by easy transition to petty thieving. It is easy to go from the coal on the railroad track to the coal and wood which stand before a dealer's shop; from the potatoes which have rolled from a rumbling wagon to the vegetables displayed by the grocer. This is apt to be the record of the boy who responds constantly to the stimulus and temptations of the street, although in the beginning his search for bits of food and fuel was prompted by the best of motives.

The school has to compete with a great deal from the outside in addition to the distractions of the neighborhood. Nothing is more fascinating than that mysterious "down town," whither the boy longs to go to sell papers and black boots, to attend theaters, and, if possible, to stay all night on the pretense of waiting for the early edition of the great dailies. If a boy is once thoroughly caught in these excitements, nothing can save him from over-stimulation and consequent debility and worthlessness; he arrives at maturity with no habits of regular work and with a distaste for its dullness.

On the other hand, there are hundreds of boys of various nationalities who conscientiously remain in school and fulfill all the requirements of the early grades, and at the age of fourteen are found in factories, painstakingly performing their work year after year. These latter are the men who form the mass of the population in every industrial neighborhood of every large city; but they carry on the industrial process year after year without in the least knowing what it is all about. The one fixed habit which the boy carries away with him from school to the factory is the feeling that his work is merely provisional. In school the next grade was continually held before him as an object of attainment, and it resulted in the conviction that the sole object of present effort is to get ready for something else. This tentative attitude takes the last bit of social stimulus out of his factory work; he pursues it merely as a necessity, and his very mental attitude destroys his chance for a realization of its social value. As a boy in school he contracted the habit of doing his work in certain hours and taking his pleasure in certain other hours, so in the factory he earns his money by ten hours of dull work and spends it in three hours of lurid and unprofitable pleasure in the evening. Both in the school and in the factory, in proportion as his work grows dull and monotonous, his recreation must become more exciting and stimulating. The hopelessness of adding evening classes and social entertainments as a mere frill to to a day filled with monotonous and deadening drudgery constantly becomes more apparent to those who are endeavoring to bring a fuller life to the industrial members of the community, and who are looking forward to a time when work shall cease to be senseless drudgery with no self-expression on the part of the worker. It sometimes seems that the public schools should contribute much more than they do to the consummation of this time. If the army of school children who enter the factories every year possessed thoroughly vitalized faculties they might do much to lighten this incubus of dull factory work which presses so heavily upon so large a number of our fellow citizens. Has our commer-

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cialism been so strong that our schools have become insensibly commercialized, whereas we supposed that our industrial life was receiving the broadening and illuminating effects of the schools? The training of these children so far as it has been vocational at all has been in the direction of clerical work. It is possible that the business men, whom we in America so tremendously admire, have really been dictating the curriculum of our public schools, in spite of the conventions of educators and the suggestions of university professors. The business man, of course, has not said, "I will have the public schools train office boys and clerks so that I may have them easily and cheaply," but he has sometimes said, "Teach the children to write legibly and to figure accurately and quickly; to acquire habits of punctuality and order; to be prompt to obey; and you will fit them to make their way in the world as I have made mine." Has the workingman been silent as to what he desires for his children and allowed the business man to decide for him there, as he has allowed the politician to manage his municipal affairs, or has the workingman so far shared our universal optimism that he has really believed that his children would never need to go into industrial life at all, but that all of his sons would become bankers and merchants?

Certain it is that no sufficient study has been made of the child who enters into industrial life early and stays there permanently, to give him some offset to its monotony and dullness, some historic significance of the part he is taking in the life of the community.

It is at least on behalf of the average workingman that our increasing democracy impels us to make a new demand upon the educator. As the political expression of democracy has claimed for the workingman the free right of citizenship, so a code of social ethics is now insisting that he shall be a conscious member of society, having some notion of his social and industrial value.

The early ideal of a city that it was a marketplace in which to exchange produce and a mere trading-post for merchants apparently still survives in our minds and is constantly reflected in our schools. We have either failed to realize that cities have become great centers of production and manufacture in which a huge population is engaged, or we have lacked sufficient presence of mind to adjust ourselves to the change. We admire much more the men who accumulate riches and who gather to themselves the results of industry, than the men who actually carry forward industrial processes; and, as has been pointed out, our schools still prepare children almost exclusively for commercial and professional life.

Quite as the country boy dreams of leaving the farm for life in town and begins early to imitate the traveling salesman in dress and manner, so the school boy within the town hopes to be an office boy, and later a clerk or salesman, and looks upon work in the factory as the occupation of ignorant and unsuccessful men. The schools do so little really to interest the child in the life of production or to excite his ambition in the line of industrial occupation that the ideal of life, almost from the very beginning, becomes not an absorbing interest in one's work and a consciousness of its value and social relation, but a desire for money with which unmeaning purchases may be made and an unmeaning social standing obtained.

The son of a workingman who is successful in commercial life impresses his family and neighbors quite as does the prominent city man when he comes back to dazzle his native town. The children of the working people learn many useful things in the public schools, but the commercial arithmetics and many other studies are founded on the tacit assumption that a boy rises in life by getting away from manual labor—that every promising boy goes into business or a profession. The children destined for factory life are furnished with what would be most useful under other conditions, quite as the prosperous farmer's wife buys a folding bed for her huge four-cornered "spare room," because her sister, who has married a city man, is obliged to have a folding bed in the cramped limits of her flat. Partly because so little is done for him educationally and partly because he must live narrowly and dress meanly, the life of the average laborer tends to become flat and monotonous, with nothing in his work to feed his mind or hold his interest. Theoretically we would all admit that the man at the bottom, who performs the meanest and humblest work, so long as the work is necessary, performs a useful function but we do not live up to our theories, and in addition to his hard and uninteresting work he is covered with a sort of contempt, and unless he falls into illness or trouble he receives little sympathy or attention. Certainly no serious effort is made to give him a participation in the social and industrial life with which he comes in contact, nor any insight and inspiration regarding it.

Apparently we have not yet recovered manual labor from the deep distrust which centuries of slavery and the feudal system have cast upon it. To get away from menial work, to do obviously little with one's hands is still the desirable status. This may readily be seen all along the line. A workingman's family will make every effort and sacrifice that the brightest daughter be sent to the high school and through the normal school, quite as much because a teacher in the family raises the general social standing and sense of family consequence as that the returns are superior to factory or even office work. "Teacher" in the vocabulary of many children is a synonym for women-folk gentry, and the name is indiscriminately applied to women of certain dress and manner. The same desire for social advancement is expressed by the purchasing of a piano or the fact that the son is an office boy and not a factory hand. The overcrowding of the professions by poorly equipped men arises from much the same source, and from the conviction that "an education" is wasted if a boy goes into a factory or a shop.

A Chicago manufacturer tells a story of twin boys, whom he befriended and meant to give a start in life. He sent them both to the Athenaeum for several winters as a preparatory business training and then took them into his office, where they speedily became known as the bright one and the stupid one. The stupid one was finally dismissed after repeated trials, when, to the surprise of the entire establishment, he quickly betook himself into the shops, where he became a wide-awake and valuable workman. His chagrined benefactor, in telling the story, admits that he himself had fallen a victim to

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

MEMORIAL MEETING.

The regular meeting of the Chicago Teachers' Federation will be held Saturday, Jan. 16, at 10:30 o'clock at Fullerton Hall, Art Institute.

No business will be transacted, the entire time being devoted to memorial exercises in memory of the teachers and children who lost their lives in the Iroquois Theater fire Dec. 30. The following program has been arranged:

Song—"Lead, Kindly Light".....Dykes
Chorus of Teachers.

Introductory Remarks.
Miss Louie L. Kilbourn, Pres. C. T. F.

Solo—"The Lord is My Shepherd".....Liddle
Miss May M. Farrell.

Address.
Mrs. Harriette Taylor Treadwell.

Solo—"Face to Face".....Johnson
Master Hays Gamble.

Address.
Miss Jeannette Cronk.

Violin Solo—"Benedictus".....Mac Kenzie
Miss Sigrid Jansen.

Address.
Miss Jane Addams.

Solo—"To Thee we Sing, O Lord".....Secchi
Miss Jeanette R. Holmes.

"Thanatopsis".....W. C. Bryant
Mr. James F. O'Connor.

Song—"Jesus, Lover of My Soul".....Holbrook
Audience.

ELIZABETH ZIMMERMAN.

Ericsson School.

(Received too late for last issue.)

We are born but to die. However long our life may be, a day, an hour will come which will be our last, and this hour is already determined.

—Alphonsus Liquori.

Elizabeth F. Zimmerman was born in Chicago in 1880, and received her entire education in this city. She was graduated from the Marquette school in 1894, from West Division in 1898, and after completing her Normal course cadeted at the McLaren school.

She was assigned as a teacher to the Ericsson school in 1900, where she worked with untiring zeal and energy.

Miss Zimmerman lost her life in the Iroquois theater fire on the afternoon of Dec. 30.

Her activity was devoted to good works of every kind, and the influence of her congenial nature will still be felt by her many friends.

The name of Bessie Zimmerman will remain indissolubly connected with those with whom she passed the evening of her days. May the sunshine that faded with her young life serve to brighten the lonely hours that must be endured without her, for

"Nothing is our own; we hold our pleasures
Just a little while, ere they are fled;
One by one life robs us of our treasurers;
Nothing is our own except our Dead."

THE TEACHERS' CASE.

Judge Dunne was not hearing cases this week, being absent from the city. The teachers' case, which was to come before him, will not be heard till Feb. 3.

RESOLUTIONS ADOPTED BY BOARD OF EDUCATION JANUARY 6.

"The City of Chicago has been visited by many terrible fires, but by none so terrible as the fire in the Iroquois theater Wednesday afternoon, Dec. 30, 1903. In one brief quarter of an hour, in one small room, three times as many lives were lost as in the great conflagration of 1871. Among the dead are many teachers and pupils of the schools of Chicago. Thirty-nine teachers and ninety-six pupils perished, and everyone connected with the schools mourns the loss of friend or relative.

"The board of education, although realizing that it cannot estimate its loss, and that no words can bring comfort to the bereaved homes of Chicago, desires to express its profound sympathy with the kindred and friends of the teachers and pupils whose lives were sacrificed."

The superintendent made the official report regarding the loss of teachers and pupils as follows:

The superintendent of schools respectfully reports that at the fire at the Iroquois theater on Dec. 30, 1903, many teachers and pupils in the Chicago public schools perished, or afterward died from the injuries received there; and reports herewith a list, prepared with as much accuracy as is possible at this date, of the names of such teachers, together with those of the pupils who met their death in the fire.

LIST OF CHILDREN LOST IN IROQUOIS FIRE.

High School Pupils.

Bagley, Helen.
Baker, Adelaide.
Bickford, Glenn.
Bickford, Helen.
Byrne, Concilia.
Cummings, Irene.
Davy, Helen.
Dorr, Florence B.
Elkan, Rose.
Fowler, Elva.
Frackleton, Ella.
Howard, Helen.
Jackson, Viva R.
Martin, Harold.
McCaughan, Helen.
Olsen, Elvira.
Oxname, Florence.
Pack, Ethel W.
Pond, Raymond L.
Power, Lilly M.
Reynolds, Dora L.
Schmidt, Rosamond.
Spencer, Josephine.
Weiskopf, Irma.
Winder, Paul W.

Elementary School Pupils.

Alexander, Mabel.
Barker, Ethel.
Berg, Olga.
Berg, Victor.
Bergch, Arthur.
Boice, Elizabeth.
Buehrman, Margaret.
Clayton, J. Vinton.
Corbin, Norman.
Corbin, Vernon.
Dixon, Edna.
Dryden, Taylor.
Eisendrath, Natalie.
Engles, William.
Hovland, Leigh.
Hull, Donald.
Hull, Dwight.
Hull, Helen.
Kuebler, Lola.
La Rose, Josephine.
La Rose, Laura.
La Rose, Matilda.
Lemenager, Dorothy.
Lemenager, Wallace.
Ludwig, Carolina A.
Mahler, Edith.
Martin, Robert B.
McClure, Lawrence.
Miller, Willard.
Murphy, DeWitt.
Oakey, Lucille.
Oakey, Marion.
Page, Harold.
Peck, Willis.
Persinger, Hewitt.
Pilat, Josephine.
Ernst, Rose.
Frady, Leon.
Garn, Frank.
Garn, Willie.
Greenwald, Le Roy.
Gudehus, Sophie.
Guerrero, Jennie.
Henning, James.
Hennessy, William.
Hippach, Robert.
Hire, Eva.
Holst, Allan.
Holst, Amy.
Holst, Gertrude.
Pond, Helen.
Regensburg, Hazel.
Reiss, Ernest.
Reynolds, Josephine.
Rimes, Martin.
Rimes, Myron.
Rothe, Lillian.
Schreiner, Arline.
Secrist, June.
Shabad, Myrtle.
Shabad, Theodore.
Schonbeck, Mabel.
Specht, Eva.
Squire, Olive.
Schwartz, Irene.
Taylor, Reine.
Thomas, Remington.
Wells, Donald C.
Wolff, Harriet.
Wunderlich, Helen.

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(Continued from page 3.)

his own business training and his early notion of rising in life. In reality he had merely followed the lead of most benevolent people who help poor boys. They test the success of their efforts by the number whom they have taken out of factory work into some other and "higher occupation."

Quite in line with this commercial ideal are the night schools and institutions of learning most accessible to working people. First among them is the business college which teaches largely the mechanism of typewriting and bookkeeping and lays all stress upon commerce and methods of distribution. Commodities are treated as exports and imports, or solely in regard to their commercial value, and not, of course, in relation to their historic development or the manufacturing processes to which they have been subjected. These schools do not in the least minister to the needs of the actual factory employe, who is in the shop and not in the office. We assume that all men are searching for "puddings and power," to use Carlyle's phrase, and furnish only the schools which help them to those ends.

The business college man, or even the man who goes through an academic course in order to prepare for a profession, comes to look on learning too much as an investment from which he will later reap the benefits in earning money. He does not connect learning with industrial pursuits, nor does he in the least lighten or illuminate those pursuits for those of his friends who have not risen in life. "It is as though nets were laid at the entrance to education, in which those who by some means or other escape from the masses bowed down by labor are inevitably caught and held from substantial service to their fellows." The academic teaching which is accessible to workingmen through university extension lectures and classes at settlements is usually bookish and remote, and concerning subjects completely divorced from their actual experiences. The men come to think of learning as something to be added to the end of a hard day's work and to be gained at the cost of toilsome mental exertion. There are, of course, exceptions, but many men who persist in attending classes and lectures year after year find themselves possessed of a mass of inert knowledge which nothing in their experience fuses into availability or realization.

Among the many disappointments which the settlement experiment has brought to its promoters perhaps none is keener than the fact that they have as yet failed to work out methods of education, specialized and adapted to the needs of adult working people in contra-distinction to those employed in schools and colleges or those used in teaching children. There are many excellent reasons and explanations for this failure. In the first place, the residents themselves are for the most part imbued with academic methods and ideals, which it is most difficult to modify. To quote from a late settlement report, "The most vaunted educational work in settlements amounts often to the stimulation mentally of a select few who are, in a sense, of the academic type of mind, and who easily and quickly respond to the academic methods employed." These classes may be valuable, but they leave quite untouched the great mass of the factory population, the ordinary workingman of the ordinary workingman's street, whose attitude is best described as that of "acquiescence," who lives through the aimless passage of years without incentive "to imagine, to design or to aspire."

These men are totally untouched by all the educational and philanthropic machinery which is designed for the young and the helpless who live on the same streets with them. They do not often drink to excess, they regularly give all their wages to their wives, they have a vague pride in their superior children; but they grow prematurely old and stiff in their muscles and become more and more taciturn, their entire energies consumed in "holding a job."

Various attempts have been made to break through the inadequate educational facilities supplied by commercialism and scholarship, both of which have followed their own ideals and have failed to look at the situation as it actually presents itself. The most noteworthy attempt has been the movement toward industrial education, the agitation for which has been ably seconded by manufacturers of a practical type, who have from time to time founded the endowed technical schools designed for workingmen's sons. The early schools of this type inevitably reflected the ideal of the self-made man. They succeeded in transferring a few skilled workers into the class of trained engineers, and a few less skilled workers into the upper class of trained mechanics, but did not aim to educate the many who are doomed to the unskilled work which the permanent specialization of the division of labor demands.

The Peter Coopers and other good men honestly believed that if intelligence could be added to industry each workingman who faithfully attended these schools could walk into increased skill and wages, and in time even become an employer himself. Such schools are useful beyond doubt; but so far as educating workingmen is concerned or in any measure satisfying the democratic ideal, they plainly beg the question.

Almost every large city has two or three polytechnic institutions founded by rich men anxious to help "poor boys." These have been captured by conventional educators for the purpose of fitting young men for the college and universities. They have compromised by merely adding to the usual academic course manual work, applied mathematics, mechanical drawing and engineering. Two schools in Chicago, plainly founded for the sons of workingmen, afford an illustration of this tendency and result. On the other hand, so far as schools of this type have been captured by commercialism, they turn out trained engineers, professional chemists and electricians. They are polytechnics of a high order, but do not even pretend to admit the workingman with his meager intellectual equipment. They graduate machine builders, but do not educate machine tenders. Even the textile schools are largely seized by young men who expect to be superintendents of factories, designers or manufacturers themselves, and the textile worker who actually "holds the thread" is seldom seen in them; indeed, in one of the largest schools women are not allowed, in spite of the fact that spinning and weaving have traditionally been woman's work and that thousands of women are at present employed in the textile mills.

It is much easier to go over the old paths of education with "manual training" thrown in, as it were; it is much simpler to appeal to the old ambitions of "getting on in life," or of "preparing for

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a profession," or "for a commercial career," than to work out new methods on democratic lines. These schools gradually drop back into the conventional courses, modified in some slight degree, while the adoption of workingmen's needs is never made, nor, indeed, vigorously attempted. In the meantime the manufacturers continually protest that engineers, especially trained for devising machines, are not satisfactory. Three generations of workers have invented, but we are told that invention no longer goes on in the workshop, even when it is artificially stimulated by the offer of prizes, and that the inventions of the last quarter of the nineteenth century have by no means fulfilled the promise of the earlier three-quarters.

Every foreman in a large factory has had experience with two classes of men—first, with those who become rigid and tolerate no change in their work, partly because they make more money "working by the piece," when they stick to that work which they have learned to do rapidly, and partly because the entire muscular and nervous system has become by daily use adapted to particular motions and resents change. Secondly, there are the men who float in and out of the factory in a constantly changing stream. They "quit work" for the slightest reason or none at all, and never become skilled at anything. Some of them are men of low intelligence, but many of them are merely too nervous and restless, too impatient, too easily "driven to drink," to be of any use in a modern factory. They are the men for whom the demanded adaptation is impossible.

The individual from whom the industrial order demands even larger drafts of time and energy should be nourished and enriched from social sources in proportion as he is drained. He, more than other men, needs the conception of historic continuity in order to reveal to him the purpose and utility of his work, and he can only be stimulated and dignified as he obtains a conception of his proper relation to society. Scholarship is evidently unable to do this for him; for, unfortunately, the same tendency to division of labor has also produced over-specialization in scholarship, with the sad result that when the scholar attempts to minister to a worker he gives him the result of more specialization rather than an offset from it. He cannot bring healing and solace because he himself is suffering from the same disease. There is indeed a deplorable lack of perception and adaptation on the part of educators all along the line.

It will certainly be embarrassing to have our age written down triumphant in the matter of inventions, in that our factories were filled with intricate machines, the result of advancing mathematical and mechanical knowledge in relation to manufacturing processes, but defeated in that it lost its head over the achievement and forgot the men. The accusation would stand that the age failed to perform a like service in the extension of history and art to the factory employes who ran the machines; that the machine tenders, heavy and almost dehumanized by monotonous toil, walked about in the same streets with us and sat in the same cars; but that we were absolutely indifferent and made no genuine effort to supply to them the artist's perception or student's insight, which alone could fuse them into social consciousness. It would further stand that the scholars among us continued with yet more research, that the educators were concerned only with the young and the promising, and the philanthropists with the criminals and helpless.

There is a pitiful failure to recognize the situation in which the majority of working people are placed, a tendency to ignore their real experience and needs, and, most stupid of all, we leave quite untouched affections and memories which would afford a tremendous dynamic if they were utilized.

We constantly hear it said in educational circles that a child learns only by "doing" and that education must proceed "through the eyes and hands to the brain"; and yet for the vast number of people all around us who do not need to have activities artificially provided and who use their hands and eyes all the time we do not seem able to reverse the process. We quote the dictum, "What is learned in the schoolroom must be applied in the workshop," and yet the skill and handicraft constantly used in the workshop have no relevance or meaning given to them by the school; and when we do try to help the workingman in an educational way we completely ignore his everyday occupation. Yet the task is merely one of adaptation. It is to take actual conditions and to make them the basis for a large and generous method of education, to perform a difficult idealization doubtless, but not an impossible one.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, January 18, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

CHICAGO TEACHERS' CLUB.

Regular monthly meeting of Chicago Teachers' Club Saturday, January 9.

Luncheon will be served at 1 o'clock. Musical program at 2:30 o'clock.

Places for luncheon may be reserved by addressing Miss Mary E. Reynolds, 401 West Sixty-fourth street. Price per plate, 35 cents. Admission to non-members, 15 cents.

EMILY A. HAYWARD, Cor. Sec.

We hear a great deal about "the vile body," and many are encouraged by the phrase to transgress the laws of health. But nature quietly suppresses those who treat disrespectfully one of her highest products, and leaves the world to be peopled by the descendants of those who are not so foolish.

—Herbert Spencer.

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Chicago Teachers' Federation
Bulletin

Vol. 3. CHICAGO, JANUARY 22, 1904. No. 8.

ADDRESS BY HARRIETTE TAYLOR TREADWELL
Chicago Teachers' Federation Meeting Jan. 16, 1904

Three years ago a rare little spirit floated into the seventh grade of the Forestville School where I am so fortunate as to be the English teacher.

It is my custom to give out daily themes for composition work, and I soon found that this little lad, Walter Bissinger, instead of handing in the usual prose composition, more frequently poured forth his ideas on the given topic in verse. Not the ordinary rhyme, but a poem that showed delicate insight and ability far older than his years, then eleven.

There was a wondrous charm about Walter, all the children loved him dearly so that pain to him was pain to them, and joy to him was joy to them. He had a keen sense of humor, and often his gentle chuckling to himself in appreciation of some clever bit of literature or some cheerful situation in the school room brought forth happy ripples from the entire class, so sweet and musical that one felt all the children were saying to him in chorus, "We love you, Walter; we love you, Walter."

When he passed into the eighth grade we were paraphrasing Tennyson's Holy Grail and Walter turned the entire poem back into beautiful rhythmical verse of his own, so dainty, so ringing, so true was it that one day as Mr. Kirk listened to his rendering of a stanza he stepped close beside Walter, and placing his hand on Walter's head he said so lovingly, "I'm glad and proud to know you, sir." I have chosen to read to you two poems by Walter that you too may have the joy of knowing this little lad somewhat as we of the Forestville knew him. The first is a poem entitled "To a Wild Rose," which he dedicated to me. Written in February, 1901:

TO A WILD ROSE.

I love thee, yes I love thee,
Thou flower fair of June,
Like the bright blue skies that delight the eyes,
Like the pale and dainty moon.

I love thee, yes I love thee,
For thy scents that fill the air,
Make the mortal strand like a fairy land,
While sweet odors are everywhere.

I love thee, yes I love thee,
For thy beauty and thy grace;
On the bushes green art thou ever seen,
With thy lovely fairy face.

I love thee, yes I love thee,
While you nod in the gentle breeze,
Thou art queen fore'er of the wild flowers fair,
'Neath the bowing courtier trees.

I love thee yes I love thee,
With thy dainty crown of gold,
In the clear ozone is a bush thy throne,
Till at last thy petals fold.

I love thee, yes I love thee,
Though thy life be but a day,
Like the nodding boughs above thee,
Fair child of the June and May.

WALTER BISSINGER.

February, 1901.

The second is called "The Battle of the Waves," written in April, 1901:

THE BATTLE OF THE WAVES.

I.

'Tis night, and the clouds are the heavens o'ercov'ring,
While Boreas cruel near Neptune is hov'ring;
The sea-god o'ertaken,
He bids them awaken
His warriors mighty in splendrous array;
So roaring
And soaring,
Awaking,
Forsaking,
The quiet of night, they prepare for the fray.

II.

And donning the armor resplendent and flashing,
On aqueous chargers that forward are dashing
And tossing and prancing,
The warriors are lancing,
With foam crested spears of the sea's shining steel;
Are riding,
And gliding,
And dying,
Defying,
Until they the lance of the enemy feel.

III.

Above them the wonderful sword of the lightning
Is piercing and flashing and gleaming and brightening;
The horrible thunder
Doth rend them asunder,
Until when the terrible battle is o'er;
Then crying,
And sighing,
And groaning,
And moaning,
The west is chanting his dirge evermore.

WALTER BISSINGER.

April, 1901.

Often it seemed to me that he possessed the spirit of Shelley. On Thursday morning, December 31, I read Walter's name in the paper first and I bowed my head in anguish. Walter gone—it could not be so—and yet I knew it to be too true, for he was not self-assertive enough to act quickly. A beautiful boy who filled the world about him with joy and sweetness. I read on and found name after name of children to the number of eight, either in school at the time or else graduates. Then, after the first awful realization of it all went out into the school district wherever I had read of death to give what of succor or comfort I could.

Then I learned of the loss of our beloved teacher, Miss Minnie Shaffner, one of the gentlest, most winsome of teachers who loved and led the little children in first grade, and of Julia Brewster, a former cadet at Forestville, who was my personal

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friend as well—true, gentle, able, loving Julia Brewster.

Of the many teachers who passed away on Dec. 30, 1903, I knew fourteen. As I have read of the lives of all the teachers who perished it seemed to me that this prayer written by Miss Florence Holbrook and given by her to the Forestville teachers at Christmas time must have been constantly in the hearts of all these more self-sacrificing, loving men and women:

A PRAYER.

Not more of light, I ask, O God,
But eyes to see what is;
Not sweeter songs, but power to hear
The present melodies.

Not greater strength, but how to use
The power that I possess;
Not more of love, but skill to turn
A frown into caress.

Not more of joy, but power to feel
Its kindling presence near;
To give to others all I have
Of courage and of cheer.

Not more of life, but insight clear
Into its mystery;
To comprehend as best I may
Our lofty destiny.

No other gifts, dear God, I ask,
But only sense to see
How best the precious gifts to use
Thou hast bestowed on me.

To teach the little children all,
How joyous is the world;
That, in the life we live on earth,
Heaven's glory is unfurled.

Give me all fears to dominate,
All holy joys to know;
To be the friend I wish to be,
To speak the truth I know.

To love the pure, to seek the good,
To lift, with all my might,
All souls to dwell in harmony
In freedom's perfect light.

FLORENCE HOLBROOK.

One of my own boys, aged fourteen, Willie Hennessy, a brave, sunny, willing lad, died there, too, and as I saw eight of my other boys bearing out their loved comrade at the funeral I thought that this personal touch of pain that had come to all his classmates would make them braver, truer men and women. Would help them more surely to be "the best knights of the world" that Sir Thomas Mallory loves to tell us of.

A noble little lad from the sixth grade died with his little sister and mother and her two sisters. Little Ernest Reiss, a beautiful, sturdy, cheery, able boy, who was fast learning to express himself most originally and interestingly. One of his little classmates in writing to the bereaved and broken father a letter of sympathy said: "We miss him sadly in school. He truly lived his name, Ernest, he was so earnest." A sweet tribute, and so true, from a ten-year-old girl.

His little sister Erna and a little lad, Leon Grady, were taken from our fifth grade.

Herbert Eisenstaedt, a splendid lad, was one of our graduates. We always loved Herbert's good nature and sunshine. He filled the room with his radiant life and spirits. He ever carried with him an atmosphere of health and joy.

Little Dora Reynolds, too, was another of our graduates. So sweet and gentle and loving and able. We all loved her dearly, teachers and pupils alike. It seems to me she always did exactly the right thing. The only child, her mother and father lavished all upon her and their hearts are crushed.

One of the saddest and tenderest sights was that of twelve of her friends, six boys and six girls, all pallbearers carrying her to her final resting place.

"Suffer little children to come unto me, for of such is the kingdom of heaven."

The awful pall and anguish that has been so personal to most of us has given fuller, stronger meaning to this great prayer of Phillips Brooks:

Do not pray for easy lives, pray to be stronger men!

Do not pray for tasks equal to your powers, pray for powers equal to your tasks! Then the doing of your work shall be no miracle, but you shall be a miracle. Every day you shall wonder at yourself, at the richness of life which has come into you by the grace of God.

And lovingly, reverently, these words of William Morris, the great workman, prophet and seer, come into our hearts:

"I bid you to live in peace and patience, without fear or hatred and to succor the oppressed and love the lovely, and to be the friends of men, so that when ye are dead at last men may say of you—they brought down heaven to the earth for a little while. What say ye, children?"

THE SPRING AT EAGLE ROCK.

Last Poem of Walter Bissinger.

A bubbling fountain from the rock doth leap
From bold faced cliff doth rise a dainty spring,
Whichever to itself doth laugh and sing,
Unmindful of the mass of stone so steep.
Which, towering high above it, guard doth keep.
From Horseshoe Island do the wavelts fling
Themselves upon the shore; but hear the ring
And tinkling; 'tis as if around do peep
Invisible sprites and spirits, airy forms
Upon the brink of some pure fairy lake;
For in a hewn log basin doth it fall,
A tiny, shaded pool, a liquid mirror,
Where silver lights and shadows gleam and quake,
From overhanging pines and birches tall.

Address by Jeannette Cronk.

Chicago has just written another chapter, the most bitterly tragical chapter of her brief, eventful history. Two weeks ago, could we have looked down through the snow-filled air, we should have seen, north, south, west, in every burial ground, scores of new-made graves, funeral corteges winding their way from every neighborhood, trains bearing to other cities, neighboring and remote, caskets containing the unrecognizable remains of those who had come as Chicago's holiday guests.

Many a father followed to the grave his children with their mother and returned to his utterly desolated home or sought the hospital where, maimed and defaced, some last member of his once happy household struggled back to a blighted existence. Chicago has witnessed scenes of suffering before; what gives poignancy to this grief is the growing conviction that the destruction of life at the Iroquois theater fire might have been avoided. Disposition to take chances rather than to safeguard its patrons from the possibility of such an accident; lax enforcement of laws by men appointed for the administration of law; laxity of public sentiment in regard to the enforcement of law, combined to bring about this calamity. To at least the last of these arraignments few in Chicago can plead "Not guilty," and the bitterness of remorse flavors the cup Chicago must drain.

As ineffaceably as the flames of the Iroquois theater fire seared and scarred its victims, they have branded the records of her officials with criminal negligence; they have marred and seared the reputation of Chicago. Can we, as

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teachers, do more than we are doing to arouse in this generation a civic conscience? might be a profitable and practical theme for consideration.

But to probe into, to even touch upon the causes of this disaster, to suggest any means of preventing its repetition, is not, I take it, the province of this meeting. We are gathered here as teachers, to add our last sad tribute to the *teachers* and school children of Chicago who perished in the fire at the Iroquois theater.

To the world at large they were much like other people, women, good women, who had taken up teaching as a means of livelihood; business men knew them as an honest, trustworthy class financially; socially, they were many-sided, their interests were far-reaching and touched many lives. Clubs, devoted to art, music, literature, philanthrophy valued them as accomplished and intelligent members; their pastors knew them as generous and unselfish, quick to respond with time, talent and money to every appeal for the furtherance of all good works; their pupils knew them as loving, yet just; friends, whose approbation was well worth seeking, whose disapproval was an experience to be dreaded; school supervisors recognized them as conscientious, faithful workers; feeble mothers, indigent fathers, struggling younger brothers and sisters depended upon them, the burden bearers, the mainstay of their families.

But when resolutions have been spread upon the records of this and that club, when the heartfelt words of pastors, the commendation of school supervisors, the tears of the children and the agony of their parents, brothers and sisters have all attested to the nobility and worth of our fellow-workers, another phase of their life remains which only teachers can fully appreciate. Only teachers, knowing their high ideals, can measure them, not only by what they so nobly did, by what they even more nobly meant to do and to be. Many of those who have been so suddenly snatched from our ranks had entered them but recently, all aglow with enthusiasm, not realizing fully, perhaps, all the self-sacrifice this vocation requires, but capable of making each sacrifice as it was demanded.

Others had been long in the service, giving up year by year, one by one, cherished ideals of what they might personally achieve along other lines, that they might merge a little more of time, of strength, of thought into the attainment of ideals in teaching, ideals which constantly grow, and must remain forever unattainable. Their work, though often apparently unrecognized, unappreciated had become an absorbing joy to them. And they are gone from us, those strong, brave, able, disciplined teachers. We have lost not only what they were now, but what they would have been in the years to come, as they went on from strength to strength.

They were at the matinee on that fateful afternoon, partakers in the beautiful holiday spirit, seeking relaxation in light-hearted merriment that they might be the better prepared to take up the serious work of life, in many cases they had, with characteristic unselfishness, planned to bring unwonted pleasure into some other toil-worn, work-a-day life, or to some beloved child relative or friend by this holiday treat. The total unexpectedness of meeting Death in that scene of gayety must have been one of its keenest pangs.

"For who, to dumb forgetfulness a prey,
This pleasing, anxious being e'er resigned,
Left the warm precincts of the cheerful day
Nor cast one longing, lingering look behind?"

And theirs were sweet, wholesome lives. Strong ties bound them to their work, to their friends, those dependent upon them. They would not have wished to leave any obligations unfulfilled. Let us hope, in that one swift glance back at the grief-stricken world they were leaving, forward under the guidance of the Death angel, they realized and were satisfied, with what it is so hard for us to believe, that their lifework was done.

As, in common with all Chicago, we watched in an agony of grief and remorse, the snow cover the new-made graves, heaped with the love offerings of flowers, subdued and humble, our hearts softened to an unwonted tenderness, there has come to us with added meaning the words of the Great Teacher, "A new commandment give I unto you that ye love one another."

When we returned to our schools, to be confronted by their vacant places and greeted one another with tear-filled eyes, I think we realized that it is a strong bond, much stronger than we knew, that binds together Chicago teachers. If, by means of this awful sacrifice of precious child lives, useful, valued lives, we, the people of Chicago, learn unselfishness, regard for law, and loving-kindness, one to another, a love which places not only human life, but human safety and comfort above personal greed, the sacrifice will not indeed have been in vain.

BOARD OF EDUCATION.

Wednesday, January, 20, 1904.

The request of the Civic Federation that the Board do *not* open school halls for any but meetings of purely educational or social character was placed on file.

Miss Fannie M. Sollitt, a former special teacher of music, who was displaced by reason of the reduction of the force of special teachers of music Jan. 29, 1902, was elected to the position of special teacher of music, at the salary of $1,400 per annum, to fill the vacancy caused by the death of Miss Emma D. Mann.

A kindergarten training course was established in the Chicago Normal School, to include two years' work in kindergarten theory and practice, together with such training in general pedagogy as may be deemed necessary to prepare for work in the public school kindergartens of Chicago, and students successfully completing this two years' course are to be given certificates to teach in the public school kindergartens of Chicago.

Georgia A. Seaman, principal of the Henry Clay School, was transferred to the principalship of the Myra Bradwell School made vacant by the death of Miss Irene Fort.

Mr. Edward Wildeman, a teacher in the Pullman School, who holds a principal's certificate, was appointed to the principalship of the Henry Clay School made vacant by the transfer of Georgiana A. Seaman; and his salary was fixed at the first year of the third group on the salary schedule of principals of elementary schools, namely, $1,200.

Jane Williams, a teacher in the King School, was elected to the position of teacher in charge of the Hanson Park Branch of the Wm. Penn Nixon School; and her salary was fixed at $75.00 per year in advance of the schedule of salaries for elementary teachers, in accordance with the rules permitting such advance to teachers in charge of a branch school of four or more rooms and located more than one-half mile away from the main building.

The following named former teachers in Chicago public schools, who hold valid certificates were placed on the list for appointment in accordance with the rules:

Cary, Othelia R.
Gannon, Rose Lutiger.
Hibbard, Dora F.
Johnson, Effie E.
Reese, Eleanor.

Miss Cora L. Davis was elected to the position of head assistant in the Eugene Field school, to fill the vacancy caused by the resignation of Miss Julia D. Ingalls.

The following named teachers, who have had experience in teaching previous to their assignment to positions in Chicago, and who by their success have shown the benefit of such experience, were advanced on the schedule of salaries for the second group of elementary teachers, to date from Jan 4, 1904, as follows:

Gerts, Kate—1½ years' exp., to second year.
Snowhook, Leila—3 years' exp., to second year.

The secretary was authorized and directed to pay the principals and teachers for January, 1904, on the basis of the salaries paid in December, 1903, together with the regular increases as provided by the salary schedule in force in 1903.

The pupils, alumni and friends of the Forestville School were permitted to place a memorial-picture, tablet or bas-relief, to those teachers who lost their lives in the Iroquois fire.

The graduating class of 1904 of the Nash school was given permission to place a stained glass window in the Nash school.

The salaries of the following named experienced teachers, who have had experience in teaching before being assigned to positions in the elementary schools and who by their success have shown the benefit of such experience, were advanced on the salary schedule for the second group of elementary teachers in accordance with the attached list, to date from Jan. 4, 1904:

ELEMENTARY TEACHERS.

Donohue, Marv V.—10 years' experience, to fifth year.
Hodge, James—14 years' experience, to fifth year.

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.
Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

THE MEMORIAL MEETING.

It has been said repeatedly since the Iroquois fire that never has a public calamity brought home so insistently to a whole people the lessons which death, touching one best beloved, reveals in the experience of the individual. The exercises in which the Federation commemorated our lost comrades and children expressed this feeling with much pathos, sincerity and reverence; the sense of bereavement, of yearning hope, of self-questioning desire for the better fulfillment of all mutual obligation.

Music which comes to the aid of faltering speech in voicing both hope and sorrow, had its fitting place. All the music of the program filled this office. But most touchingly the singing of "Face to Face," by Master Hays Gamble, a boy soprano, who had offered to sing in memory of his schoolmates From without the Federation came also the kind service of Mr. James F. O'Connor, who rendered with deep feeling and much beauty of interpretation the familiar noble lines of "Thanatopsis."

We hope to obtain permission to publish the addresses made by Mrs. Treadwell, Miss Cronk, Miss Jane Addadms, and the president of the Federation.

The closing words were spoken by Miss Addams, and no feature of the service was more appealing than her plea for the recognition of a higher sense of obligation than that which is expressed in mere personal kindliness. She said: "One is almost ashamed to come out of one's sorrow, one's pity and reverent sense of mystery, to formulate a practical solution of the causes of this disaster. But in it I can see no helpful meaning but this, that as we grow we should develop not less of the personal in our kindly relations but more of the justice that sees the larger obligation and recognizes that only upon that can be based all other justice."

There came One preaching the higher, the more perfect love,—One whose precept was, Be ye perfect. And yet no individual sin or sorrow was remote from His sympathy, and His daily life was filled with deeds of mercy.

If there be one among His followers who can pause from works of pity to plead for the ultimate ideal of charity, that one is she whose words crowned so fittingly the memorial tribute to our dead.

Resolutions Adopted at Memorial Meeting January 16.

We, the teachers of Chicago, realizing that this awful pall of death has been brought upon us, not through the personal carelessness of a few officials, but through reckless disregard of obedience to law on the part of the entire public; not through intentional disregard of human life, but through lawless good nature, which would rather always do a kindness than impose a hardship, and hence has made law enforcement lax; hereby

Resolve, That justice and honor must take the place of this willingness to do personal favors and that we, as teachers, will strive more and more diligently to lift the standard of civic conscience out of sordid greed into justice, truth and brotherhood.

Then will our dead not have died in vain, then shall we truly love our neighbors as ourselves.

In tender memory of our beloved teachers and pupils and as a pledge to the bereaved relatives and friends and to our stricken and sorrowing city that this twentieth century shall, in truth, reverence all life.

CHICAGO TEACHERS' FEDERATION.

ADDRESS BY LOUIE L. KILBOURN.

The terrible disaster accompanying and following the fire at the Iroquois Theater Dec. 30, 1903, has so broken the ranks of the teachers and those most closely connected with the teacher, the children, that it seemed impossible to take up the routine work until we had paid our tribute of affection and love for those whom we miss so sadly.

I had almost said last tribute, but, alas, there can never be a last tribute. This is only the public manifestation of that sorrow which will hereafter be a part of each one of us.

One may become accustomed to the final separation from friends, but can never forget.

It seems but yesterday that we saw their cheering smile and heard their words of encouragement. To-day thirty-nine teachers and one hundred and two children are missed from their accustomed places.

"That golden key that opens the place of eternity" has unfolded to them the mysteries of the beginning and end of existence. They know why these things are so. Why the children had passed "life's short summer" so soon. Why so many of our co-workers were snatched from their places in home and society to swell the roll of the departed.

But it is not given us to know.

But these are not all. Here and there throughout this city are teachers and children who live and yet suffer. In hospital and home they are thankful that the measure of their days is not full. We offer them our sympathy and are full of gratitude because they are spared to us.

The teachers as a body have stood for the enforcement of the law. If a law is useless, repeal it. If impracticable, change it, that it may conduce to the greatest good to the community, has been our motto. But enforce the law.

We have given of our time, our substance, and now we have offered up our sacrifice of all these near and dear to us on the altar of the supineness of the public conscience.

We are stunned. Time will bring us our responsibilities. "Justice delayed is justice denied." Expediency will not satisfy.

Bandying the responsibility of duties not performed from one official to another; locking and double locking doors behind which are crowds of helpless people, giving to the judgment of mere boys the care of the lives of hundreds, may have been expedient, but that is not a satisfactory excuse to the aching and lonely heart.

"And when the people heard these evil tidings they mourned; and no man did put on his ornaments."

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LETTERS RECEIVED.

The St. Paul Grade Teachers' Federation extend their heartfelt sympathy to the Chicago Teachers' Federation in their sudden bereavement, caused by the awful calamity which has lately visited Chicago.

May the afflicted be solaced and comforted in their grief, consoled by the thought that:

"There every heart rejoins their kindred heart;
There in a long embrace that none may part,
Fulfillment meets desire, and that fair shore,
Behold its dwellers happy evermore."

Milwaukee, Wis., Jan. 16, 1904.

President Chicago Teachers' Federation, Fullerton Hall, Art Institute:

The Milwaukee Teachers' Association extends heartfelt sympathy to the Chicago Teachers' Federation in their great bereavement.

NELLIE MINEHAN, Pres.

Philadelphia, Pa., Jan. 13, 1904.

Miss Margaret A. Haley, Chicago Teachers' Federation, Chicago, Ill.:

MY DEAR MISS HALEY:—Will you please extend to the Chicago Teachers' Federation the heartfelt sympathy of the members of the Philadelphia Teachers' Association in the frightful loss of life among teachers and pupils resulting from the Iroquois theater catastrophe?

Very truly yours,
GEO. WHEELER, President.

MARY CRAIG PEACOCK, Secretary.

School Board Offices, City Hall,
Toronto, Jan. 12, 1904.

The President Chicago Teachers' Association:

On behalf of the Teachers' Association of Toronto, Canada, we desire to convey to you, and, through you to the teachers of Chicago, our sincerest sympathy with our fellow teachers in your great city in the terrible calamity of the Iroquois theater fire, a few days ago.

We have learned that many of our fellow-workers were among the victims, and that you are mourning the loss of some of your brightest and most enthusiastic co-laborers.

While our hearts go out in deepest sympathy and reverence to all the bereaved ones, we feel a more personal interest in those who were engaged in the same work that occupies so largely our time and thoughts.

It is our desire to convey to the Chicago teachers our heartfelt sympathy, not in the general public spirit, but in the more intensely personal manner of co-workers.

Sincerely yours,
GEO. M. RITCHIE, President.

JOHN SPENCE, Secretary.

Detroit Teachers' Association.

Chicago Teachers:

We, the teachers in the Detroit Public Schools, note with deepest regret the loss in the recent disaster, of the lives of so many fellow teachers of the Chicago schools and extend our heartfelt sympathy to the sorrowing friends and co-workers.

Done in the regular meeting of the Council of the Detroit Teachers' Association, this ninth day of January, Nineteen Hundred and Four.

MARY L. MINER, Secretary.

Boston Teachers' Club.

The members of the Boston Teachers' Club, in heartfelt sympathy with the teachers of Chicago, unite with them in mourning the loss of so many of their number in the terrible disaster that has shocked the whole world.

ALICE M. MAY, Secretary.

New Century Building, Jan. 18, 1904.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 1, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

IN MEMORIAM.

Florence L. Tobias and Rose K. Rogers.

I.

They have gone to the land of sunshine,
Where no darkness claims the night,
Where God guides all in glory
With his beacon of heavenly light.

II.

They are departed, gone forever,
Till on distant shores they meet,
Each one her arms outstretching,
Each one, the other to greet.

III.

They were comrades on earth together,
Comrades to the awful end,
And in heaven I'm sure we'll find each
The same dear old comrade and friend.

IV.

It spread a gloom o'er our schoolhouse
A dismal, silent pall,
Two chairs at two desks are vacant,
Tears come in the eyes of us all.

V.

Yet God knows what's best and he wills all
With wisdom and judgment supreme.
And he called for our loved ones' departure.
It's right,—yet how wrong it does seem.

RAYMOND J. MADDEN,
Jefferson School. A Former Pupil.

MISS A. H. BULTMAN.

Teacher in Avondale School Buried at Union Ridge Cemetery Last Sunday.

Avondale School mourns the loss of one of the most gifted of its large corps of teachers, Augusta Hermine Henrietta Bultman.

Miss Bultman was born in Hamburg, Germany, October 5, 1865. Here she passed her childhood and youth attending the Klosterschule, a celebrated school for girls.

Miss Bultman was greatly respected and highly esteemed by all with whom she came in contact, both for her uprightness of character and her many accomplishments. She spoke a number of languages fluently and was an accomplished musician, being a graduate of the Conservatory of Music at Hamburg.

In the year 1898 Miss Bultman came to America and made her home with her brother in Avondale. Desiring to enter the Chicago schools, she attended the Normal School at Englewood and in September, 1900, was assigned as German teacher in the Knickerbocker School. She taught also in the Richard Yates School, from which she was transferred to the Avondale School in September, 1902.

She was a woman of unusual strength and uprightness of character, hated sham and dishonesty, loved truth and beauty.

On Tuesday, Jan. 5, 1904, an accident occurred on Center avenue, near Fifty-ninth street, when three teachers of the Libby School were injured. An engine on the Panhandle railroad ran into and derailed the street car.

Miss Helen C. Maine suffered a broken wrist; the stove was overturned on Miss Alice Hellgren and her clothing set on fire; Miss Irma R. Dayton received severe bruises.

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(Continued from page 3.)

Monroe, Grace A.—7 years' experience, to fourth year.
Reno, Cora L.—10 years' experience, to fifth year.
Rhinesmith, Grace—8 years' experience, to fifth year.

KINDERGARTEN TEACHERS.

Bouton, Edith M.—3 years' experience, to second year.
Gorham, Marie E.—6½ years' experience, to fourth year.
Howell, Mary—6 years' experience, to fourth year.
Taylor, Daisy—2 years' experience, to second year.
Whipple, Susan T.—6 years' experience, to fourth year.

The superintendent of schools respectfully reports that the rule determining the rank of a teacher on the list for assignment is as follows:

The mark determining each teacher's standing upon this list will be the average of two marks in each case, as follows:

1. Former teachers—
(a) Average efficiency mark during the last year of service as teacher; and
(b) Average efficiency mark as substitute since application for assignment.
2. Cadets—
(a) Scholarship average at graduation from normal school; and
(b) Average efficiency mark as cadet during the term of cadetship.
3. Experienced teachers—
(a) Average standing in the examination at which a certificate was secured; and
(b) Average efficiency mark as substitute during the term of substitute service.

The superintendent is of the opinion that after a cadet or substitute has served her probationary period a larger proportional credit should thereafter be given for efficiency in teaching and a smaller proportional credit for the examination mark, Normal School record, or record as a former teacher.

The superintendent, therefore, respectfully recommends that the rule for determining a teacher's rank on the list for assignment be amended by the addition of the following:

"After an experienced teacher or cadet shall have qualified for and shall have had her name placed upon the eligible list in accordance with the foregoing rule, the mark which shall determine her position upon the eligible list thereafter shall be computed as follows:

"At the end of the first term of school following after the placing of the name of an eligible person on the list for appointment the superintendent shall cause the record of the work of such teacher or cadet subsequent to the placing of her name on the list to be examined, and the mark of such teacher or cadet shall then be determined by taking the average of three (3) marks as follows:

"1. Scholarship average at graduation from the Normal School, or average standing in the examination at which certificate was secured.

"2. The cadet or substitute record previous to being placed on the eligible list.

"3. The cadet or substitute record for the term just closed, provided that the cadet or substitute shall at that time have served for a minimum period of at least two months after the placing of her name upon the list.

"At the expiration of one year after the placing of a teacher's name upon the list for appointment in accordance with the rules, and at the close of each term thereafter, the mark which shall determine a teacher's rank upon the list shall be the average of her efficiency records as substitute or cadet during the year then ended, provided that the teacher shall have taught as substitute or served as cadet for at least four months during said year; and provided that the rank of a former teacher shall be determined by her record during the last year of former service until the close of the term succeeding the placing of her name upon the list, at which time her rank shall be determined by the average of her former service and substitute service until a year shall have elapsed, when her rank shall then be determined by the record of her substitute service alone."

Concurred in.

The superintendent of schools respectfully reports that he has made assignments and transfers of elementary teachers according to the attached lists, in accordance with the rules:

ELEMENTARY TEACHERS—ASSIGNMENTS.

Abrahamson, Olga E., Bismarck school, Jan. 11, 1904.
Banning, Bertha L., Tilton school, Jan. 11, 1904.
Berg, Monnie A., Clay school, Jan. 11, 1904.
Boland, Grace A., Agassiz school, Jan. 11, 1904.
Collins, Esther H., Tilden school, Jan. 11, 1904.
Copps, Lillian A., Brighton school, Jan. 11, 1904.
Danley, Sue, Wabansia Avenue school, Jan. 11, 1904.
Dillon, Grace W., Curtis school, Jan. 11, 1904.
Dirschmidt, Elizabeth, Logan school, Jan. 11, 1904.
Donoghue, Mary V., Field school, Jan. 11, 1904.
Doud, Dora E., Kershaw school, Jan. 11, 1904.
Eyles, Clara E., Gallistel school, Jan. 11, 1904.
Felch, Edna B., Nixon school, Jan. 11, 1904.
Ferguson, Emily, Langland school, Jan. 11, 1904.
Ganey, Helen M., Emerald Avenue, Jan. 11, 1904.
Gavin, Margaret, Pickard school, Jan. 11, 1904.
Goldwach, Dottie, Marquette school, Jan. 11, 1904.
Handley, Mary E. E., Burley school, Jan. 11, 1904.
Hedinger, Louise M., Hamilton school, Jan. 11, 194.
Hendrickson, Sadie, Lafayette school, Jan. 11, 1904.
Hurd, Edith N., Greene school, Jan. 11, 1904.
Huscher, Charlotte J. K., Agassiz school, Jan. 11, 1904.
Jacob, Ida L., Schiller school, Jan. 11, 1904.
Keating, Helen M., Garfield school, Jan. 11, 1904.
Kindig, Louise, Tilton school, Jan. 11, 1904.
Larson, Belle, Cornell school, Jan. 11, 1904.
Lesch, Annie L., Bryant school, Jan. 11, 1904.
Lindblad, Ellen, Burley school, Jan. 11, 1904.
Mackey, Mary M., Bass school, Jan. 11, 1904.
Mariga, Katherine L., Drummond school, Jan. 11, 1904.
May, Mabel, Drummond school, Jan. 11, 1904.
McCoy, Adeline C., Spry school, Jan. 11, 1904.
McGowan, Olive L., Forestville school, Jan. 11, 1904.
Meek, Margaret, Gallistel school, Jan. 11, 1904.
Monroe, Grace A., Brown school, Jan. 11, 1904.
Moylan, Mary S. A., Bradwell school, Jan. 11, 1904.
Mueller, Anna, Avondale school, Jan. 11, 1904.
Murphy, Alice M., Earle school, Jan. 11, 1904.
Murphy, Margaret M., McClellan school, Jan. 11, 1904.
Nash, Mary F., Schiller school, Jan. 11, 1904.
Neil, Jane S., Tilden school, Jan. 11, 1904.
Nelson, Helma O., Sherwood school, Jan. 11, 1904.
O'Neill, Mary A., Kershaw school, Jan. 11, 1904.
O'Shaughnessy, Margaret C., Raster school, Jan. 11, 1904.
Park, Jennie, Sumner school, Jan. 11, 1904.
Peerstone, Cora D., Irving Park school, Jan. 11, 1904.
Powers, Mary A., Harrison school, Jan. 11, 1904.
Quinn, Mary A., Montefiore school, Jan. 11, 1904.
Reiwitch, Anna, Forestville school, Jan. 11, 1904.
Reno, Cora, Austin school, Jan. 11, 1904.
Reynolds, Rosalind I., Smyth school, Jan. 11, 1904.
Schulz, Ida M., Bismarck school, Jan. 11, 1904.
Shearin, Mary J., Farragut school, Jan. 11, 1904.
Sheahan, Mary E., Earle school, Jan. 11, 1904.
Stanton, Katherine, Jackson school, Jan. 11, 1904.
Timm, Edna A., West Pullman school, Jan. 11, 1904.
Vail, Ethel, Hammond school, Jan. 11, 1904.
Wernecke, Lucy A., Greeley school, Jan. 11, 1904.
West, Emily, Healy school, Jan. 11, 1904.

It will become a matter of wonder that there should ever have existed those who thought it admirable to enjoy without working, at the expense of others who worked without enjoying.

—Herbert Spencer.

IF I CAN SUCCEED

in making clear to you what is meant by LOANS BY CORRESPONDENCE you will never borrow on any other plan. Address E. B., Federation Bulletin, 437 Unity Bldg.

By permission I give this paper as my reference.

LOANS TO TEACHERS
By a Teacher
AT LIVE AND LET LIVE LOW RATES
"Wherewithal" and no tattling.
L. A. care FEDERATION BULLETIN, 437 UNITY BUILDING

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A Good Chance for Worthy Young People

The principal of NORTH CHICAGO BUSINESS COLLEGE will allow a discount of 10% on regular prices to all graduates of 8th grade, or any year High School from Public or Parochial Schools, who enter for a 3 months course from this date to February 15th, 1904. Those who cannot pay in advance may arrange for 6 month's course, payable after position is secured.

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THE NORTH AMERICAN REVIEW

THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

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The North American Review,

FRANKLIN SQUARE, N. Y.

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Ridpath's History of the United States

50% less than ever sold before—sets sent on approval—an easy way to get this matchless set of books—a necessity in every American home

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, JANUARY 29, 1904. No. 9.

Henry Demarest Lloyd

His Passion for the Better Social Order

By Jane Addams

Address delivered at the memorial meeting in tribute to the life and public services of Henry Demarest Lloyd at the Auditorium, Chicago, Nov. 29, 1903. —From the Commons for December.



Henry Demarest Lloyd

In the few minutes at our disposal I should like to speak of the passion for a better social order, the hunger and thirst after social righteousness which Mr. Lloyd's life embodied beyond that, perhaps, of any of his fellow citizens.

Progress is not automatic; the world grows better because people wish that it should and take the right steps to make it better. Progress depends upon modification and change; if things are ever to move forward some man must be willing to take the first steps and assume the risks. Such a man must have courage, but courage is by no means enough. That man may easily do a vast amount of harm who advocates social changes from mere blind enthusiasm for human betterment, who arouses men only to a smarting sense of wrong

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or who promotes reforms which are irrational and without relation to his time. To be of value in the delicate process of social adjustment and reconstruction, a man must have a knowledge of life as it is, of the good as well as of the wrong; he must be a patient collector of facts, and, furthermore, he must possess a zeal for men which will inspire confidence and arouse to action.

I need not tell this audience that the man whose premature death we are here to mourn possessed these qualities in an unusual degree.

His search for the Accomplished Good was untiring. It took him again and again on journeys to England, to Australia, to Switzerland, wherever indeed he detected the beginning of an attempt to "equalize welfare," as he called it, wherever he caught tidings of a successful democracy. He brought back cheering reports of the "Labor Co-partnership" in England, through which the workingmen own together farms, mills, factories and dairies, and run them for mutual profit; of the people's banks in central Europe, which are at last bringing economic redemption to the hard-pressed peasants; of the old-age pensions in Australia; of the country without strikes because compulsory arbitration is fairly enforced; of the national railroads in New Zealand, which carry the school children free and scatter the unemployed on the new lands.

His new book on "The Swiss Sovereign" is not yet completed, but we recall his glowing accounts of Switzerland, "where they have been democrats for six hundred years and are the best democrats," where they can point to the educational results of the referendum, which makes the entire country a forum for the discussion of each new measure, so that the people not only agitate and elect, but also legislate; where the government pensions fatherless school children that they may not be crushed by premature labor. The accounts of these and many more successful social experiments are to be found in his later books. As other men collect coins or pictures, so Mr. Lloyd collected specimens of successful co-operation—of brotherhood put into practice.

He came at last to an unshaken belief that this round old world of ours is literally dotted over with groups of men and women who are steadily bringing in a more rational social order. To quote his own words:

"We need but to do everywhere what some one is doing somewhere." "We do but all need to do, what a few are doing." "We must learn to walk together in new ways." His friends admit that in these books there is an element of special pleading, but it is the special pleading of the idealist who insists that the people who dream are the only ones who accomplish, and who in proof thereof unrolls the charters of national and international associations of workingmen, the open accounts of municipal tramways, the records of co-operative societies, the cash balances in people's banks.

Mr. Lloyd possessed a large measure of human charm. He had many gifts of mind and bearing, but perhaps his chief accomplishment was his mastery of the difficult art of comradeship. Many times social charm merely serves to cover up the trivial, but Mr. Lloyd ever made his an instrument to create a new fascination for serious things. We can all recall his deep concern over the changed attitude that we, as a nation, are allowing ourselves to take toward the colored man; his foresight as to the grave consequences in permitting the rights of the humblest to be invaded; his warning that if in the press of our affairs we do not win new liberties that we cannot keep our old liberties.

He was an accomplished Italian scholar, possessing a large Italian library; he had not only a keen pleasure in Dante, but a vivid interest in the struggles of New Italy; he firmly believed that the United States has a chance to work out Mazzini's hopes for Italian workingmen, as they sturdily build our railroads and cross the American plains with the same energy with which they had previously built the Roman roads and pierced the Alps. He saw those fine realities in humble men which easily remain hidden to duller eyes.

I recall a conversation with Mr. Lloyd held last September during a Chicago strike, which had been marred by acts of violence and broken contracts. We spoke of the hard places into which the friends of labor unions are often brought when they sympathize with the ultimate objects of a strike, but must disapprove of nearly every step of the way taken to attain that object. Mr. Lloyd referred with regret to the disfavor with which most labor men look upon compulsory arbitration. He himself believed that as the State alone has the right to use force and has the duty of suppression toward any individual or combination of individuals who undertake to use it for themselves, so the State has the right to insist that the situation shall be submitted to an accredited court, that the State itself may only resort to force after the established machinery of government has failed. He spoke of the dangers inherent in vast combinations of labor as well as in the huge combinations of capital; that the salvation of both lay in absolute publicity. As he had years before made public the hidden methods of a pioneer "trust" because he early realized the dangers which have since become obvious to many people, so he foresaw dangers to labor organizations if they substitute methods of shrewdness and of secret agreement for the open moral appeal. Labor unions are powerless unless backed by public opinion, he said; they can only win public confidence by taking the public into their counsels and by doing nothing of which the public may not know.

It is so easy to be dazzled by the combined power of capital, to be bullied by the voting strength of labor. We forget that capital cannot enter the moral realm, and may always be successfully routed by moral energy; that the labor vote will never be "solid" save as it rallies to those political measures which promise larger opportunities for the mass of the people; that the moral appeal is the only universal appeal.

Many people in this room can recall Mr. Lloyd's description of the anthracite coal strike, his look of mingled solicitude and indignation as he displayed the photograph of the little breaker boy who held in his pigmy hand his account sheet, showing that at the end of his week's work he owed his landlord-employer more than he did at the beginning. Mr. Lloyd insisted that the simple

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human element was the marvel of the Pennsylvania situation, sheer pity continually breaking through and speaking over the heads of the business interests. We recall his generous speculation as to what the result would have been had there been absolutely no violence, no shadow of law-breaking during those long months; if the struggle could have stood out as a single effort to attain a higher standard of life for every miner's family, untainted by any touch of hatred toward those who did not join in the effort. Mr. Lloyd believed that the wonderful self-control which the strikers in the main exerted but prefigured the strength which labor will exhibit when it has at last learned the wisdom of using only the moral appeal and of giving up forever every form of brute force. "If a mixed body of men can do as well as that, they can certainly do better." We can almost hear him say it now. His ardor recalled the saying of a wise man, "That the belief that a new degree of virtue is possible acts as a genuine creative force in human affairs."

Throughout his life Mr. Lloyd believed in and worked for the "organization of labor," but with his whole heart he longed for what he called "the religion of labor," whose mission it should be "to advance the kingdom of God into the unevangelized territory of trade, commerce and industry." He dared to hope that "out of the pain, poverty and want of the people there may at last be shaped a new loving cup for the old religion."

Let us be comforted as we view the life of this "helper and friend of mankind" that haply we may, in this moment of sorrow, "establish our wavering line."

"O strong soul, by what shore
Dost thou now tarry?
Somewhere, surely, afar,
In the sounding labor-house vast
Of being, is practiced that strength,
Zealous, beneficent, firm!"

WOMEN'S INDEBTEDNESS TO COL. HIGGINSON.

Col. Thomas Wentworth Higginson has just passed his eightieth birthday. He has achieved fame in literature, in reform work, and in war, although, perhaps, he would prefer that the last should be included under "reform," for it was as an abolitionist that he took part in the civil war as head of the first colored regiment. But the greatest distinction of his life, as history will look at it, is that he is one of the very few men that thoroughly identified himself with the woman suffrage cause. He signed the call for the National Woman's Rights Convention in Worcester, Mass., in 1850. In 1855 he officiated at the marriage of Lucy Stone and Henry B. Blackwell, making it thoroughly an equal rights affair. When the Woman's Journal was founded in 1870 he was one of its editors and remained such for fifteen years. It meant something to the movement that a writer who had the attention of the world should give his best to a paper devoted to woman's cause. To women struggling for their rights it meant much that a warrior for freedom should consider their political freedom worthy of his sword of chivalry and justice. And so we all greet and thank Colonel Higginson.—*Woman's Tribune.*

CHILDREN FINED FOR SINGING.

Regulations in Kabo Corset Factory.

The following circular from the Corset Workers' Union explains a condition prevailing among the women and children corset workers that could not exist if the products of human labor were not valued above human life:

Corset Workers' Union

Affiliated with Aurora Trades and Labor Assembly.

BRIEF HISTORY OF THE CORSET WORKERS' LOCKOUT.

Aurora, Ill., January 7, 1904.

To Organized Labor Everywhere:

Nearly seven hundred employes of the Kabo Corset Co. were locked out seven weeks ago without any notice whatsoever. Ninety per cent are girls and all are members of Corset Workers' Union of the International Ladies' Garment Workers. The company now proposes that they return to work as individuals, insisting that agreements be signed to accept a reduction in wages, in fact, work under any conditions that they may desire to impose.

Repeated efforts have been made by the local officials and Chicago and Illinois Federations of Labor to bring about an equitable adjustment of this controversy, but the company refused in each instance to recede from the position it had taken.

Rather than submit to conditions that would place them in the same position as they were previous to the formation of their organization, it was unanimously decided to fight the issue to a finish. The condition of affairs that existed at the Kabo Corset Co.'s factory previous to the formation of the union was of a deplorable nature. Many children were employed, who were at times compelled to work 12½ hours a day, receiving for said services 40 to 60 cents. Out of this wage they were subject to fines as follows: Singing, 25 cents; eating apples, 25 cents; for being absent, per day, 50 cents; for being late, 5 cents; in fact, anything the company might term a misdemeanor.

It is not necessary for us to go into further details in this matter, other than to state that the Kabo Corset Co. is connected with the Fox River Valley Manufacturers' Association, and that this combination of employers is waging an aggressive fight against organized labor. We need financial assistance from fellow trade unionists, and in order to win we must have it. Contributions, no matter how small, will be acceptable.

Resolutions endorsing this appeal and to place the Kabo Corset on the "We Don't Patronize" list have been passed by the Aurora Trades Council and the Chicago Federation of Labor.

Send all contributions to Miss Kate Reavell, Rec. Sec., 45 S. Root St., Aurora, Ill.

By order of Strike Committee,

CHAS. H. STOLP, Pres.
FRED SCHOGER, Vice Pres.,
KATE REAVELL, Rec. Sec.,
MARY KIRSCH, Fin. Sec.

Approved and recommended by A. E. Ireland, Organizer A. F. of L.

Remember, KABO CORSET CO. is Unfair to Organized Labor.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

FROM AN IDAHO SUPERINTENDENT.

We take pleasure in publishing the following letter from the Superintendent of School, Pocatello, Idaho:

Pocatello, Idaho, January 19, 1904.

Editor of Chicago Teachers' Federation Bulletin,
Chicago, Ill.

Dear Editor: I desire to express my appreciation of the Bulletin. It is inspirational, educational and free from bias. It is one of the signs of the times, for the professional standing of the teacher is soon to be recognized everywhere.

Always brief, always to the point, it is the soul of wit. There is more food for thought in the articles you publish than in the entire issue of many more pretentious educational periodicals. I have especially enjoyed the article in the January 15th number by Jane Addams. It shows research and the problem of education from a more democratic standpoint than we have been apt to regard it.

Occasionally the school superintendent comes in for his share of satiric shafts. I enjoy these, some wounds are not painful. There is a pleasure in seeing ourselves as others see us.

Yours very truly,
WALTER R. SIDERS.

LETTER FROM PRESIDENT ELIOT.

Below is the concluding paragraph of a letter addressed to the Executive Committee of the N. E. A. and signed by Chas. W. Eliot, in his capacity as retiring president.

Its contents recall the struggle at the Boston convention to prevent the measure of power now vested in the active members from being taken from them and lodged in the president. That the Boston incident is not the end of the matter the letter leaves no room for doubt:

"The weakest point in the present administration of the Association is the mode of selecting members of the Committee on nominations. The conditions prescribed for their election by the by-law in force up to July 9, 1903, could not be fulfilled, so that all elections had been illegal. The meeting of Active members on July 9 amended the by-law so that legal elections can be effected, but at the moment the meeting could not see the way to prevent the election of members of the nominating committee by very small meetings which can be easily managed in the interest of aspiring individuals. The National Executive Committee might render an important service to the Association if it would prepare and submit to the Active membership before the next meeting a satisfactory method of electing members of the Committee on Nominations."

CHANGE OF TIME FOR N. E. A. MEETING.

On account of the Democratic National Convention, which is to be held at St. Louis at the time originally fixed for the N. E. A. meeting, the date of the latter has been changed. The meeting will be held June 28 to July 1.

The following excerpt explains:

To the Educational Press: In view of the unusual demands on transportation lines and the crowded condition of the hotels of St. Louis which will prevail during the first week in July, the Executive Committee has voted to change the dates of the Annual Convention in St. Louis—announced for July 5 to 9—to the preceding week, June 28 to July 1, 1904. This change accords with the original preference of a large number of the teachers of the country, and also with the recently expressed desire of the local committee at St. Louis, and the Exposition authorities, who believe that more comfortable accommodations can be furnished, and more successful meetings of the convention held at that time, with better opportunities for the study of the educational exhibits, than at a later date.

The committee regret the possible embarrassments which the change to the earlier date may cause in some localities, but trust that these will not be serious. The action has been taken after a careful consideration of all interests.

Sincerely yours,
IRWIN SHEPARD, Secretary.

The following from the Brooklyn Eagle explains itself:

Inquiry Regarding

OUR SCHOOLS TO-DAY.

Continuing its policy of giving its readers timely and interesting presentation of educational matters, the Eagle will shortly offer a resume of the progress of education in this city since consolidation. To secure views from all standpoints with entire frankness, we have sent at random to teachers, principals, superintendents and public men a request to express an opinion. This is a concern of every citizen, regardless of party; it involves no personal criticisms. The only mark of identification desired is the use of the words "in the school system" or "not in the school system" for purposes of classification. Any excellencies or defects thought to mark our schools should be mentioned. What have been our advices since consolidation? What things need correction?

Please use this sheet for reply, continuing on the other side. Thank you,

GILBERT EVANS, Asst. Man. Editor.

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LECTURES BY EDWARD HOWARD GRIGGS.

Tickets for Four Lectures, One Dollar.

Arrangements have been made which enable the Federation to offer to the members of its Educational Department Course tickets for *one dollar* to the remaining four lectures to be given by Mr. Griggs as announced here.

The regular price of these course tickets is $2 for the four lectures and 75c a single lecture.

The Federation makes no offer on single lectures, but its course tickets are good in the hands of any member of the Educational Department. Thus four members of the department may purchase a course ticket for one dollar and each teacher so purchasing may attend a single lecture at a cost of 25c, but these course tickets sold by the Federation will not be honored in the hands of others than members of the Educational Department of the Federation.

Apply at Federation office, 437 Unity, for special course tickets.

Four Lectures by Edward Howard Griggs.

To be given on alternate Saturday mornings, February 6, 20, March 5, 19, 1904, at 11 o'clock, at Steinway Hall, 17 Van Buren street, Chicago. Tickets for the course, $2.00; for single lectures, 75 cents; on sale at the box office, Steinway building.

III. Victor Hugo.
IV. Carlyle.
V. Emerson.
VI. Tolstoy.

Course tickets for the remaining four lectures, $2.00.

LECTURE III.—VICTOR HUGO.

Moral leaders in the nineteenth century. Last birth-throes of the modern spirit in the French Revolution. France the chief theater because of the conditions of her life and the character of her people. Fruit of the Revolution reaped long afterward; Hugo the best expression of its final contribution to civilization.

Action and reaction of Hugo's life parellelling the movement of his country. His sincerity. Expression in him of the strength and weakness of French character. Early precocity. Earnest work; first great productive period. Romanticism.

Public life of Hugo. The second republic. Struggle with Louis Napoleon. Exile and works of bitterness. Message as moral leader in "Les Miserables" and "William Shakespeare." Triumphal return to France. Hugo's protest against classes and militarism; positive gospel of freedom and humanity. Hugo not a seer upon the mountain, but a herald in the arena.

LECTURE IV.—CARLYLE.

Awakening of England in the nineteenth century. Fertilizing causes; the French Revolution; German literature and philosophy, Carlyle expressing both; the historian of the French Revolution; the interpreter of German thought to his countrymen.

Hard but earnest family background of Carlyle. Early struggles and ill-health. After a long and bitter battle, renouncing for conscientious reasons the ministry, his intended vocation, dedicating himself to the precarious life of an independent literary worker.

Carlyle's marriage; story of his personal life. Ten years of struggle to make a living without abdicating moral independence. Spiritual autobiography and the heart of his gospel in "Sartor Resartus." Victory and gloom coming together. Sadness of his late years.

Carlyle essentially a moral prophet. Hatred of shams and preaching the gospel of work and sincerity. His own conception of moral leadership in "Heroes and Hero Worship." His place: the hero as a man of letters.

Emerson, like Socrates, an unofficial public servant, dedicated to the life of the spirit, living in serene harmony with his own ideal. Other leaders more prominent than Emerson in public affairs, but his the most fertilizing mind America has produced hitherto.

LECTURE V.—EMERSON.

Family and world forces molding Emerson. Awakening of New England. Emerson's relation to the transcendental movement.

Slow unfolding of Emerson's genius; his greatness character, not talent. Absense of painful struggles. Finding of his mission. Works in which his positive teaching is best expressed. The great ideas to which he constantly returns.

Results of Emerson's method. Question as to his limitations. The two views of life: from within the smoke and suffering of the battle; from the serene mountain heights. Carlyle expressing the strength and weakness of the one, Emerson of the other.

LECTURE VI.—TOLSTOY.

Civilization from which Tolstoy springs. Causes of the striking contradictions in Russian life. Results of bringing a vigorous, barbaric people suddenly into contact with the most refined French culture and art.

Tolstoy Russian of the Russians in the main tendencies of his character; yet unique in his intellectual and moral conclusions. His early life; experiences in war. The same intensity which makes him a moral leader marking his period of reckless worldly living. Epoch of his great novels; autobiographical element in them all.

Crisis in Tolstoy's life. Reaction in middle age against the entire spirit and work of his previous career. Terrible moral struggle narrated in "My Confession." Tolstoy's solution; its worth and limitations. Value of his later writings in comparison with those of his great creative period. Question whether Tolstoy has found peace. His greatness as moral leader due to his desperate earnestness and uncompromising facing of life.

ANNOUNCEMENTS.

The regular meeting of the Chicago Teachers' Federation will be held in Fullerton Hall, Art Institute, Feb. 13, 10:30 a. m.

Special order of business, nomination of officers for ensuing year.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 1, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

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BOARD MEETING.
Continued From Jan. 22, 1904.

ELEMENTARY TEACHERS—TRANSFERS.

Aldrich, Ella M., from Jackson to Wadsworth school.
Asmus, Hermine A., from Greeley to Scanlan school.
Becker, Minnie A., from Thomas to Darwin school.
Black, Jennie A., from Bass to Earle school.
Cavanaugh, Rose M., from Schiller to Hendricks school.
Clark, Mary F., from Agassiz to Goethe school.
Dummer, Carrie, from Chalmers to Fifteenth and Washtenaw school.
Edwards, Marie, from West Pullman to Ray school.
Fravel, Pearl, from Hammond to Fifteenth and Washtenaw school.
Furey, Mary, from Marquette to Jackson school.
Hodge, James A., from Parental to Raster school.
Hoenes, Louise E., from Linne to Greeley school.
Hulick, Katherine A., from Greene to Moseley school.
Hutchinson, Sarah, from Austin to Oakland school.
Kresse, Laura E., from Bismarck to Howland school.
Little, Letitia D., from Drummond to Sexton school.
Lybach, Johanna, from Chalmers to Fifteenth and Washtenaw school.
Lordon, Margaret H., from Garfield to Jefferson school.
Manley, Celia, from Chalmers to Fifteenth and Washtenaw school.
McMillen, Catherine J., from Earle to Felsenthal school.
McNellis, Bridgie R., Wabansia Avenue to Well school.
Merten, Henrietta S., Chalmers to Fifteenth and Washtenaw school.
Mills, Genevieve, Clay to Washburne school.
Murray, Katherine M., from Montefiore to Jefferson school.
Murphy, Agnes G., from Scanlan to Bass school.
Nowlan, Anna, from Chalmers to Fifteenth and Washtenaw school.
O'Connor, Etta, from McClellan to Fuller school.
O'Neill, Anna, from Chalmers to Fifteenth and Washtenaw school.
Raphaelsky, Ralph, from Schley to Washington school.
Reilly, Margaret F., from Bryant to Fifteenth and Washtenaw school.
Reinhard, Amelia, from Washburne to Swing school.
Rynick, Josephine, from Spry to Throop school.
Richardson, May H., from Chase to Lafayette school.
Scherzinger, Bertha, from Sumner to Ericsson school.
Taylor, Martha M., from Belding to Thomas school.
Tennery, Cora P., from Kershaw to Felsenthal school.
Thiel, Elizabeth, from Mark Sheridan to Ray school.
Thompson, Alma A., from Jones to Mark Sheridan school.
Tobias, Laura E., from Tilton to Medill school.
Trout, Edgar W., from Tilton to Fifteenth and Washtenaw school.
Bachelle, Ottilie V., from Hamilton to Belding school.
Walker, Jessie A., from Burley to Blaine school.

KINDERGARTEN TEACHERS—TRANSFERS.

Chandler, Jennie C., from Haven and Moseley to O'Toole school.
Gerts, Kate, from Lowell and Stowe to Gladstone school.
Barbour, Grace E., from Gladstone to Notley school.

KINDERGARTEN TEACHERS—ASSIGNMENTS.

Benson, Margaret M., Armour and Brenan school.
Boughton, Edith M., Dante school.
Cheney, Mary L., Gladstone school.
Gorham, Marie, Seward school.
Howell, Mary, Holmes school.
Snowhook, Lila M., Schiller school.
Taylor, Daisy E., Schley and Wicker Park school.
Whipple, Susan T., Drummond school.
Concurred in.

To the Board of Education of the City of Chicago:

The committee on school management reports that it is in receipt of the following report from the superintendent of schools, and recommend concurrence therein:

The superintendent of schools respectfully reports that he has received and has accepted the resignations of teachers according to the attached list:

LIST OF RESIGNATIONS.

Armstrong, Nellie L. (Walsh), Knickerbocker school.
Bowles, Charlotte, Bass school.
Barnes, Myra L., Harvard school.
Brainard, Helen Louise, Wentworth school.
Burch, Louis H., Yale Practice school.
Calley, James W., McClellan school.
Cleanes, Irene, Hyde Park school.
Cullum, Adelaide S., Earle school.
Dillon, Annie L., Tilden school.
Downey, Lucinda W., Nixon school.
Evans, Edith L., Coonley and Avondale school.
Forsland, Mary G., Goethe school.
Hanks, Desta L., Hamilton school.
Higgins, Anna S., Normal school.
Hjertsted, D. Josephine, Nixon school.
Howes, Beatrice, Von Humboldt school.
Jackson, Harry, McKinley school.
Jordan, Nora J., Fulton school.
Kemmerling, Mathilde C., Healy school.
Lansden, Mary G., Kozminski school.
Lincoln, Marjorie Mac B., La Salle school.
Loveridge, Blanche G., La Salle school.
Macey, Gertrude Rae, Lowell school.
McMain, Jessie, Tilden school.
Morris, Lulu, Bradwell school.
Morrison, Florence, Greenwood Avenue school.
Patterson, Minnie E., Hammond school.
Peach, Adeline E., Froebel school.
Pearson, Emma W., La Salle school.
Priest, Grace Yates, Harrison school.
Raftis, Lillian Bowler, Komensky school.
Russian, Wanda, Englewood school.
Schwartz, Helen, Healy school.
Tomblin, Cora A., Jungman school.
Toner, Alice R. M., Brighton school.
Vining, Effie M., Kozminski school.
Wagner, Helen D. Broderick, Seward school.
Warren, Minnie A., Goudy school.
Wertheim, Alwine B., Haven school.

UNASSIGNED LIST.

Beardsley, Eloise, Madison Avenue school.
Bouhan, Elizabeth, Washburne school.
Boyd, Louise M., Schiller school.
Brassiard, Antoinette M., Wentworth school.
Briggs, Agnes F., Von Humboldt school.
Casey, Regina M. (Cavanaugh), Howland.
Collins, Margaret A., Audubon school.
Eaton, Lillian F., Tilton school.
Graham, Grace, Earle school.
Gray, Mary E., Agassiz school.
Hannan, Agnes, Swing school.
Hogan, Loretto C., Drake school.
Krupka, Helen R., South Chicago high school.
Lefebvre, Georgiana, Burns school.
Lewellyn, Annie, Belding school.
Lewis, Grace A., Emerald Avenue school.
Lundstrom, Nels, Agassiz school.
Murphy, Eleanor M., Greeley school.
O'Brien, Nellie, Hancock school.
Page, Gertrude S., Howland school.
Parelius, Alvilda, Wells school.
Patterson, Jean S., Burroughs school.
Sears, Amelia, Brown school.
Sienank, Louise, Earle school.
Thorsson, Bertha, Sexton school.
Toll, Agnes L., Lowell school.
Vanwinkle, Josephine Reed, list for assignment.
Waiss, Margaret, Throop school.
Wilson, Frances Henderson, Phil Sheridan school.
Woodford, Mary Merrill, O'Toole school.
Woodle, Mary K., Jackson school.
Woodward, Tennie C., Wadsworth school.
Concurred in.

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By permission I give this paper as my reference.

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L. A. care FEDERATION BULLETIN, 437 UNITY BUILDING

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THE NORTH AMERICAN REVIEW

THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, FEBRUARY 5, 1904. No. 10.

BOARD OF EDUCATION.

Wednesday, Feb. 3, 1904.

The Committee on School Management reports that it is in receipt of the following reports from the Superintendent of Schools:

The Superintendent of Schools respectfully reports that he has received the resignation of Miss Margaret Byrne, a teacher in the Sherman School, who has been in the service of the Board of Education as a teacher in the public schools for forty years. The Superintendent feels that her resignation ought not to be accepted without some special notice being called to it. Such a record is phenomenal and indicates both efficient work on the part of Miss Byrne and appreciation of it on the part of the Board of Education and its officials. The committee recommends that the President of the Board and the Superintendent of Schools inform Miss Byrne of the Board's appreciation of her record and work in the public schools.

The Superintendent of Schools respectfully reports that he has discussed the question of fire drills with the District Superintendents, Supervisor of Physical Culture and with some of the principals of the schools, and submits certain general regulations which, in his opinion, may properly be adopted as rules by the Board of Education. It is important to recollect, however, that the schools differ so much in their architecture that many of the details must be left to the judgment of the principal. No one general rule can cover these details.

The Superintendent therefore recommends the adoption of the following rules by the Board of Education:

"I. There shall be adopted in every school a regular formation of pupils, which formation shall be used at every dismissal, the same formation to be used for fire drill.

"II. The pupils in every school shall be dismissed so far as possible down the nearest stairway—the boys and girls from a given room using the same stairway, so as to avoid crossing in the halls. In order to avoid the possibility of injury to the smaller children on the first floor in large buildings having a central entrance with a suitable stairway, only the rooms on the first floor shall be dismissed by this central entrance.

III. In every school there shall be a signal from the bells which shall be understood by the teachers as a signal for an emergency or fire drill dismissal. This signal shall be one which shall inform the teachers:

"(a) That an emergency or fire drill dismissal is to be made.

"(b) In case either of the stairways is obstructed the signal shall be such as to inform the teachers of that fact. The dismissal in the latter case shall be by the remaining stairway or stairways. The form of the drill adopted should provide for such an emergency.

"IV. The drill in every school shall be used with such frequency that the pupils shall become familiar with the movements they will be expected to make in an emergency.

"V. Fire drills in the public schools shall not be practiced during such weather as will expose the health of the children.

"VI. Principals are requested to report in detail before February 15 to the Superintendent of Schools for his approval the form of fire drill over and above the rule adopted by the Board which they wish to put into practice in their schools."

The Superintendent of Schools respectfully reports that Mr. Harry T. Baker was elected principal of the Normal Practice School June 26, 1901, at which time his salary was fixed at the first year of the principals' schedule, $1,200. Since that time he has received the regular yearly increase in salary, and at the close of the current school year will advance to the fourth year salary. Prior to his election, however, Mr. Baker had served one year as head assistant in the Normal Practice School, and one year as principal of schools outside of the city.

The Superintendent further reports that he was not informed of the rule of the Board, when Mr. Baker was elected principal, which allows credit on the salary schedule for each year of service as head assistant up to the maximum of three years, to persons advanced from that position by election to principalships of the first or second group of schools. See Proceedings Board of Education, May 2, 1900, p. 409, adopted May 16, 1900, p. 423, as follows:

Any such assistant, being elected principal of a first or second group school, shall receive credit for each year of service as such assistant up to the maximum of three years, but no more; that is to say, shall receive for the first year as principal not to exceed $1,500.

The Superintendent therefore recommends that, in order to correct the error made and give the usual credit for experience, the salary of Mr. Harry T. Baker be advanced to the sixth year of the principals' salary schedule, $1,700, upon the basis of experience indicated above.

ASSIGNMENTS OF ELEMENTARY TEACHERS.

Bonfield, Marie F., Thorp School.
Connors, Frances Graham, Marsh School.
Crowley, Alice M., Schiller School.
Hansen, Andrea T., Norwood Park School.
Hildebrandt Elsa J., Ryerson School.
Loeffler, Julia, Scammon School.
Maher, Jessie M., Jackson School.
Marum, Elizabeth, Healy School.
McGraw, Lillian V., Ryerson School.
Murphy, Helen N., La Salle School.
Ryan, Annie A., West Pullman School.
Taylor, Jean W., Morse School.
Williams, Ida S., King School.

TRANSFERS OF ELEMENTARY TEACHERS.

Dennis, Pauline G., from Nash School to Spencer School.
Furey, Mary, from Jackson School to Chase School.
Goldberg, Charlotte, from Healy School to Drake School.
Graham, Belle G., from Scammon School to Morse School.
Greene, Lucy B., from Tilton School to Spencer School.
Holmes, Helen A., from Beidler School to Spencer School.
Kindig, Louise F., from Tilton School to Spencer School.
Lennes, Leonora S., from Ryerson School to Morse School.
McLelland, Annie J., from Ryerson School to Morse School.
Nixon, Edna B., from Forestville School to Cornell School.
Preble, Adelaide F., from Ryerson School to Spencer School.
Quarton, Kate I., from Ryerson School to Morse School.
Reid, Mary H., from Cornell School to Kosminski School.
Samuels, Fannie, from Drake School to Washburne School.
Satterlee, Anna S., from Ryerson School to Spencer School.
Shader, Olive G., from Ryerson School to Morse School.
Wilder, Malissa, from Ryerson School to Morse School.
Williams, Jane E., from King School to Nixon School.

The Superintendent of Schools reports that he has

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transferred, temporarily, to the school for apprentices in the Lyman Trumbull School building, the following named teachers: Lyman H. Coleman, from the Blaine School, Riley O. Johnson, from the Blaine School, Charles J. Lunak, from the Smyth School, and has appointed as teacher of mechanical and architectural drawing, James Dibelka, who holds a certificate as teacher of drawing in the high schools, and as substitute teacher Edward Hendricks, a substitute teacher in the elementary schools

The Superintendent respectfully recommends that James Dibelka be elected teacher in charge of the school for apprentices for the months of January, February and March.

The Superintendent further reports that the school day for the School for Apprentices has been made two hours longer than the regular school sessions of the elementary schools, and recommends that the salary of James Dibelka, whose regular salary as teacher in the high school was $1,500, be fixed at the rate of $200 per month; that the salaries of the other teachers be fixed at 40 per cent in advance of their regular salaries in the positions from which they have been transferred; and that the salary of Edward Hendricks, substitute, be fixed at $4.25 per day, which is approximately 40 per cent in advance of the regular pay of substitute teachers in the elementary schools.

The Superintendent of Schools reports that the attendance during the winter term at a few of the public school kindergartens has been so small that he deems it best to recommend to this Committee that half-day sessions be substituted for full-day sessions in the kindergartens of the following named schools: Bradwell, Keith, Burnside, Madison, Burroughs, Parkside, Ellis Avenue and Pullman.

The Superintendent further recommends that he be authorized to make such arrangements of morning and afternoon sessions in the above named kindergartens as may be found to be desirable.

Reports concurred in.

The Committee on School Management recommends that the following named teacher of sewing, who now holds a valid certificate, be re-elected to the position of teacher in the Household Arts Department: Nannie E. White, teacher of sewing, Second Group, fifth year, salary $975, to date from February 1, 1904.

That the following named experienced teachers, who hold valid certificates and who have served satisfactorily as substitute teachers for a period of four months, be placed on the list for appointment, in accordance with the rules: Goodrich, Jennie E.; Launer, Stella May; McIlvaine, Julia L. (kindergarten); Miller, Caroline E.; O'Heron, Nellie; Schroeder, Minnie M.; Willard, Corrine S.

That the following named former teachers in the Chicago public schools, who hold valid certificates, be placed on the list for appointment, in accordance with the rules: Downey, Lucinda W.; Parelius, Alvilda.

That Miss Elizabeth W. Murphy, Principal of the Ogden School, be elected acting principal of the Franklin Evening School in the absence of Miss Boughan on account of illness. Miss Murphy's appointment to date from January 18, 1904, and her salary to be fixed at the schedule rate for principals of evening schools.

That the following named experienced teachers, who have had experience in teaching previous to being appointed in the Chicago public schools, and by their success have shown the benefit of such experience, be advanced on the salary schedule of the second group of elementary teachers, as follows:

Cheney, Mary I., 2½ years' experience, to second year.

Danley, Sue, 15 years' experience, to fifth year.

Eyles, Clara E., 16 years' experience, to third year.

Gehrkens, Mary E., one year in Chicago, 6 years outside, to fourth year.

Wheldon, Gertrude I., one year in Chicago, two years outside, to third year.

To date from Febzruary 1, 1904.

Reports concurred in.

The Committee on Finance begs to submit the following report with reference to the finances, and their recommendations for the year 1904;

There is available for building purposes for the year 1904, as follows:

		$1,115,528.00
School tax levy, 1903, less estimated loss and cost of collection		1,310,177.52
Total		$2,425,705.52

EDUCATIONAL PURPOSES.

There is available for educational purposes for the year 1904, as follows:

General Fund, Educational Account, balance, January 1, 1904	$ 44,988.25	
Educational Account, estimated proportion of undistributed taxes of 1903, held by City Treasurer.	171,320.40	
School Fund, cash on hand January 1, 1904	36,702.50	
Estimated Revenue:		
Tuition Deaf Schools	$ 20,000.00	
Rentals, School Fund Property	475,000.00	
State School Tax	310,000.00	
Interest on bonds and mortgages	50,000.00	
Miscellaneous sources	4,000.00	
		$1,112,011.15
School Tax Levy, 1903	$6,624,859 82	
Less estimated loss and cost of collection	331,242.54	
		6,293,609.28
Total		$7,405,619.43

SALARIES OF ENGINEERS AND JANITORS.

The apportionment does not provide for any changes in the schedule of salaries for engineers and janitors. It, however, provides for a slight increase which is made necessary by the building of new schools.

OFFICIAL SALARIES AND SALARIES OF SUPERINTENDENTS, PRINCIPALS AND TEACHERS IN THE ELEMENTARY SCHOOLS.

The apportionment provides for, and the committee recommends, the readoption of the schedules of official salaries and of salaries of superintendents, principals and teachers in the Normal, High and Elementary schools which were in effect in December, 1903. The apportionment provides for the regular, annual increase on the schedules and for the advancement from group to group of principals and teachers who comply with the rules for promotion.

EVENING SCHOOLS.

This apportionment provides for the maintenance during five (5) months of the year 1904 of the twenty-two (22) evening schools which were in operation during the year 1903, with the addition of the Richard T. Crane Manual Training High School.

KINDERGARTENS.

This apportionment provides for the maintenance of the kindergartens which were in operation in 1903, together with an appropriation for the equipment and maintenance of ten (10) new kindergartens to be opened in September, 1904.

HIGH SCHOOLS.

This apportionment provides for the usual items of expense for the maintenance of the high schools, with a provision for the equipment of gymnasiums and laboratories in the four (4) new high schools that are to be opened during the year.

Provision is also made for the purchase of fifty (50) new typewriting machines to replace the machines returned to the Hammond Typewriter Co.

RICHARD T. CRANE MANUAL TRAINING HIGH SCHOOL.

This apportionment provides for the usual salaries of teachers and for necessary supplies, together with a small appropriation for additions to equipment which are made necessary by the increase in the number of pupils attending the school.

CHICAGO NORMAL SCHOOL.

This apportionment provides for the usual items of expense connected with the maintenance of the school, together with an appropriation for Normal Extension classes. The total appropriation for the Normal School, however, is smaller than that of last year.

MANUAL TRAINING IN GRAMMAR SCHOOLS.

This apportionment provides for the maintenance of the present manual training centers and for the employment of the present corps of teachers, together with an appropriation to meet the expense of opening five (5) new centers and the employment of ten (10) additional teachers. These additional teachers are necessary in order to enable the department to give each school one lesson per week, instead of a lesson once in two weeks as has been the rule during the past year.

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HOUSEHOLD ARTS.

This apportionment provides for the usual expense of maintaining this department, together with an appropriation for opening three (3) new centers for cooking and the employment of nine (9) additional teachers—six (6). teachers of cooking and three (3) teachers of sewing. This provision for additional teachers is made for the purpose of providing one lesson per week to each school instead of the usual lesson once in two weeks.

SCHOOL CENSUS.

This apportionment provides for the taking of the school census as contemplated by the statutes, and the committee recommends that the enumerators employed to do this work be paid at the rate of $2 50 per day.

Report concurred in.

THE WORKER'S SMALL SHARE.

The cost of foods to the average poor family of America has increased sixteen per cent since 1896.

This statement is based upon the figures contained in the eighteenth annual report of the Bureau of Labor for the year 1903, which was published last week.

This increase is confined to food alone, and does not include the tremendous increase in rent which has burdened dwellers in our great cities during the past few years.

The data were made up from information gathered from 25,440 families.

These families consist of an average of 5 1-3 persons.

The income of these families averages $827.19 a year.

The expenditures average $768.54 per year.

The disbursements were:

Food, 42.54; payments on mortgages, taxes, property, life insurance, religion, charity, amusements, intoxicating liquors, sickness and death, 14.51.

Miscellaneous purposes not reported, such as pocket money and small presents, amounted to 5.87.

Rent, 12.95.

Clothing, 14.04.

Fuel and lighting, 5.25.

Furniture and utensils, 3.42.

Tobacco, 1.42.

Outside of food expenses no computation was made by the government, but with the exception of rent and tobacco the government expert is of the opinion that they vary very little from 1896.

In 1896 the average cost of food per family was $296.76.

Last year it was $344.61.

In estimating the bearing of this increase of sixteen per cent in the cost of food on the working population of the country, many things must be taken into consideration.

Few workingmen, and none whatever engaged in manufacturing work, are employed steadily, but all must eat steadily, dress steadily, and live in houses steadily.

From this it will be seen that while the increase of the percentage of expenditures is going on all the time, the increase of earnings which has been granted in some trades goes on only part of the time.

We think it would be just to say that a sixteen per cent increase in the price of food would require at least a twenty per cent increase in wages to put the workingman in the same position that he previously occupied.

It is very unfortunate that the government expert was unable to secure accurate figures of the increase of cost of wearing apparel, household furniture and rent.

In a recent investigation held for the purpose of arbitrating the question of street car men's wages in San Francisco it was shown that rents for such houses as were occupied by men earning a thousand dollars a year had increased twenty per cent. Cross-examination failed to shake this testimony, which in every case was backed up by the production of the rent receipts.

Similar proof was offered in recent investigations in Chicago, New York and Denver.

Owing to combinations among manufacturers and dealers all such commodities as coal and coal-oil have increased not twenty per cent, but nearer forty per cent.

In view of these facts, the workingman may well ask what has become of his share of the great prosperity of the country.

He may have received a fifteen per cent increase in wages, but he has had to pay sixteen per cent more for his food, and twenty per cent more for his rent and coal.

Prosperity, instead of helping him, has crowded him between the upper millstone of the trusts and the nether millstone of high prices for food products.

Where does the prosperity for the plain people come in?—*Chicago American.*

TOM REED AND W. A. CURTIS.

Under the title, "A Man's View of Co-Education," W. A. Curtis in the Outlook makes the surprising assertion that the opposition of certain college boys to co-education, however rudely it may manifest itself, is in the interest of women, and is "an effort to save her from herself." This recalls Tom Reed's famous minority report in Congress some years ago in favor of woman suffrage. The report said:

"No one who listens to the reasons given by the superior class for the continuance of any system of subjection can fail to be impressed with the noble disinterestedness of mankind. Hence, when it is proposed to give the women an opportunity to present their case to the various State Legislatures to demand equality of political rights, it is not surprising to find that the reasons on which the continuance of the inferiority of women is urged, are drawn almost entirely from a tender consideration of their own good. The anxiety felt lest they should thereby deteriorate would be an honor to human nature were it not a historical fact that the same sweet solicitude has been put up as a barrier against every progress which women have made since civilization began."

Mr. Curtis objects to co-education on the ground that college women are "serving an apprenticeship for active life in the world," for "a life of active competition with the men," etc. But this is an argument against women's collegiate education in general, not against co-education. A woman may go out into the world and earn a living by teaching Latin, no matter whether she studied Latin at Bryn Mawr or at the University of Michigan. Is Mr. Curtis prepared to say that women should be debarred from higher education altogether?

ALICE STONE BLACKWELL.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.
Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

TEACHERS' CLUB

Of Camden, N. J.

Camden, N. J., Jan. 29, 1904.

To the Chicago Teachers' Federation.

Miss Margaret A. Haley:—The Teachers' Club of Camden, N. J., in session Jan. 19, 1904, desires to express sincere sympathy with your grief for the loss of so many of your members in the sad disaster which recently befell your city. Though their removal has filled your hearts with sorrow, the beauty of their lives is enshrined in your memories.

"To live in hearts we leave behind
Is not to die."

MARGARET T. MAGEE, President.
ELIZABETH SHARP, Secretary.

ANNUAL CONVENTION OF NATIONAL WOMAN SUFFRAGE ASSOCIATION.

The thirty-sixth annual convention of the National American Woman Suffrage Association will be held in National Rifles' Armory Hall, Washington, D. C., Feb. 11th to 17th, inclusive.

A program of unusual interest has been prepared consisting of an evening with the national officers, one with philanthropists and one with sociologists, when men and women foremost along these various lines will be heard.

There will be an afternoon and evening devoted to Colorado speakers. Mrs. Ellis Merideth of Colorado, one of the cleverest newspaper women in the United States, will respond to a question box, when opportunity will be given to all persons to ask any questions they may desire concerning the operation of woman suffrage in Colorado.

Woman suffrage has been tried for ten years in Colorado and some of the state's most eminent citizens are coming to Washington to this convention to tell how it has worked.

Congressional hearings will be given woman suffrage on the morning of the 16th.

On Monday afternoon at 2:30 o'clock there will be a reception to the delegates at the White House by President and Mrs. Roosevelt and at 4 o'clock on the same day the delegates will be received by Miss Clara Barton, at her own home. Miss Barton has a large collection of medals and flags which have been presented to her for her services by many nations which will make a visit to her home of special interest.

The hotel headquarters will be the Shoreham.

One and one-third railroad fare.

NATIONAL EDUCATIONAL ASSOCIATION.

Secretary's Office.

Winona, Minn., Dec. 19, 1903.

To Officers and Members of the N. E. A.:

The Executive Committee, after careful consideration, have, by unanimous vote, selected St. Louis, Mo., as the place for the forty-third annual convention of the National Educational Association, July 5-9, 1904, to be held in connection with the Universal Exposition in that city.

The great promise of the Exposition; the generous provisions in a special building for all educational interests; the confident assurances that the educational exhibits will be the largest, best selected, and most representative yet gathered at any exposition; and the certain benefits to teachers which will follow careful, systematic study of such exhibits, were leading considerations which determined the action of the committee. Added to these may be mentioned also the opportunity for the Association to aid, as possibly no other agency could do, in rendering the educational exhibits most profitable to national educational interests, and the fact that the Exposition will be located near the geographical center of the Association's membership.

The Exposition authorities, and the various educational and business organizations of St. Louis have united in tendering to the officers of the Association the most liberal assistance and facilities for the work of the convention and for securing the comfortable and economical entertainment of the members.

It is proposed to modify the usual programs for the convention by making the various features of the exhibits the chief topics for papers and discussions. These programs will be outlined at a conference of Department Presidents to be held in St. Louis, January 1 and 2, proximo.

It is proposed that the various sessions be limited in number and length, in order that the papers and discussions may be practically applied in studying the exhibits. Each department will hold two sessions as usual. The general sessions, four only in number, will be devoted to discussions of the various national educational systems as illustrated by the exhibits. No evening sessions will be held. The presence and co-operation of eminent foreign educators are assured to present the characteristics of their respective systems and to assist in a comparative and intelligent study of their illustrative exhibits.

It is believed that the teachers of the country will appreciate the rare opportunities that will be offered by this proposed combination of convention discussions and exhibit-studies and will show that appreciation by their attendance and co-operation.

It is probable that the regular railway rates to the Exposition will be so low as to preclude a special N. E. A. convention rate; but arrangements are under way for offering to the N. E. A. members, both active and associate, such concessions on cost of membership and admissions, and such special rates for entertainment, that the teachers will find the time of the N. E. A. Convention the most economical and agreeable for visiting the Exposition as well as the most profitable for studying the educational exhibits.

IRWIN SHEPARD,
Secretary N. E. A.,
Winona, Minn.

JOHN W. COOK,
President N. E. A.,
DeKalb, Ill.

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LECTURES BY EDWARD HOWARD GRIGGS.

Tickets for Four Lectures, One Dollar.

Arrangements have been made which enable the Federation to offer to the members of its Educational Department Course tickets for *one dollar* to the remaining four lectures to be given by Mr. Griggs as announced here.

The regular price of these course tickets is $2 for the four lectures and 75c a single lecture.

The Federation makes no offer on single lectures, but its course tickets are good in the hands of any member of the Educational Department. Thus four members of the department may purchase a course ticket for one dollar and each teacher so purchasing may attend a single lecture at a cost of 25c, but these course tickets sold by the Federation will not be honored in the hands of others than members of the Educational Department of the Federation.

Apply at Federation office, 437 Unity, for special course tickets.

Four Lectures by Edward Howard Griggs.

To be given on alternate Saturday mornings, February 6, 20, March 5, 19, 1904, at 11 o'clock, at Steinway Hall, 17 Van Buren street, Chicago. Tickets for the course, $2.00; for single lectures, 75 cents; on sale at the box office, Steinway building.

III. Victor Hugo.
IV. Carlyle.
V. Emerson.
VI. Tolstoy.

Course tickets for the remaining four lectures, $2.00.

LECTURE III.—VICTOR HUGO.

Moral leaders in the nineteenth century. Last birth-throes of the modern spirit in the French Revolution. France the chief theater because of the conditions of her life and the character of her people. Fruit of the Revolution reaped long afterward; Hugo the best expression of its final contribution to civilization.

Action and reaction of Hugo's life parellelling the movement of his country. His sincerity. Expression in him of the strength and weakness of French character. Early precocity. Earnest work; first great productive period. Romanticism.

Public life of Hugo. The second republic. Struggle with Louis Napoleon. Exile and works of bitterness. Message as moral leader in "Les Miserables" and "William Shakespeare." Triumphal return to France. Hugo's protest against classes and militarism; positive gospel of freedom and humanity. Hugo not a seer upon the mountain, but a herald in the arena.

LECTURE IV.—CARLYLE.

Awakening of England in the nineteenth century. Fertilizing causes; the French Revolution; German literature and philosophy, Carlyle expressing both; the historian of the French Revolution; the interpreter of German thought to his countrymen.

Hard but earnest family background of Carlyle. Early struggles and ill-health. After a long and bitter battle, renouncing for conscientious reasons the ministry, his intended vocation, dedicating himself to the precarious life of an independent literary worker.

Carlyle's marriage; story of his personal life. Ten years of struggle to make a living without abdicating moral independence. Spiritual autobiography and the heart of his gospel in "Sartor Resartus." Victory and gloom coming together. Sadness of his late years.

Carlyle essentially a moral prophet. Hatred of shams and preaching the gospel of work and sincerity. His own conception of moral leadership in "Heroes and Hero Worship." His place: the hero as a man of letters.

Emerson, like Socrates, an unofficial public servant, dedicated to the life of the spirit, living in serene harmony with his own ideal. Other leaders more prominent than Emerson in public affairs, but his the most fertilizing mind America has produced hitherto.

LECTURE V.—EMERSON.

Family and world forces molding Emerson. Awakening of New England. Emerson's relation to the transcendental movement.

Slow unfolding of Emerson's genius; his greatness character, not talent. Absense of painful struggles. Finding of his mission. Works in which his positive teaching is best expressed. The great ideas to which he constantly returns.

Results of Emerson's method. Question as to his limitations. The two views of life: from within the smoke and suffering of the battle; from the serene mountain heights. Carlyle expressing the strength and weakness of the one, Emerson of the other.

LECTURE VI.—TOLSTOY.

Civilization from which Tolstoy springs. Causes of the striking contradictions in Russian life. Results of bringing a vigorous, barbaric people suddenly into contact with the most refined French culture and art.

Tolstoy Russian of the Russians in the main tendencies of his character; yet unique in his intellectual and moral conclusions. His early life; experiences in war. The same intensity which makes him a moral leader marking his period of reckless worldly living. Epoch of his great novels; autobiographical element in them all.

Crisis in Tolstoy's life. Reaction in middle age against the entire spirit and work of his previous career. Terrible moral struggle narrated in "My Confession." Tolstoy's solution; its worth and limitations. Value of his later writings in comparison with those of his great creative period. Question whether Tolstoy has found peace. His greatness as moral leader due to his desperate earnestness and uncompromising facing of life.

Holders of these special tickets must also present their membership cards in the Educational Department of the Federation at each of these lectures in Steinway Hall.

THE CAT UPON THE PILLAR.

Once a cat upon a pillar met a caterpillar crawling;
Cried the cat upon the pillar to the caterpillar, bawling:
"Could you find no other pillar, O you caterpillar vile,
Upon which to do your crawling in your caterpillary style?"
Wailed the cat upon the pillar, then the caterpillar mauling:
"On this pillar, caterpillar, I shall do some caterwauling."

—Anna Pierpont Siviter in the Criterion.

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MADONNA.

Thine eyes look far beyond the world of sin,—
  Thy gentle eyes, that pain and death must see.
Unshadowed are thy soul's pure deeps within;
  Pain, death and sin lift up their hands to thee.

In those clear depths where Peace with Sorrow dwelleth,
  All woman's dower of pain and joy doth lie;
For grief itself to beauty Love compelleth,
  To heal the grief of souls that faint and die.

But vain were love and grief and joy and longing,
  Unless in thee God's work had been complete;
And earth were void, with forms of beauty thronging,
  But for thy heart, where God with Man could meet.

The world must hunger, having all the rest,
Until thou come, the Child upon thy breast.

THE NEW YORK SUN CONGRATULATES WOMEN UPON THEIR PROGRESS.

The New York Sun in extending its congratulations to the "Club Women," says:

"The Club Woman has good reason for exultation over the progress made by women in every direction during the last half century. This movement began when a few women, among whom the late Elizabeth Cady Stanton was most prominent, held the first Woman's Rights Convention at Seneca Falls, N. Y., in July, 1848. It was an humble beginning, amid general derision, in which women themselves participated almost unanimously, yet since then legislation concerning women and their personal and property rights has undergone a complete revolution, and their attitude toward social and industrial life has changed radically. The few women on the stage at the Seneca Falls convention were ridiculed and lampooned as unsexed monsters. Now women are frequent speakers at public meetings. They have entered into every learned profession and into almost every industry, even into some from which they would seem to be debarred by physical weakness.

"When the first Woman's Rights Convention was held in 1848 the employment of women was almost wholly as domestic servants and as school teachers. The Seneca Falls convention of 1848 protested, amid general derision, against the exclusion of women from 'nearly all profitable employments' and against 'the scanty remuneration she receives from those she is permitted to follow.' 'All colleges are closed against her,' said this famous protest, 'all the avenues to wealth and distinction;' and the accusation was justified.

"We congratulate all womanhood on the remarkable progress which has been made in the emancipation of women from the restraints, social and legal, which bound them at the time when Elizabeth Cady Stanton began her agitation in their behalf less than fifty-six years ago. So far as women are concerned the whole face of American society has changed, and the change has been for the better, for both men and women."

All breaches of the laws of health are physical sins. When this is generally seen, then and not till then will the physical education of the young receive the attention it deserves.

A sack of flour and a barrel of potatoes will convert a poor family quicker than a carload of gospel tracts.

ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held in Fullerton Hall, Art Institute, Feb. 13, 10:30 a. m.

Special order of business, nomination of officers for ensuing year.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 15, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

CHICAGO TEACHERS' CLUB.

The Chicago Teachers' Club will give a luncheon Feb. 13th, at 230 South Clark street.

Rev. David Beaton of the Lincoln Park Congregational church will address the club on "Scottish Literature—Interpretation and Readings."

Luncheon at 1 p. m. Address at 2:30 p. m. Plates, 35 cents. Admission to non-members, 15 cents.

EMILY A. HAYWARD, **Cor. Sec.**
MARY E. REYNOLDS, **Pres.**

A typographical union in North Carolina has found a practical way to help a few of the child workers in that state. It has instructed its secretary to select some of the little girls who are working in the cotton mills and send them to school, paying them their salary from the treasury of the union. The first child selected was nine years old—the only support of a sick mother and a baby brother. She was getting $1.20 a week in the mill, but the union voted to raise her wages. This kindly act has created a great deal of attention from all classes of people in the South. One southern labor leader proposes that all the children who are working in the cotton mills be sent to school and have their wages paid by the state.

"He who has a thousand friends has not one friend to spare,
And he who has an enemy shall meet him everywhere."

Jedgment day will come too soon fer lots er us. We won't more dan git ter sleep good 'fo' we'll hatter git up en raise sand.

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REGULAR COMMITTEE MEETINGS.

Meetings of the Committee on Buildings and Grounds are held every Friday afternoon at half past 3 o'clock.

Meetings of the Committee on School Management every Monday afternoon at 4 o'clock.

Meetings of the Committee on Finance every Tuesday afternoon at 4 o'clock.

STANDING COMMITTEES FOR THE YEAR 1903-1904.

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THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, FEB. 12, 1904. No. 11.

A DAY WITH THE COUNTY BOARD.

How Our Laws Are Enforced.

MARGARET A. HALEY.

On Monday, Feb. 7, official announcement was made by the Cook County Board of Commissioners that it had decided not to appropriate money to print the Cook county real estate assessment lists as required by section 323 of the revenue law.

Before the public has recovered from the shock of the Iroquois fire, the most terrible example ever furnished by any community of the results of laxity in the enforcement of law, while the entire business portion of the sixth city in the Union lies in ashes and inadequate police and fire departments make even the thoughtless tremble at the suggestion of the possibilities of such a fire in Chicago, afflicted with its chronic complaint of insufficient revenue to meet even the ordinary needs of these and other departments of the public service, comes the official announcement to the public, quoted above, of the county board's determination not to enforce one of the most important provisions of the revenue law.

This information should arouse every thoughtful citizen who is not entirely absorbed in his own personal affairs and who has even a rudimentary sense of civic responsibility.

To the grade teachers of Chicago, who for four years have carried on a campaign for the enforcement of the revenue law at their own expense, unaided and against odds that few outside of their ranks understand or appreciate, this announcement comes home with peculiar force and significance. To them at least the following details may be interesting:

At the meeting of the Federation of Labor held Feb. 6 a committee of three, of which I was a member, was appointed to wait on the county board and demand the enforcement of the provision of the revenue law requiring the assessors to print the names of the owners, the legal descriptions and the assessed valuation of the real estate for 1903. The law requires that in Cook county these printed lists should be in pamphlet form and mailed or delivered to every taxpayer, but the newspapers have been reporting that the county board, whose duty it is to appropriate money for this purpose, did not intend to include in its appropriation the money needed for this purpose. Hence the appointment of this committee by the Federation of Labor.

Under the revenue law, as amended in 1898, the assessors fix the value of real estate only once in four years and the Supreme Court a few days ago decided that this general valuation cannot be changed except at the end of the four-year periods. Should a house burn down or a new one be built on a lot in any year the assessment on that particular piece of real estate may be lowered or raised accordingly in any year, but this court decision declares no general raising or lowering of real estate values is allowable under the law except every four years. Real estate, within the meaning of the law, includes land and improvements.

Once in four years in every county in Illinois the assessors are bound under their oath of office to ascertain the fair market or cash value of the real estate, write that down in one column in their books under the heading "full value," and in another column, under the heading "assessed value," put down one-fifth of the full value. The Juul law was passed by the legislature reducing the rate of taxation for *all* purposes from 10 per cent of the assessed valuation to 5 per cent of the *assessed valuation*. It will be seen from this that the taxes on any property should be about 1 per cent of its fair cash value—that is, 5 per cent of one-fifth of full value is 1 per cent of full value.

The Juul law is strictly enforced as to rates of taxation, not one-tenth of a per cent above the legal rate being collected, while the provision of the revenue law as to the valuation of property is grossly violated by almost every assessor in the state, but the most flagrant violations are in Chicago.

A glance at a record of a few of the sales of real estate made in Chicago last week and reported in last Sunday's Record-Herald prove this. A piece of property that sold last week for $24,000 is down in the assessors' books at a full value of only $12,000. Another that sold for $19,000 was valued by the assessors at $12,000 and reduced by the Board of Review to $10,500.

It must be remembered that these values, fixed last year, under the law, as interpreted by this Supreme Court decision a few days ago, cannot be changed till 1907, when there will be another general revaluation. Thus the property that sold for $24,000 last week and which should pay a tax of $24 a year for four years will pay $12 a year for that time; the $19,000 property $10.50 a year instead of $19.

The first general valuation of real estate made under this law was in 1899, and accordingly 1903 was the next year for a new general valuation. In order that every taxpayer might know whether or not his property was equitably taxed as compared with his neighbor's the law requires this publication of the real estate lists every four years—that is, in the years when the general valuation is made. To carry out the purpose and intent of the law these

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lists should have been published in July of last year, so that the taxpayers would have until Sept. 10, or until the board of review had finished its work of reviewing the assessors' valuations, in which to have any errors made by the assessors corrected. Last year, being the year of the general assessment, the board of review could have lowered or raised any individual assessment or the assessment of the whole county if found too low or too high. But these lists have not been published yet, so no opportunity was given to the individual taxpayer or to the community as a whole to review or compare the assessments, the county commissioners made no appropriation for that purpose last year, they refuse to do so now, say they have no money and that the lists are useless now as the Supreme Court decided that the real estate assessment made last year cannot be changed until 1907.

It is interesting in this connection to note that the Cook county board of review in 1900 lowered the assessment made on real estate in 1899 by $112,000,000, and according to this recent Supreme Court decision that was an illegal act.

The teachers' personal interest in this matter is obvious when it is remembered that it was this act of the board of review, lowering Cook county real estate, together with the failure of the state board of equalization to assess the corporations, which caused the cut of $75 which the experienced teachers suffered in 1900, and which cut is now the basis for the teachers' claim to the $249,000 back tax for 1900 tied up by injunction in the teachers' salary suit now pending in Judge Dunne's court.

It may be interesting, too, to note in passing that when the Teachers' Federation took up the investigation of the taxes of the public utility corporations in 1900 the report was freely circulated through the public press, and commented on editorially as if true, that the teachers were going to institute suit to compel the board of review to restore the $112,000,000 cut made that year on Cook county real estate. This aroused no little prejudice against the teachers in the minds of the taxpayers; indeed, not until Judge Thompson's decision compelling the state board of equalization to return and reassess the public service corporations did many of the taxpayers realize that the teachers' tax work, instead of raising taxes on real estate, including homes, lowered these taxpayers' taxes at the same time that it increased the total revenue to the city by more than a half million dollars that year and every year since.

How long will it take to correct in the public mind the false impression created by the incorrect newspaper reports of a week ago to the effect that 3,000 experienced teachers were raised $50 each? Why are such reports circulated?

To return to our story. In 1899, the first year in which the assessors were required to print these lists, the county board refused to appropriate the necessary money, but finally in 1900, after repeated protestations and demands from different organizations, among others the Teachers' Federation, the county board made the necessary appropriation and the lists were printed. In carrying out our instructions from the Teachers' Federation it became necessary in 1900 for Miss Goggin and myself to appear before the county board in this behalf. Monday afternoon of this week, accompanied by the other members of the committee appointed by the Federation of Labor, I made my second visit to the county board. Our committee had been informed that the board met regularly every Monday afternoon at 2 p. m., and shortly after that hour we arrived at the County building and were informed that the board would begin its session as soon as a quorum would "show up." Before that time, however, we had an interview with the president of the board, Henry G. Foreman, who informed us that the board had no money to print the lists.

However, as we were informed that the finance committee of the board had not presented its report, we inquired for the chairman of that committee, Mr. Edwin Walker, who said he was unable to inform us whether the finance committee would include or omit this item of printing the real estate lists in its recommendation, as it had not its report prepared. He said he could not say when the report would be prepared or presented. We asked permission to come before his committee, and after some skirmishing around the members were gotten together, we laid our case before them, discussed the matter very fully and retired, the committee leaving the committee room with us.

Being unable to learn when the board would meet, and having waited a few minutes, after being told that it would get together some time that evening, though it was very uncertain how long we might have to wait, we left the County building about a quarter after 4 o'clock. As soon as it was possible to do so we prepared a formal demand on the board, based on the information obtained that afternoon, and a communication to the labor representative on the board, Mr. T. Cruise, requesting him to urge our demand on the board.

Two members of the committee then returned to the County building with these letters, but on arriving there at about a quarter after five were informed that the board was in session and that it had already acted on the report of the finance committee, omitting the appropriation for printing the real estate lists. They were also informed that a motion to reconsider the report of the committee had been made and tabled, this being the parliamentary method of finally settling a question so that it cannot be reconsidered at that or any future meeting. We have been advised by our counsel that this provision of the revenue law providing for printing the real estate lists is mandatory and as binding on the board as any other duty devolving on it.

To our question whether the county attorney, the legal adviser of the board, had given an opinion on this matter we were told that his opinion had not been asked, that the board simply had not the money to print the lists and could not appropriate it.

In presenting our case to the finance committee we called attention to the fact that the county board has received between $50,000 and $60,000 a year, taxes on the franchises of the public utility corporations since the teachers' tax investigation begun in 1900, as a result of their litigation, conducted at the expense of the teachers, and that the total thus received by the board would pay the cost of printing the tax lists many times over; that our object in demanding the printing of the lists was to enable each taxpayer to demand and secure for himself a fair and equitable assessment as compared with every other taxpayer, and to secure to all citizens the necessary information to make an intelligent and combined effort in the interest of the community for the strict enforcement of the law as it exists.

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We showed the committee a record of the sales of real estate made last week and quoted above and assessors' valuation of the same. We also explained that Judge Grosscup granted the injunction restraining the collection of more than half the tax levied against the public utility corporations under the order of the Illinois state supreme court in the teachers' tax case on the ground that other property in Cook county was assessed at from 40 per cent to 60 per cent of full value, Judge Grosscup maintaining that for the Supreme Court to order these companies assessed according to law when other property was not so assessed was a violation of the constitutional right of uniformity. Therefore that under this decision any attempt to compel the enforcement of the law as to any particular piece or pieces of property with that decision of Judge Grosscup's in force would in all probability be met with another federal injunction, and that any movement to secure a general enforcement of the law to be intelligent and effective must have as its basis a knowledge on the part of the public of reliable and exact information which only the printing of these lists according to law could secure.

As the committee was also instructed to ascertain from the county attorney, whose duty it is to attend to the matter, why Judge Grosscup's opinion, referred to above, has not been appealed from, though it is nearly two years since it was rendered, and as the county attorney is appointed by the county board, the matter was incidentally discussed with the board, but will be taken up more fully with the county attorney and the information secured reported later. There is about $1,200,000 tied up by the Grosscup decision, $500,000 of which belongs to the school fund. If the suit pending before Judge Dunne is decided in favor of the teachers, some or all of this $500,000 may also belong to the teachers. Of course, this is an entirely separate fund from the $249,000 in controversy in Judge Dunne's court.

THE SALARY SUIT.

The hearing before Judge Dunne is set for Feb. 23. The case has been postponed so often that a positive assurance from the attorneys that it will be heard on that date without fail scarcely reassures. Such assurance, however, is given now. It is to be hoped that the attorneys may be able to agree on certain facts out of court, but if they cannot, they say they will proceed on that date to thrash the whole matter out in court. Neither side is anxious to be obliged to do this, but it is the only alternative if an agreement on certain facts cannot be reached out of court. Up to date such agreement has not been reached.

SUCCESS OF THE REFERENDUM PETITION.

The petition of the Referendum League, which has been in circulation for several weeks, was filed with the Election Commissioners, Thursday, Feb. 4. It contains 131,245 signatures, 38,000 more than the number required under the law in order to secure the submission of the three questions to the voters at the April election. The three questions on the petition are as follows:

1. Shall the city council, upon the adoption of the Mueller Law, proceed without delay to acquire ownership of the street railways under the powers conferred by the Mueller Law?

2. Shall the city council, instead of granting any franchises, proceed at once, under the city's police powers and other existing laws, to license the street railway companies until municipal ownership can be secured, and compel them to give satisfactory service?

3. Should the Chicago Board of Education be elected by the people?

The petition was taken to the city hall in a trunk of the largest size of its kind made, and it scarcely sufficed to hold the huge pile of sheets. They were strung on wire, and there were about 10,000 in all. It is the largest petition ever filed in Chicago, and the second largest ever filed in the state.

These questions will be placed on the "Little Ballot," as it is popularly called. It is a ballot containing only the questions to be submitted to the voters, that is, it is separate from the ballot having the names of the candidates for office.

The right so to vote on questions of public policy is secured to the voters of Illinois under a law known as the Public Policy Act, which was passed by the legislature in 1901.

It provides that when 25 per cent of the voters of any city petition to have questions of public policy submitted at an election such questions must be placed on a separate ballot and submitted to the people. Not more than three questions may be submitted at any election and the petition must be filed 60 days before the election.

The vote on the "Little Ballot" is merely an expression of public opinion; it has no legal binding force, but an overwhelming vote, such as the questions submitted on the "Little Ballot" have always received in Chicago is morally binding on the public officers and is so considered by them. In Switzerland such a vote of the people for any proposition makes it law, just the same as if enacted by the legislature, and the people by their direct vote may veto any legislation they consider undesirable. In other words, they have the "Initiative and Referendum," or what is termed the power of "Direct Legislation."

BAREFOOT BOYS RUN AROUND IN THE SNOW.

(Dispatch from New Castle, Pa., to Pittsburg Post of January 18.)

Happy and apparently contented are hundreds of poor children, who run about barefooted in the snow during the winter weather. William Streib, a well-known business man, was out taking winter scenes with his camera yesterday when two little Italian boys jumped upon the runners of his cutter to steal a ride. Both were barefooted and were dressed in clothing scanty even for summer weather. He took their photo and then bought good warm shoes and stockings for both. They had never worn such things before and the smaller boy in the picture could not wait, after he put on his new possessions, until his companion was similarly fitted out, but ran out to see how they seemed in the snow. There are scores of children here who are daily seen sledding on the hills without either shoes or stockings in the districts given over to foreigners.—The Public.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1921.

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THE EDITOR,
437 Unity Building, CHICAGO.
Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

THE CHICAGO SITUATION.

Chicago has certainly the most interesting situation of any city in the country. It will be worth while to keep informed on what is doing there, educationally, for the next year or two. No one can know to-day what the outcome will be. The most that any one can do is to study the situation from time to time and report upon it. With this in mind, the editor of the Journal of Education, who has studied at short range the emergency situations in every important city in the country for the past seventeen years, will devote all the time necessary in order to keep in touch with the changing scenes, and to this end he has already arranged to be in Chicago about once a month so long as the tension continues, and will have at least bi-weekly editorials or editorial correspondence upon conditions in Chicago and vicinity.

Whatever the future may bring forth, there is no gainsaying the fact that in the past four years the teachers of Chicago have wielded a greater influence than has ever before been wielded by teachers as a class, that women teachers have had a proportionate influence hitherto unknown, that the tangible results of their effort are unprecedented.

Despite all this, the end is not yet. There has been no lining up of the forces of the social, professional and financial activities which justify any confident prediction of the to-morrow of any phase of the educational situation in Chicago. Whatever the outcome, every teacher in the country will be interested in the situation.—Journal of Education.

(We print in this issue of the Bulletin the first article of this series from the Journal of Education.)

THE CHICAGO PROBLEMS.—(1.)

Next to New York, Chicago has the most important problems in the United States and one of the three most critical phases of the problems of that city is connected with public education.

America's condition twenty years hence will depend more upon the effect of the schools of Chicago upon the children of to-day than can be stated.

Not even New York is so influential beyond her borders as is the metropolis of the great West.

Not even New York is so dependent upon the character and temper of her citizens as is this second city of the Union. In the eastern metropolis there are traditions, conservative influences, organized forces, that delay the direct personal effect for good or ill, while in the city of the Great Lakes the response to public sentiment for good or ill is immediate. There are no traditions, conservative prejudices or time-honored organizations to withstand any emphatic public demands.

Mayor Harrison testified in the theater horror hearing that he had known that the ordinances were not observed, but that to have enforced them would have closed the theaters, and "the public would not stand it to have them closed." That was as frank and honest a statement as an official ever made. There can never be any earnest and permanent effort to execute any law in Chicago for which the public will not stand.

On the other hand, for about a month in the best season of the year, every theater and many churches have been closed by order of the mayor because the public would not stand it to have them opened.

Neither of these two conditions could have been in any other large city in the world now or ever. The people rule there as they do not, have not and cannot elsewhere on the globe.

A good government association has secured the election to her board of aldermen of men of the highest tone, relatively, of any large city in the country. It was accomplished by the mere printing of the record of each man nominated. The same method was tried in an eastern city last December, and an exposure made of the persistent misdeeds of many candidates, one of whom was under indictment for a serious crime. What was the result? The majorities given for the candidates were almost in proportion to the record of their misdeeds. There is almost no early public response to any demonstration of public sentiment. This is merely an exaggerated phase of the universal condition in the conservative East. The defeat of Mayor Low for reelection was largely because his campaign attempted to arouse public sentiment regarding two giant evils.

Chicago is the farthest removed from any such condition of things. She is sensitive to the last degree to public indifference or to public demands. Neglected, she goes lower in the scale of civilization than any other city, and she goes with a "ski jump" to the depths. Aroused she goes as suddenly upward. She has had the worst street car service, and she is likely to be the first to have municipal control. This characteristic of the Great City of the Plains means that the public can be easily affected by the schools. In one generation the schools can revolutionize that city with ease if they are focused for such improvement. Nowhere else can the schools approach the power for good that they can in this city.

This situation has led me to study with much interest and great care the school conditions and problems, and a series of editorials will follow upon vital features of these problems.—Journal of Education, Boston.

Ex-Mayor Ames of Minneapolis, convicted of corruptly receiving money while mayor, for protecting crime, has been released from the penitentiary by a decision of the Supreme Court of Minnesota, which holds that his conviction was technically invalid. The error consisted in charging in the indictment that a specified bribe was given him by several persons jointly, whereas the proof showed that it was given by them in different sums individually.—The Public.

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ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held in Fullerton Hall, Art Institute, Feb. 13, 10:30 a. m.

Special order of business, nomination of officers for ensuing year.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 15, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

CHICAGO TEACHERS' CLUB.

The Chicago Teachers' Club will give a luncheon Feb. 13th, at 230 South Clark street.

Rev. David Beaton of the Lincoln Park Congregational church will address the club on "Scottish Literature—Interpretation and Readings."

Miss May Farrell will sing Scottish songs.

Luncheon at 1 p. m. Address at 2:30 p. m. Plates, 35 cents. Admission to non-members, 15 cents.

EMILY A. HAYWARD, **Cor. Sec.**
MARY E. REYNOLDS, **Pres.**

MR. GRIGGS' LECTURES.

Three Lectures for 75 Cents.

There are a few course tickets to the lectures by Mr. Edward Howard Griggs left, which can be obtained on application to the office of the Federation.

Price of tickets for remaining three lectures of course, 75 cents, good in hands of members of the Educational Department only.

The next lecture will be on Feb. 20 at Steinway Hall, Jackson and Wabash avenue, and the subject is "Carlyle." Following is the outline for this lecture:

Holders of these special tickets must also present their membership cards in the Educational Department of the Federation at each of these lectures in Steinway Hall.

LECTURE IV.—CARLYLE.

Awakening of England in the nineteenth century. Fertilizing causes; the French Revolution; German literature and philosophy, Carlyle expressing both; the historian of the French Revolution; the interpreter of German thought to his countrymen.

Hard but earnest family background of Carlyle. Early struggles and ill-health. After a long and bitter battle, renouncing for conscientious reasons the ministry, his intended vocation, dedicating himself to the precarious life of an independent literary worker.

Carlyle's marriage; story of his personal life. Ten years of struggle to make a living without abdicating moral independence. Spiritual autobiography and the heart of his gospel in "Sartor Resartus." Victory and gloom coming together. Sadness of his late years.

Carlyle essentially a moral prophet. Hatred of shams and preaching the gospel of work and sincerity. His own conception of moral leadership in "Heroes and Hero Worship." His place: the hero as a man of letters.

Emerson, like Socrates, an unofficial public servant, dedicated to the life of the spirit, living in serene harmony with his own ideal. Other leaders more prominent than Emerson in public affairs, but his the most fertilizing mind America has produced hitherto.

LECTURE V.—EMERSON.

Family and world forces molding Emerson. Awakening of New England. Emerson's relation to the transcendental movement.

Slow unfolding of Emerson's genius; his greatness character, not talent. Absense of painful struggles. Finding of his mission. Works in which his positive teaching is best expressed. The great ideas to which he constantly returns.

Results of Emerson's method. Question as to his limitations. The two views of life: from within the smoke and suffering of the battle; from the serene mountain heights. Carlyle expressing the strength and weakness of the one, Emerson of the other.

MR. GRIGGS AND HIS LECTURES.

(Springfield (Mass.) Republican.)

From Our Special Correspondent.

Boston, Thursday, Feb. 6, 1902.

There is a private organization here, the Twentieth Century Club, which has drawn to itself of late years much of that popular interest which always circles around the more progresive thought of Boston. This club has done many popular things, but its so-called "university lectures" at Tremont Temple are just now the most attractive. And they are so this winter from the presence and frequent utterances of the most striking lecturer who has come to Boston in recent years from the middle West—Prof. E. H. Griggs. He is not an upsetter or destroyer, but a reconciler and a rebuilder. This new pathmaker has a catholic and kindly spirit, seeking spiritual alliances in missionaries of the most marked diversity of character—Socrates, Marcus Aurelius, St. Francis of Assisi and Savonarola, for example.

MR. GRIGGS' WORK IN BOSTON.

(Congregationalist and Christian World.)

Mr. Griggs deserves a hearty word of praise for the mental and spiritual quickening which his course of lectures, concluded last Saturday at Tremont Temple, has brought to hundreds of persons in and around Boston. No man could assemble at eleven o'clock in the forenoon, week after week, an audience of 3,000, representing what Mr. Griggs' audience did in culture and purpose, unless he had a message for needy hearts and aspiring minds. That all his intellectual positions and all his estimates of men are correct we should hesitate to say, but he has a wonderful gift of great moral leaders that they become in a definite way serviceable to the ordinary man and woman. In judging Mr. Griggs the same principle of toleration and appropriation should be used which he constantly exhorted his hearers to apply to Socrates, Dante, Carlyle, Emerson and the other thinkers and workers whom he so vividly described.

ERROR CORRECTED.

The date given for the meeting of the N. E. A. at St. Louis in last week's isuse of the Bulletin should have been June 28 to July 5.

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WOMEN IN POLITICS.

(To the Editor of the Chicago Chronicle.)

Chicago, Feb. 1.—The communication in the Chronicle by "M. A. S.," headed "Women in Politics," in which the writer asks, "What reason have we to believe that there would be any improvement in the present unsatisfactory political conditions by giving the ballot to women?" calls for an answer.

The writer, being a full-fledged voter, a resident of Colorado, where women enjoy equal political privileges with men, feels entirely competent to answer that question. It is a well-known fact that Colorado politicians of all parties are on the lookout to nominate only such men as women will support at the ballot box, for experience has proven that women will not vote for immoral, dishonest, ignorant, unworthy citizens. Saloon-keepers and bartenders need not apply. Men who misuse their wives or neglect their families do not receive women's votes. Consequently the standard of officials is raised to a higher plane and a far better class of men fill the offices within the gift of the people than in states or cities where male suffrage is the law of the land.

Even though woman's ballot did not change existing conditions, surely woman's vote could not make things any worse here in Chicago than they are. The smartest thing that has been done since Harrison was elected mayor of Chicago was accomplished by two little women, Margaret Haley and Miss Goggin and done, too, without the power of the ballot, making the defaulting taxpayers come to time.

No Colorado woman was ever known to either buy or sell a vote. Surely none of them will ever sell her vote for fifty cents a head, as is done in Chicago. There has been no breaking of chairs, no throwing of "spittoons," no hurling of inkwells or other missiles at each other in the state legislature of Colorado since women became members of this body, as has been done in Illinois. Men are under more restraint in legislative bodies when women are present. Last winter there was a hard-fought battle in the Colorado legislature, but the fight was conducted with decorum.

Colorado, Wyoming, Utah and Oregon can furnish ample proof that women are appreciated and sadly needed in politics. No one questions woman's influence, but many are fearful that her vote would be a dangerous experiment. The men of Utah, knowing the success of equal suffrage in Wyoming and other states, declined to accept statehood unless women were to become the political equals of men. When denied admission to the union on account of the woman suffrage plank in their platform, they said: "We will stay out of the union a hundred years before we will go in having political advantages over our women."

If women are equally responsible with men for existing unsatisfactory conditions, and then should be roasted to death with her little ones in theater fires, there would be something consoling in the reflection that the responsibility rested with equal force upon both men and women, because both would then be responsible for the officials who were criminally neglectful. Whatever the effect of equal suffrage, let us do right and take the consequences of living up to the letter of our constitution, which guarantees "equal rights for all, special privileges to none."

MRS. M. S. F., in Chicago Chronicle.

"So you're going to keep Bill Husker in Congress!" "We are," answered Farmer Corntossel. "We don't want him around here. He was so slick that he didn't give anybody a show in a hoss trade or anythin' else, an' he got so uppish that it ground us to have to travel on the same road with him. You kin bet he'll stay in Congress. We couldn't indict him nor have him kidnapped, an' we've got to get rid of him somehow."—Washington Star.

Chloe—Is your husband a breadwinner?

Susan—'Deed, he is; he's won de prize at a dozen cakewalks.—Yonkers Statesman.

"Is he a master of English?"

"Yes, to judge by the liberties he takes with it."—Detroit Free Press.

THE LEGEND OF THE LILIES.

O ye royal tiger lily,
  O ye lily of the field,
O ye lily of the valley,
  With your green, protecting shield;
O ye lily of the water,
  With your leaves of white doeskin—
Ye are clothed, yet toil not,
  Neither do ye spin.

Yet not e'en that ancient monarch,
  King Solomon by name,
Was clothed in richer raiment
  Than thou in living flame.
As ye burn your way thro' meadows,
  With your lucid flames of red,
Seems as 'twere a field of martyrs,
  Bleeding heroes lying dead.

And ye lily of the valley,
  Ye who grow in shady dells,
Wafting far your flowery perfume,
  From your chime of tiny bells,
So much odor do ye hold,
  In your hearts of molten gold,
Seems as 'twere a breath of air,
  Shedding fragrance everywhere.

And ye lily of the water,
Father Neptune's fairest daughter,
When your stem takes truest measure
Of the shallow depths of azure,
As your blossom lulls to rest
On the top of foamy crest,
Seems as 'twere a sea of light,
Silver light of petals white.

All ye lilies of the water,
  All ye lilies of the land,
Ye are clothed in regal beauty
  And in purity ye stand.
Ye toil not, neither do ye spin,
Yet ye have the love of Him,
Or ye would not gorgeous be.
Thus He proves His love for thee.

—K. Maud Clum, First Vice-President of National Federation of Teachers and President of St. Paul Grade Teachers' Federation.

The trouble with most of us is not so much that we have a hard row to hoe, but that we dislike hoeing.—Puck.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, FEB. 19, 1904. No. 12.

WOMAN'S TRADES UNION LEAGUE.

Miss Mary E. McDowell, president.
Miss Maude Sutter, vice-president.
Mrs. Ellen M. Henrotin, treasurer.
Miss Gertrude Barnum, secretary.

To the Club Women of Illinois:

The working people have freed us for leisure and opportunity. Let us be careful that we do not accept comforts and luxuries ungratefully from the tired hands of oppressed women and children.

The Woman's Trades Union League has been asked to send the inclosed statement of the "locked out" women corset workers of Aurora to all women's associations in Illinois.

A committee from the league spent a day in Aurora for the purpose of learning both sides of the trouble in the Kabo corset factory. The statements of officials of the factory regarding wages differed greatly from that of the workers. This difference was explained by the actual "pay envelopes" saved by the girls, which prove heavy reductions from the small nominal wages—reductions for "outfits," "repairs," "needles and thread," "slack work," etc. The manufacturers admit that the highest wages they quote ($2.00 per day) are rare even for skilled women who have worked for the firm sixteen and eighteen years and have families to support. The actual sums received in the majority of cases do not cover the cost of necessaries of life, but must be supplemented by free board at home or help from "friends" (with all that the term "friends" sometimes implies). These wages represent the standard obtained through the efforts of the union and are those the management proposed to reduce by ten per cent. The committee talked with little fourteen-year-old girls among the "locked out." They had been "allowed" (at the offer of the company) to get around the child labor law by taking work home after the eight hours drudgery in the factory.

Great unfairness in regard to "repairs" and elaborate changes of styles in piecework without extra pay per piece were other instances indicating the need of something besides laws and inspectors to prevent evil methods. Only the labor union can make headway against the infinite variety of similar "tricks of the trade."

The claim of the managers that they must be allowed to "manage their own business" is justly resented by the workers, who claim on their side that points regarding methods of work are in part the "business of the workers" and call for adjustment in which the representatives of labor shall have voice. The managers agree to deal with individuals; workers know that one feeble woman or child would have small chance for justice against the interests of the rich and strong firm. The workers declare there is no justice in the choice offered them—that between agreeing to any terms or starving outside under the ban of the "blacklist."

The committee secured evidence which convinced them of a "blacklist" scheme by which it is made impossible for Kabo women to get positions in other factories or shops.

So far as the committee could learn the two cases of "rioting" were very slight and in both cases were the result of illegal interference with the rights of the "locked out" workers.

Repeated offers of compromises and of arbitration through the state board have been rejected by the company.

The Women's Trade Union League committee believes that the three hundred and fifty girls "locked out" by the manufacturers are suffering great injustice and are making a brave stand for the cause of working women, actuated by motives broader than their own selfish interests.

Let the Illinois women use their influence as they can. There is one immediately effective way in which we can help. Let us listen to such appeals as the inclosed from our working sisters and refuse to buy Kabo corsets or any other article where there is such good proof of injustice and tyranny.

Those desiring to send financial support to the Kabo union should address Miss Reavell, 45 South Root street, Aurora, Ill. Letters urging the manufacturers to arbitrate would be of service.

DR. E. BENJAMIN ANDREWS AND ROCKEFELLER'S MILLION.

From Mr. Louis F. Post's weekly, "The Public," we copy the following letter from Miss Ida M. Tarbell to the Omaha World-Herald. The Public calls attention to Miss Tarbell's history of the methods of John D. Rockefeller and his Standard Oil Company now appearing serially in McClure's Magazine, and prefaces the letter with this explanation:

The Omaha World-Herald telegraphed Miss Tarbell, as an admitted authority on Mr. Rockefeller's methods and motives, to ask her for her opinion in regard to Chancellor Andrews' proposition that the State University of Nebraska accept a donation from Mr. Rockefeller to be applied to the erection of a building to become the property of the university.

MISS TARBELL'S REPLY.

New York, Jan. 28.—To the Editor of the World-Herald: In my opinion the chief duty of an institution of learning is to train young people to think

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things through their legitimate conclusions, and to inspire them with moral courage to fit their conduct to those conclusions.

Money is one of the minor necessities in making honest thinkers and courageous actors. It is useful in an educational institution only in the hands of men who prefer to do without it rather than to dull the conscience of faculty, students and friends by compromising with any kind of moral or intellectual subterfuge.

If the acceptance of the gift from Mr. John D. Rockefeller brings with it tacit recognition of the commercial principles which he has employed with more conspicuous success than any other man in the country; if it closes the mouth of any man in Nebraska to the corruptive influence of those principles, no greater calamity could befall the University of Nebraska than to accept his money.

Human experience seems to show that the receiver of a gift becomes sooner or later the apologist of the donor and his methods. Where there is a possibility of such a result, jealous regard for the moral atmosphere of the institution makes the refusal of the gift an imperative duty.

IDA M. TARBELL.

THE GREAT STANDARD OIL COMPANY HAS WON ITS FIGHT AGAINST MEL HOSSLER.

(Special dispatch from Chardon, Ohio, to the Cleveland Press of Jan. 30.)

Mel Hossler's oil wagon has stopped!

The Standard Oil Company has won one of the most bitter fights of its career of over a quarter of a century. That career has been punctuated by broken hearts. Along the way of the huge corporation wounded people are lying.

When agents of the Standard Oil Company approached Hossler with golden offers he drew himself up, curled his lip in scorn and turned in disgust from the polished lawyer who called to see him. Then he paused and sang out over his shoulder:

"Go back and tell John Rockefeller that all the wealth he has would not tempt me to give up to him."

Then the assault began afresh, but Hossler's townsmen rallied to his assistance and bought his oil at the market price when the Standard Oil Company offered oil free.

For two years the Standard has kept agents in Chardon trying to drive Hossler out of business. He was attacked in every conceivable way. He was harassed all day, night was made hideous for him and the sanctity of his home was invaded, and not even was he allowed to mutter his evening prayer in quietude.

Yet Mel Hossler would not give up. Doggedly he held to his determination to live in spite of the Standard.

But last night under the awful attack which never stopped the end came.

Mr. Hossler's mind snapped.

It came after business reverses. Winter came on and food for his family and his horses was high. Then sickness came and medicine and doctor bills were higher. Finally his daughter, 16 years old, his inspiration in the fight, fell ill. That blow was the last.

He went to the jail last night and gave himself up. He said brokenly: "I have lost."

His friends say he wanted to be locked up.—The Public.

APPRECIATIONS OF LINCOLN.

BY SECOND GRADE CHILDREN.

Abraham Lincoln went to school one year. He was born on 1809. He had to sleep on a bed of leyse. He lived in a loge hoses. He was kind to animals. He was a great boy. He could jump the hiast and run the fastes and he was a good boy. He had to go to school many mills. When he was a big man he was a President. ANNIE N.

A brahan Lincoln was kind to animals. He was a smart boy. He could jump the highest and run the farthest and throw all the boys in the school One day a boy tookk a turtl and tor his back who did that said A brahan He carryed it to the river and put it in the water. One day he was riding in his carring. He saw a pig in mud trying to get out. He had a new suit on he said I cant spoil my suit he said when he got two miles he turned back and toock the pig out and spoilled his suit

ROBERT H.

There was once a boy whos name was Abraham Lincoln. He was a very poor boy. His mother was kind to him. And he was kind to his mother. They lived in the woods in a little log house. He would not let any body hurt any animals. One day he borrowed a book of George Washington. He liked it so well that he took it to bed with him. One night it snowned so hard that it soiled the book. The next morning Lincoln went to George's house and asked him how much he would have to pay for it. George said he would have to pay 75 cents or work for him three days. Lincoln said that he would work three days. Lincoln said that no-boudy could have any more slavs. JOE K.

Abraham Lincoln was a good boy. Abraham Lincoln went to school. His Mother like him. He was kind to animals. He made the negores free. The negores were glad. They like Abraham Lincol because he let them go free. He went to school one year. Then he sad hom from school. He had a book of George Washint It spoilt one him. He buy the book He raid it all the night. He take it to bed. He was happy. STANLEY B.

Abraham Lincoln is 95 years old to-morrow. The slaves were free. Abraham Lincoln only went to school one year. He was very kind to the animals. He was President. There was a war and Abraham Lincoln was the President. AUGUSTA.

THIRD GRADE.

A braham Lincoln was a kind boy. He only went to school one year. He could jump the highest he could run the farest and he could rasel the best. One day his mother told him to go out and kill a turkey. The first turkey he killed he sat down and cryed. One day when he was speching a boy saw a little turtel. He picked it up by its tail and sweoin it a round and then throw it down and brok its shel. A braham called the boy a coward. Then some kind boys took it down to the river and put it in the water to swim. FLORENCE H.

[The above compositions were sent the Bulletin by a second grade teacher in one of the schools.—Editor.]

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BOARD OF EDUCATION.

Wednesday, Feb. 17, 1904.

The Superintendent of Schools presented the following recommendations:

1. That it shall be the duty of any teacher who believes a child to be markedly defective to report such case to the principal of the school, that the principal of the school, after making a suitable examination, shall, if deemed advisable by him, report the case to the Superintendent of Schools.

2. That the Superintendent of Schools shall have authority to order an examination of the child reported, such examination to be conducted by the Department of Child Study and Pedagogical Investigation and by a medical inspector selected from the list of regularly certified medical inspectors for the public schools of Chicago. If, as a result of such examination, the child be found in such a condition as to be a distinct detriment to the school, the Superintendent shall have the power to exclude him permanently from the regular classes of the school, reporting the name of every child so excluded to the Committee on School Management for its approval.

3. The Superintendent shall have the power to open special rooms in schools or districts requiring them, in accordance with the plan recommended to the Board of Education by the Committee on Child Study (See Forty-sixth Annual Report, page 42; and Board Proceedings, June 13, 1900, page 476), such rooms to be used for the training of the following classes of children:

1. Those unable to carry regular courses of study and yet whose defects are not sufficiently grave to warrant commitment to the home for feeble-minded.

2. Doubtful cases, where it seems advisable to suspend judgment until a more thorough examination of their defects can be made.

That Mrs. Elizabeth H. Sutherland, principal of the Alice L. Barnard School, has been out on leave of absence on account of illness for the past four months, and that she is unable to return. She reports that she will be unable to return to work for some time, and arrangements must be made to fill the position.

The Superintendent, therefore, recommends the election of Miss Nina P. Scheuer, head assistant of the Earle School, who holds a principal's certificate, to the principalship of the Alice L. Barnard School.

The Superintendent further recommends that Miss Scheuer be given credit for her service as head assistant at the Earle School and that her salary be fixed at the third year of the third group, $1,400 per annum, in accordance with the following rules adopted May 2, 1900:

"Any such assistant being elected principal of a first or second group school shall receive credit for each year of service as such assistant up to the maximum of three years, but no more; that is to say, shall receive for the first year as principal not to exceed $1,500.00."

Recommendations concurred in.

The Committee on School Management recommends that the Public School Art Committee, Sons and Daughters of the American Revolution, be given permission to present to the Wells, the Farren and the Lake High Schools statuettes of George Rogers Clark, as an object lesson in patriotism to the children.

That half day sessions in the kindergartens of the Pulaski and Washington Schools be temporarily instituted, owing to illness of the teachers.

That Charlotte G. Schram, a former teacher of German, has completed one year's course at the Chicago Normal School, as required by the resolution of the Board, adopted June 25, 1902 (Page 548), and that her name be placed on the list for appointment in accordance with the rules.

That the following named former teachers in the public schools of Chicago, who hold valid certificates, be placed upon the list for appointment in accordance with the rules: Cady, Jennie L.; Rogers, Margaret I.; Treleaven, Grace.

That the following persons, who have served satisfactorily as substitutes for four months and who are recommended for election by the principals of their schools, be elected to the positions named at the salaries named, to date from February 1, 1904:

Avery, Elizabeth. South Division High, 4 years' experience in secondary school work, to third group, third year, $975.00 per annum.

Livermore, Jessie, drawing teacher. South Division High, 5 years' experience as teacher in private school, to third group, third year, $900.00 per annum.

McCracken, David E. R. T. Crane Manual Training High, 2 years' experience in Chicago elementary schools, to third group, third year, $975.00 per annum.

Shields, Helen G. Hyde Park High, 3 years' experience in Chicago elementary schools, to third group, third year, $975.00 per annum.

That, inasmuch as the falling off of the membership of the Grant School seems to have been temporary, the Secretary be instructed to take no account of such falling off in the membership for the months of February, March, April, May and June, 1903, in computing the salary of the principal of said school.

That Miss Valberg Gunderson, a teacher of 8th grade pupils in the Von Humboldt School, be elected head assistant in the Langland School, to the position which has been made vacant by the resignation of Jennie Clancy.

Recommendations concurred in.

REPORT OF PENSION COMMITTEE OF CHICAGO TEACHERS' CLUB.

(Adopted at regular meeting of Teachers' Club held Feb. 13, 1904.)

In accordance with the instructions of the Board of Directors, your pension committee submits the following report compiled from the Proceedings of the Pension Board, dated December 12, 1903:

The new pension law for public school employes, which went into effect in July, 1903, necessitated a division of the Pension Fund according to the statement of the Auditor made October 5, 1903.

Total amount of reserve fund is $131,593.93. Of this the teachers are entitled to $95,126.10, employes are entitled to $36,467.83. According to the opinion of Mr. James Maher, attorney for the Pension Board, "Pensions are to be paid only from date of application," under the present by-laws, it being a matter governed by the by-laws and not the law itself.

Hereafter the list of annuitants will be printed once a year, in June.

The number of persons remaining in and contributing to the Fund, as well as the number withdrawing, will be published in the reports. 199 teachers assigned since September, 1903, are contributors; 60 teachers assigned since September, 1903, have resigned from fund. Total number resignations since September, 1903, 167. Total number of annuitants, 205. Deductions from Teachers' Pay Rolls, September, October, November, $10,657.70. Expenditures account, annuities, $10,868.60; deficit, $210.90.

Taken from latest report received.

HELEN W. BOYDEN, Chairman.
FRANK E. TREMAIN.

MISS VON HOLLAND INJURED.

Miss Helene Von Holland, teacher of German in the Beale school, was severely injured by an electric car at 61st and Halsted streets Friday afternoon at five o'clock. She was struck on the head and received two very severe and probably fatal injuries. Miss Von Holland is at the Englewood Union Hospital. She has not recovered consciousness since her injury and little hope is given of her recovery.

A CORRECTION.

A statement in the tax article in last week's issue needs explanation. In comparing the amount of tax actually paid with the amount legally due on certain pieces of real estate mentioned, the proportion only not the actual taxes was intended as illustration, but the language conveyed a different meaning. The real estate that sold for $24.000, but which the assessors valued at $12,000, will be taxed but $120 a year for four years, where it should pay $240 a year. The $19,000 piece valued at $10,500 will pay $105 instead of $190; that is, 1 per cent of full value. The figures given last week to show the proportion were $12 and $24 in the first case and $10.50 and $19 in the second.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1902.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

CHICAGO PROBLEMS.--(II.)

The vital feature of the American public school idea is not that it is free to all, is not that the schools are supported by public taxation, is not the method of choosing or educating teachers, is not the supervision or administration, but is rather its adaptability. There are no two states that have the same system or even the same general means of accomplishing the same ends. The schools, their hours, studies, methods, means of support, supervision and administration vary greatly.

The schools are public, are for the public as it is, and not as, theoretically, it should be.

Every attempt to unify it, to idealize it, is an attempt to un-Americanize it, and by some strangely good fortune all who seek thus to wreck it by misguided zeal are men and women without appreciable influence.

In some states the school funds are raised solely by local taxation. The community pays all of its bills. In others it is divided between the local community and the state. In others it is wholly county or state support. It adapts itself all the way from the Atlantic to the Pacific.

In many states, as Dr. Schaeffer says of Pennsylvania, "law is the schoolmaster." Leaders and specialists create a sentiment with persons of influence, and by some means, by any means, secure the passage of a law, the best possible, and then by enforcing that law educate the people to its observance.

In other states, like Massachusetts, however, a mandatory law is rare, especially in educational affairs. A school law is permissive until about nine-tenths of the people observe it as a privilege, and then a compulsory law completes the work.

The old prudential districts were permissively abolished, and when but four towns refused to accept the privilege it became mandatory. Supervision was permissive until 97 per cent of the population had such supervision, and then the other 3 per cent came in by force.

The beauty and the glory of the American public school idea is that it is without uniformity, but is, rather, adaptable to all local necessities. Even in the same city some schools have two half-day sessions and others one session. In some cities entirely different text-books are provided for the same grade in different sections of the city.

It must never be forgotten that ours is a public school, that it is for the public. There have always been theorists, pure and simple, who have sought mechanical regularity and uniformity in all the schools of a city. There is a city in which one school is composed solely of Finns, not one in ten of whom knew a word of English upon entering; another is composed wholly of French Canadians, and almost equally ignorant of English; one school comes from homes of poverty, while others have children from well-to-do, highly intelligent English-speaking homes. There have been men who would make every one of these schools lock step with every other one; there are others who do the most possible for each section according to its conditions. The one man likes the mechanics, the other life; the one is seeking the beautiful angles of the crystals, the other the graces of the cells and fibers of the living organism. The roughest section of a caterpillar becomes the rarest tracery of art under a microscope, while the keenest edge ever put upon a razor looks like a stone wall under the glass.

Chicago's greatest educational problems are, first, to avoid the deception that a mechanical polish to her system is attractive, or that it can be crystallized. Second, to seek by honest adaptation the really artistic, genuine life of constructive cells, to fit her children in the schools for the great and noble organism of the most wonderful city in history.

—Journal of Education, Boston.

PROTEST FROM THE KABO CORSET COMPANY

The Kabo Corset Company, through its Chicago representative, protested against the publication in the Bulletin of Jan. 29th of the circular sent out by the Aurora Corset Workers' Union under date of Jan. 7th.

We print elsewhere in this issue a circular letter concerning the lockout of Kabo Corset Workers, sent out by the Woman's Trades Union League. The list of officers of this league, whose names appear on the communication, is sufficient guarantee that the investigation referred to in the communication and the facts alleged are fairly reported.

Mrs. Ellen M. Henrotin, president of the Chicago Woman's Club, Miss Mary McDowell of the University Settlement, and Miss Gertrude Barnum are among the officers of the League, and Miss Jane Addams is on the executive board.

MISS ANTHONY IN WASHINGTON.

Attends National Woman Suffrage Convention.

The Woman's Journal in an interesting account of the noted women gathered in Washington for the national suffrage convention has the following reference to Miss Susan B. Anthony:

"Here is Miss Anthony, as full of interest as a young woman, and in so great demand by friends and reporters that the telephone wires leading up to the committee room are kept hot with requests for her to come down to the parlor and speak to somebody. When the genial proprietor of the Shoreham and his wife invited her to visit their rooms at the top of the hotel and see the wide and beautiful view, regret was expressed that it would be necessary for her to walk up a short flight of stairs, as the elevator does not run quite to the top. A friend remarked that Miss Anthony would not mind this, as she was in the habit of running up and down stairs as lightly as a girl. 'No,' said Miss Anthony, 'I do not run up stairs any longer, because I do not think it wise; but I never *walked* upstairs till after I was eighty!'"

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ANNOUNCEMENTS.

Members of the Educational Department may secure through this office course tickets for the lectures given at the Art Institute on Mondays and Fridays at 4 p. m. at $1.00 per course.

The Monday course is on the "History of Architecture," by Mr. William A. Otis, architect.

The lectures close on March 21. There will be no lecture on Feb. 22.

The Friday course is on "Antiquities, Metals, Textiles," etc., by Mr. James William Pattison, painter, and continues until Friday, May 20.

In Fullerton Memorial Hall at 4 p. m. unless otherwise stated. Nearly all illustrated by the stereopticon or otherwise.

Fri. 19th—J. W. Pattison. Byzantine Mosaics and Art Objects.

Mon. 22d—No Lecture, Washington's Birthday.

Fri. 26th—J. W. Pattison. Tapestries and Embroideries.

Mon. 29th—Wm. A. Otis. Architecture; German and Flemish Gothic.

MARCH.

Fri. 4th—J. W. Pattison. The Three Bourbon Periods.

Mon. 7th—Wm. A. Otis. Architecture; Gothic Architecture of Spain.

Fri. 11th—J. W. Pattison. Outcome of Bourbon Decorations.

Mon. 14th—Wm. A. Otis. Architecture; Italian Gothic.

Fri. 18th—J. W. Pattison. Classicists against Colorists.

Mon. 21st—Wm. A. Otis. Architecture; Saracenic and Indian.

Fri. 25th—J. W. Pattison. David against Delacroix.

APRIL.

Fri. 1st—J. W. Pattison. Polished or Spontaneous Art.

Mr. Pattison's course upon painting continues every Friday until May 20.

MR. GRIGGS' LECTURES.

Three Lectures for 75 Cents.

There are a few course tickets to the lectures by Mr. Edward Howard Griggs left, which can be obtained on application to the office of the Federation.

Price of tickets for remaining three lectures of course, 75 cents, good in hands of members of the Educational Department only.

The next lecture will be on Feb. 20 at Steinway Hall, Jackson and Wabash avenue, and the subject is "Carlyle." Following is the outline for this lecture:

Holders of these special tickets must also present their membership cards in the Educational Department of the Federation at each of these lectures in Steinway Hall.

LECTURE IV.—CARLYLE.

Awakening of England in the nineteenth century. Fertilizing causes; the French Revolution; German literature and philosophy, Carlyle expressing both; the historian of the French Revolution; the interpreter of German thought to his countrymen.

Hard but earnest family background of Carlyle. Early struggles and ill-health. After a long and bitter battle, renouncing for conscientious reasons the ministry, his intended vocation, dedicating himself to the precarious life of an independent literary worker.

Carlyle's marriage; story of his personal life. Ten years of struggle to make a living without abdicating moral independence. Spiritual autobiography and the heart of his gospel in "Sartor Resartus." Victory and gloom coming together. Sadness of his late years.

Carlyle essentially a moral prophet. Hatred of shams and preaching the gospel of work and sincerity. His own conception of moral leadership in "Heroes and Hero Worship." His place: the hero as a man of letters.

Emerson, like Socrates, an unofficial public servant, dedicated to the life of the spirit, living in serene harmony with his own ideal. Other leaders more prominent than Emerson in public affairs, but his the most fertilizing mind America has produced hitherto.

LECTURE V.—EMERSON.

Family and world forces molding Emerson. Awakening of New England. Emerson's relation to the transcendental movement.

Slow unfolding of Emerson's genius; his greatness character, not talent. Absense of painful struggles. Finding of his mission. Works in which his positive teaching is best expressed. The great ideas to which he constantly returns.

Results of Emerson's method. Question as to his limitations. The two views of life: from within the smoke and suffering of the battle; from the serene mountain heights. Carlyle expressing the strength and weakness of the one, Emerson of the other.

LECTURE VI.—TOLSTOY.

Civilization from which Tolstoy springs. Causes of the striking contradictions in Russian life. Results of bringing a vigorous, barbaric people suddenly into contact with the most refined French culture and art.

Tolstoy Russian of the Russians in the main tendencies of his character; yet unique in his intellectual and moral conclusions. His early life; experiences in war. The same intensity which makes him a moral leader marking his period of reckless worldly living. Epoch of his great novels; autobiographical element in them all.

Crisis in Tolstoy's life. Reaction in middle age against the entire spirit and work of his previous career. Terrible moral struggle narrated in "My Confession." Tolstoy's solution; its worth and limitations. Value of his later writings in comparison with those of his great creative period. Question whether Tolstoy has found peace. His greatness as moral leader due to his desperate earnestness and uncompromising facing of life.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held in Fullerton Hall, Art Institute, March 12, 10:30 a. m.

Special order of business, election of officers for ensuing year.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 29, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

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THE DEEP LOVING CUP.

Here's to our better loving!
And here's to our loves outgrown!
Here's to the bitter whirlwind
That reaps what our seeds have sown!

Here's to the friend that loves us
Too deep for tears or word!
And here's to those that love us,
When only the sense is stirred—

Who know not the joy of giving
Is not to bicker and laugh,
Or to taste when the cup is sparkling,
Or only the beading to quaff!

Here's to the hearts that touch us
On only one shining side!
And here's to the soul's real comrade,
Whose compass is deep and wide!

And here's to the one that loves us
And shows it in acts and looks!
And here's to the one that helps us
Through silence or trust or books!

Here's to the friend that graces
His thought with golden speech!
And here's to the mute one, seeking
The words too deep to reach!

But most—to those who judge us!
Our peers who do not condemn!
Our brothers who aid us to balance—
The gods give a toast to them!

MINNIE C. CLARK.

(Miss Clark was until recently a teacher in the Hyde Park High School.)

FIGS AND THISTLES.

Greedy masters make greedy men.

God never demands the impossible.

Sacrifice is the measure of service.

True culture is simply soul growth.

No home is built with hands alone.

They who court fame never win it.

Faith does not exclude forethought.

Easy virtue is the nurse of hard vice.

It is not necessary to be irrelevant in order to be reasonable.

A man's reflections on others constitute a fair reflection of himself.

The light of success needs to be trimmed with the shears of humility.

It is no use fixing the eyes on the compass if the hand is not on the wheel.

The man who sighs for the days of the martyrs generally does it in an easy chair.

It is easier to be religious with your eloquence than it is to be eloquent with your religion.

It might endanger the existence of the cold-storage church if the spirit of fire entered there.

Some men are praying God for a big harvest, but they don't think it worth while to enlarge the barn.

Some people think that God is waiting for them to die before he can decide on the plans for heaven.

It is no use calling a man "brother" at the church door if you are not going to look on him as a brother at your own door.—The Ram's Horn.

ANNUAL CONVENTION NATIONAL SUFFRAGE ASSOCIATION.

The thirty-sixth annual convention of the National American Woman Suffrage Association, which meets in the National Rifles' Armory Hall, Washington, D. C., Feb. 11 to 17, inclusive, will be one of the most interesting ever held by this association, if one may judge from the list of prominent men and women who are among the speakers.

One afternoon and evening will be devoted to speakers from Colorado who are prominent along the various lines of activity in which they are engaged. Among them will be Hon. Alva Adams, ex-governor of Colorado; Hon. I. K. Stevens of Denver, who will tell of the results of woman suffrage after ten years' experience; Mrs. Helen Loring Grenfell of Denver, state superintendent of public instruction; Mrs. Mary C. C. Bradford, Brighton, president State Federation of Clubs; Mrs. Helen Belford, Denver, chairman Democratic Central Committee; Mrs. Ina Thompson, Denver, chairman Republican Central Committee; Mrs. Ellis Meredith, a prominent newspaper writer of Denver; Mrs. Isabella Churchill, prominent club woman of Greely; Sarah Platt Decker of the State Board of Charities and Correction, Denver; Mrs. Minerva C. Welch, Denver; Mrs. Catherine Cork, Brighton, Colo.

The other speakers will be Dr. Samuel Barrows, New York city, secretary Prison Reform Association; Anna Garlin Spencer, New York city, director National School of Philanthropy; Mrs. Maud Nathan, New York city, president National Consumers' League; Charlotte Perkins Gilman, New York city, author and lecturer; J. Ellen Foster, Washington, D. C., chairman Woman's National Republican Association; Mrs. Walter Lister of Australia, secretary Victoria National Council of Women; Mrs. Harriet Stanton Blatch, Ithaca, N. Y., daughter of Elizabeth Cady Stanton; Mrs. L. Annis Pound, Lansing, Mich.; Mrs. Evelyn H. Belden, Washington, D. C., former president Iowa Suffrage Association. Mrs. Annie L. Diggs, who has been studying industrial problems in Europe for the past two years, will arrive home in time to speak at this convention. Rev. Mary A. Safford of Des Moines, Iowa, will preach the convention sermon on Sunday in the hall.

The first evening will be occupied by the national officers, who will each make a brief address, and the president will give her annual address.

Rev. Anna H. Shaw will give the closing address on Wednesday evening.

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The Elementary School Teacher

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, FEB. 26, 1904. No. 13.

DEMOCRACY IN EDUCATION.

BY DR. JOHN DEWEY.

UNIVERSITY OF CHICAGO.

In The Elementary School Teacher, December.

AS TO THE TEACHER. *— If there is a single public-school system in the United States where there is official and constitutional provision made for submitting questions of methods of discipline and teaching, and the questions of the curriculum, text-books, etc., to the discussion and decision of those actually engaged in the work of teaching, that fact has escaped my notice. Indeed, the opposite situation is so common that it seems, as a rule, to be absolutely taken for granted as the normal and final condition of affairs. The number of persons to whom any other course has occurred as desirable, or even possible—to say nothing of necessary—is apparently very limited. But until the public school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgment upon matters of educational importance, with the assurance that this judgment will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic seems to be justified. Either we come here upon some fixed and inherent limitation of the democratic principle, or else we find in this fact an obvious discrepancy between the conduct of the school and the conduct of social life—a discrepancy so great as to demand immediate and persistent effort at reform.*

DR. JOHN DEWEY,
In The Elementary School Teacher, Dec. 1903.

Modern life means democracy, democracy means freeing intelligence for independent effectiveness—the emancipation of mind as an individual organ to do its own work. We naturally associate democracy, to be sure, with freedom of action, but freedom of action without freed capacity of thought behind it is only chaos. If external authority in action is given up, it must be because internal authority of truth, discovered and known to reason, is substituted.

How does the school stand with reference to this matter? Does the school as an accredited representative exhibit this trait of democracy as a spiritual force? Does it lead and direct the movement? Does it lag behind and work at cross-purpose? I find the fundamental need of the school to-day dependent upon its limited recognition of the principle of freedom of intelligence. This limitation appears to me to affect both of the elements of school life: teacher and pupil. As to both, the school has lagged behind the general contemporary social movement; and much that is unsatisfactory, much of conflict and of defect, comes from the discrepancy between the relatively undemocratic organization of the school, as it affects the mind of both teacher and pupil, and the growth and extension of the democratic principle in life beyond school doors.

The effort of the last two-thirds of a century has been successful in building up the machinery of a democracy of mind. It has provided the ways and means for housing and equipping intelligence. What remains is that the thought-activity of the individual, whether teacher or student, be permitted and encouraged to take working possession of this machinery: to substitute its rightful lordship for an inherited servility. In truth, our public-school system is but two-thirds of a century old. It dates, so far as such matters can be dated at all, from 1837, the year that Horace Mann became secretary of the state board of Massachusetts; and from 1843, when Henry Barnard began a similar work in Connecticut. At this time began that growing and finally successful warfare against all the

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influences, social and sectarian, which would prevent or mitigate the sway of public influence over private ecclesiastical and class interests. Between 1837 and 1850 grew up all the most characteristic features of the American public-school system; from this time date state normal schools, city training schools, county and state institutes, teachers' associations, teachers' journals, the instittuion of city superintendencies, supervisory officers, and the development of state universities as the crown of the public-school system of the commonwealth. From this time date the striving for better schoolhouses and grounds, improved text-books, adequate material equipment in maps, globes, scientific apparatus, etc. As an outcome of the forces thus set in motion, democracy has in principle, subject to relative local restrictions, developed an organized machinery of public education. But when we turn to the aim and method which this magnificent institution serves, we find that our democracy is not yet conscious of the ethical principle upon which it rests—the responsibility and freedom of mind in discovery and proof—and consequently we find confusion where there should be order, darkness where there should be light. The teacher has not the power of initiation and constructive endeavor which is necessary to the fulfilment of the function of teaching. The learner finds conditions antagonistic (or at least lacking) to the development of individual mental power and to adequate responsibility for its use.

1. *As to the teacher.*—If there is a single public-school system in the United States where there is official and constitutional provision made for submitting questions of methods of discipline and teaching, and the questions of the curriculum, text-books, etc., to the discussion and decision of those actually engaged in the work of teaching, that fact has escaped my notice. Indeed, the opposite situation is so common that it seems, as a rule, to be absolutely taken for granted as the *normal and final condition* of affairs. The number of persons to whom any other course has occurred as desirable, or even possible—to say nothing of necessary—is apparently very limited. But until the public-school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgment upon matters of educational importance, with the assurance that this judgment will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic seems to be justified. Either we come here upon some fixed and inherent limitation of the democratic principle, or else we find in this fact an obvious discrepancy between the conduct of the school and the conduct of social life—a discrepancy so great as to demand immediate and persistent effort at reform.

The more enlightened portions of the public have, indeed, become aware of one aspect of this discrepancy. Many reformers are contending against the conditions which place the direction of school affairs, including the selection of text-books, etc., in the hands of a body of men who are outside the school system itself, who have not necessarily any expert knowledge of education and who are moved by non-educational motives. Unfortunately, those who have noted this undemocratic condition of affairs, and who have striven to change it, have, as a rule, conceived of but one remedy, namely, the transfer of authority to the school superintendent. In their zeal to place the center of gravity inside the school system, in their zeal to decrease the prerogatives of a non-expert school board, and to lessen the opportunities for corruption and private pull which go with that, they have tried to remedy one of the evils of democracy by adopting the principle of autocracy. For no matter how wise, expert, or benevolent the head of the school system, the one-man principle is autocracy.

The logic of the argument goes farther, very much farther, than the reformer of this type sees. The logic which commits him to the idea that the management of the school system must be in the hands of an expert commits him also to the idea that every member of the school system, from the first-grade teacher to the principal of the high school, must have some share in the exercise of educational power. The remedy is not to have one expert dictating educational methods and subject-matter to a body of passive, recipient teachers, but the adoption of intellectual initiative, discusison, and decision throughout the entire school corps. The remedy of the partial evils of democracy, the implication of the school system in municipal politics, is in appeal to a more thoroughgoing democracy.

The dictation, in theory at least, of the subject-matter to be taught, to the teacher who is to engage in the actual work of instruction, and frequently, under the name of close supervision, the attempt to determine the methods which are to be used in teaching, mean nothing more or less than the deliberate restriction of intelligence, the imprisoning of the spirit. Every well graded system of schools in this country rejoices in a course of study. It is no uncommon thing to find methods of teaching such subjects as reading, writing, spelling, and arithmetic officially laid down; outline topics in history and geography are provided ready-made for the teacher; gems of literature are fitted to the successive ages of boys and girls. Even the domain of art, songs and methods of singing, subject-matter and technique of drawing and painting, come within the region on which an outside authority lays its sacrilegious hands.

I have stated the theory, which is also true of the practice to a certain extent and in certain places. We may thank our heavens, however, that the practice is rarely as bad as the theory would require. Superintendents and principals often encourage individuality and thoughtfulness in the invention and adoption of methods of teaching; and they wink at departures from the printed manual of study. It remains true, however, that this great advance is personal and informal. It depends upon the wisdom and tact of the individual supervisory official; he may withdraw his concession at any moment; or it may be ruthlessly thrown aside by his successor who has formed a high ideal of "system."

I know it will be said that this state of things, while an evil, is a necessary one; that without it confusion and chaos would reign; that such regulations are the inevitable accompaniments of any graded system. It is said that the average teacher is incompetent to take any part in laying out the course of study or in initiating methods of instruction or discipline. Is not this the type of argument which has been used from time immemorial, and in every department of life, against the advance of democracy? What does democracy mean save that

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the individual is to have a share in determining the conditions and the aims of his own work; and that, upon the whole, through the free and mutual harmonizing of different individuals, the work of the world is better done than when planned, arranged, and directed by a few, no matter how wise or of how good intent that few? How can we justify our belief in the democratic principle elsewhere, and then go back entirely upon it when we come to education?

Moreover, the argument proves too much. The more it is asserted that the existing corps of teachers is unfit to have voice in the settlement of important educational matters, and their unfitness to exercise intellectual initiative and to assume the responsibility for constructive work is emphasized, the more their unfitness to attempt the much more difficult and delicate task of guiding souls appears. If this body is so unfit, how can it be trusted to carry out the recommendations or the dictations of the wisest body of experts? If teachers are incapable of the intellectual responsibility which goes with the determination of the methods they are to use in teaching, how can they employ methods when dictated by others, in other than a mechanical, capricious and clumsy manner? The argument, I say, proves too much.

Moreover, if the teaching force is as inept and unintelligent and irresponsible as the argument assumes, surely the primary problem is that of their improvement. Only by sharing in some responsible task does there come a fitness to share in it. The argument that we must wait until men and women are fully ready to assume intellectual and social responsibilities would have defeated every step in the democratic direction that has ever been taken. The prevalence of methods of authority and of *external dictation* and direction tends automatically to perpetuate the very conditions of inefficiency, lack of interest, inability to assume positions of self-determination, which constitute the reasons that are depended upon to justify the regime of authority.

The system which makes no great demands upon originality, upon invention, upon the continuous expression of individuality, works automatically *to put and to keep the more incompetent teachers in the school.* It puts them there because, by a natural law of spiritual gravitation, the best minds are drawn to the places where they can work most effectively. The best minds are not especially like to be drawn where there is danger that they may have to submit to conditions which no self-respecting intelligence likes to put up with; and where their time and energy are likely to be so occupied with *details of external* conformity that they have no opportunity for free and full play of their own vigor.

I have dwelt at length upon the problem of the recognition of the intellectual and spiritual individuality of the teacher. I have but one excuse. All other reforms are conditioned upon reform in the quality and character of those who engage in the teaching profesison. The doctrine of the man behind the gun has become familiar enough, in recent discussion, in every sphere of life. Just because education is the most personal, the most intimate, of all human affairs, there, more than anywhere else, the sole ultimate reliance and final source of power are in the training, character, and intelligence of the individual. If any scheme could be devised which would draw to the calling of teaching persons of force of character, of sympathy with children, and consequent interest in the problems of teaching and of scholarship, no one need be troubled for a moment about other educational reforms, or the solution of other educational problems. But as long as a school organization which is undemocratic in principle tends to repel from all but the higher portions of the school system those of independent force, of intellectual initiative, and of invendive ability, or tends to hamper them in their work after they find their way into the schoolroom, so long all other reforms are compromised at their source and postponed indefinitely for fruition.

2. *As to the learner.*—The undemocratic suppression of the individuality of the teacher goes naturally with the improper restriction of the intelligence of the mind of the child. The mind, to be sure, is that of a child, and yet, after all, it is mind. To subject mind to an outside and ready-made material is a denial of the ideal of democracy, which roots itself ultimately in the principle of moral, self-directing individuality. Misunderstanding regarding the nature of the freedom that is demanded for the child is so common that it may be necessary to emphasize the fact that it is primarily intellectual freedom, free play of mental attitude, and operation which are sought. If individuality were simply a matter of feelings, impulses, and outward acts independent of intelligence, it would be more than a dubious matter to urge a greater degree of freedom for the child in the school. In that case much, and almost exclusive, force would attach to the objections that the principle of individuality is realized in the more exaggerated parts of Rousseau's doctrines; sentimental idealization of the child's immaturity, irrational denial of superior worth in the knowledge and mature experience of the adult, deliberate denial of the worth of the ends and instruments embodied in social organization. Deification of childish whim, unripened fancy, and arbitrary emotion is certainly a piece of pure romanticism. The would-be reformers who emphasize out of due proportion and perspective these aspects of the principle of individualism betray their own cause. But the heart of the matter lies not there. Reform of education in the direction of greater play for the individuality of the child means the securing of conditions which will give outlet, and hence direction, to a growing intelligence. It is true that this freed power of mind with reference to its own further growth cannot be obtained without a certain leeway, a certain flexibility, in the expression of even immature feelings and fancies. But it is equally true that it is not a riotous loosening of these traits which is needed, but just that kind and degree of freedom from repression which are found to be necessary to secure the full operation of intelligence.

Now, no one need doubt as to what mental activity or the freed expression of intelligence means. No one need doubt as to the conditions which are conducive to it. We do not have to fall back upon what some regard as the uncertain, distracting, and even distressing voice of psychology. Scientific methods, the methods pursued by the scientific inquirer, give us an exact and concrete exhibition of the path which intelligence takes when working most efficiently, under most favorable conditions.

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 2004.

CHICAGO PROBLEMS.—(III.)

This series of ten editorials is intended as suggestive and not instructive, as opening and not closing a discussion, as a glimpse at conditions and not a photograph. They are not written from the standpoint of a crusader, but of a comrade, and they are more in the nature of an inquiry than of a conviction.

All educational problems center in the child, the real and not a philosophical, psychological or pedagogical child, not the creature of charts or of statistics, but the genuine specimen, with the temper and disposition, the worries and frets, the sorrows and sins of chaotic humanity in the flux.

It must be ever kept in mind that while childhood is life, a true life, it always has in view the larger life, is always an aspiration for a larger boyhood or girlhood, for manhood and womanhood. For these the child thinks, purposes, and plays. The girl is always the mother of her dolls, their teacher, or nurse. The boy's broomstick is a real horse, and he is a physician, a soldier, a policeman, a preacher, a shopkeeper, or a schoolmaster.

No thought of a school, no theory concerning it or adjustment of it is worth while that does not recognize the fact that in an inappreciable short time the child will be bearing the responsibilities of home, society, and civil government, of employer or employee. Nowhere in the world does this responsibility mean so much as in Chicago, where public sentiment reforms so quickly and intensely, where children must become men to make or break the social order.

School life is either chaotic, mechanical, or inspired by some vital idea, which may be conventional, ingenious, or masterful. There is much school work that is chaotic, more that is mechanical. The little that is inspirational is more conventional in the East than in the West. Chicago could be chaotic but she could not be mechanically conventional. Her school problem is the same in kind as her other problems, that is, how to escape the danger of chaos without being wrecked in the vain attempt to be conventionally mechanical.

Chicago schools must educate her children to solve the problems of humanity under conditions where public sentiment will control, where there will be no rest until this newest of American ideals dominates the republic. Liberty without license, independence without chronic disorder, loyalty without the sacrifice of interest or of personality are indispensable to Chicago's future, and they are only possible through the right school life.—Journal of Education, Boston.

THE SCHOOL PENSION PLAN.

And now it is proposed to make the pensioning of aged, infirm and worn-out school teachers, a matter of general tax; the expense to go on the tax duplicate, just as any other tax does.

It is just. It is only fair. It is simply decent treatment—a little of the Golden Rule injected into public affairs.

When the Teachers' Association of Albany on Wednesday afternoon endorsed Senator Bailey's bill to pension teachers, it did an excellent thing.

What is the history of the average school woman who devotes her life to her profession?

She works for pitifully small wages, and she works hard. You would never envy her her situation. She must be patient, devoted, tactful, learned, energetic. Teaching school isn't confined to books. She has to study the peculiarities of children all her teaching days. She has to bear with much that is discouraging. She learns to love children, and they grow up and away from her. She is a mother to many of them, as well as a teacher. She is expected to inculcate the spirit of obedience in them; to teach them to be honest and upright and clean in body and morals. She lays the foundations of good citizenship in these young people.

And her hair gets grey, and it becomes more and more difficult to be bright and cheery, and she realizes that she is an old woman—worn out teaching school.

And then, say you, she gives up her position and lives out the rest of her days on her savings.

Not once in a hundred times. She has to live, to dress becomingly, to board in a respectable neighborhood; and you have to pay money for that very respectability. She has to buy books, and she does purchase things for the pupils time and time again, because it is in her great heart to fill a need that can be filled in no other way.

She is paid $400, perhaps $600 or $700 a year, in favored instances more. It is all that she can do to make both ends meet. Sickness—don't speak of it! A school teacher can't afford to be sick.

That isn't a pleasant picture. It is a true one. The school teacher that you know will tell you so.

And so, as a simple matter of justice, as one step toward the complete recognition of the real worth of the school teacher, the pension fund should be supported by taxation, and the pensions should be generous.

It is a part of the expenses of our educational system and should be recognized as such.—Troy Press.

THE SALARY SUIT.

As the case on trial before Judge Dunne this week was not finished on Wednesday the teachers' case could not be begun on that day, nor on Thursday. It is announced as we go to press that the pending case will be disposed of by Thursday noon and the teachers' case will begin immediately on its close.

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ANNOUNCEMENTS.

Members of the Educational Department may secure through this office course tickets for the lectures given at the Art Institute on Mondays and Fridays at 4 p. m. at $1.00 per course.

The Monday course is on the "History of Architecture," by Mr. William A. Otis, architect.

The lectures close on March 21. There will be no lecture on Feb. 22.

The Friday course is on "Antiquities, Metals, Textiles," etc., by Mr. James William Pattison, painter, and continues until Friday, May 20.

In Fullerton Memorial Hall at 4 p. m. unless otherwise stated. Nearly all illustrated by the stereopticon or otherwise.

Fri. 26th—J. W. Pattison. Tapestries and Embroideries.

Mon. 29th—Wm. A. Otis. Architecture; German and Flemish Gothic.

MR. GRIGGS' LECTURES.

The next lecture will be on aMrch 5 at Steinway Hall, Jackson and Wabash avenue, and the subject is "Emerson."

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held in Fullerton Hall, Art Institute, March 12, 10:30 a. m.

Special order of business, election of officers for ensuing year.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 29, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

IN MEMORIAM.

Miss Sarah Zarley, who died January 23, was a teacher in the Darwin School and began her career as a teacher in Joliet, where she taught for some years before coming to Chicago in 1897. She was appointed to the Darwin School in the spring of that year and taught there until within the week before her death. For some time she had charge of music in the sixth and seventh grades. Her exceptional talent in music and her happy manner with children made her work very successful.

Possessed of a magnetic personality Miss Zarley easily won friends while her reserve held the wealth of a deep nature for those who were near her in a love and friendship, the memory of which is precious. Hers was a rare character. Her body was too frail for a mind whose power and grasp might have made her a leader in a broader life; but fate did not point for her the broader way. Like a stream which flows between the rocks, the channel of her life was deeply cut, its volume concentrated and its power undispersed.

Her life was short, but such a soul carries its own assurance of immortality. Not only in the greater world, of which faith speaks, does she live, but in every life upon which her unselfish devotion was spent and in every soul which her nobility has uplifted.

DEMOCRACY IN EDUCATION.

(Continued from page 3.)

What is primarily required for that direct inquiry which constitutes the essence of science is first-hand experience; an active and vital participation through the medium of all the bodily organs with the means and materials of building up first-hand experience. Contrast this first and most fundamental of all the demands for an effective use of mind with what we find in so many of our elementary and high schools. There first-hand experience is at a discount; in its stead are summaries and formulas of the results of other people. Only very recently has any positive provision been made within the schoolroom for any of the modes of activity and for any of the equipment and arrangement which permit and require the extension of original experiences on the part of the child. The school has literally been dressed out with hand-me-down garments—with intellectual suits which other people have worn.

Secondly, in that freed activity of mind which we term "science" there is always a certain problem which focusses effort, which controls the collecting of facts that bear upon the question, the use of observation to get further data, the employing of memory to supply relevant facts, the calling into play of imagination, to yield fertile suggestion and construct possible solutions of the difficulty.

Turning to the school, we find too largely no counterpart to this mental activity. Just because a second-handed material has been supplied wholesale and retail, but anyway ready-made, the tendency is to reduce the activity of mind to a docile or passive taking in of the material presented—in short, to memorizing, with simply incidental use of judgment and of active research. As is frequently stated, acquiring takes the place of inquiring. It is hardly an exaggeration to say that the sort of mind-activity which is encouraged in the school is a survival from the days in which science had not made much headway; when education was mainly concerned with learning, that is to say, the preservation and handing down of the acquisitions of the past. It is true that more and more appeal is made every day in schools to judgment, reasoning, personal efficiency, and the calling up of personal, as distinct from merely book, experiences. But we have not yet got to the point of reversing the total method. The burden and the stress still fall upon learning in the sense of becoming possessed of the second-hand and ready-made material referred to. As Mrs. Young has recently said, the prevailing ideal is a perfect recitation, an exhibition without mistake, of a lesson learned. Until the emphasis changes to the conditions which make it necessary for the child to take an active share in the personal building up of his own problems and to participate in methods of solving them (even at the expense of experimentation and error), mind is not really freed.

In our schools we have freed individuality in many modes of outer expression without freeing inteligence, which is the vital spring and guarantee of all of these expressions. Consequently we give opportunity to the unconverted to point the finger of scorn, and to clamor for a return to the good old days when the teacher, the representative of social and moral authority, was securely seated in the high places of the school. But the remedy here,

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as in other phases of our social democracy, is not to turn back, but to go farther—to carry the evolution of the school to a point where it becomes a place for getting and testing experience, as real and adequate to the child upon his existing level as all the resources of laboratory and library afford to the scientific man upon his level. What is needed is not any radical revolution, but rather an organization of agencies already found in the schools. It is hardly too much to say that not a single subject or instrumentality is required which is not already found in many schools of the country. All that is required is to gather these materials and forces together and unify their operation. Too often they are used for a multitude of diverse and often conflicting aims. If a single purpose is provided, that of freeing the processes of mental growth, these agencies will at once fall into their proper classes and reinforce each other.

A catalogue of the agencies already available would include at least all of the following: Taking the child out of doors, widening and organizing his experience with reference to the world in which he lives; nature study when pursued as a vital observation of forces working under their natural conditions, plants and animals growing in their own homes, instead of mere discussion of dead specimens. We have also school gardens, the introduction of elementary agriculture, and more especially of horticulture—a movement that is already making great headway in many of the western states. We have also means for the sake of studying physiographic conditions, such as may be found by rivers, ponds or lakes, beaches, quarries, gulleys, hills, etc.

As similar agencies within the school walls, we find a very great variety of instruments for constructive work, or, as it is frequently, but somewhat unfortunately, termed, "manual training." Under this head come cooking, which can be begun in its simpler form in the kindergarten; sewing, and what is of even greater educational value, weaving, including designing and the construction of simple apparatus for carrying on various processes of spinning, etc. Then there are also the various forms of tool-work directed upon cardboard, wood, and iron; in addition there are clay-modeling and a variety of ways of manipulating plastic material to gain power and larger experience.

Such matters pass readily over into the simpler forms of scientific experimentation. Every schoolroom from the lowest primary grade up should be supplied with gas, water, certain chemical substances and reagents. To experiment in the sense of trying things or to see what will happen is the most natural business of the child; it is, indeed, his chief concern. It is one which the school has largely either ignored or actually suppressed, so that it has been forced to find outlet in mischief or even in actually destructive ways. This tendency could find outlet in the construction of simple apparatus and the making of simple tests, leading constantly into more and more controlled experimentation, with greater insistence upon definiteness of intellectual result and control of logical process.

Add to these three typical modes of active experimenting, various forms of art expression, beginning with music, clay-modeling, and story-telling as foundation elements, and passing on to drawing, painting, designing in various mediums, we have a range of forces and materials which connect at every point with the child's natural needs and powers, and which supply the requisites for building up his experience upon all sides. As fast as these various agencies find their way into the schools, the center of gravity shifts, the regime changes from one of subjection of mind to an external and ready-made material, into the activity of mind directed upon the control of the subject-matter and thereby its own upbuilding.

Politically we have found that this country could not endure half free and half slave. We shall find equally great difficulty in encouraging freedom, independence, and initiative in every sphere of social life, while perpetuating in the school dependence upon external authority. The forces of social life are already encroaching upon the school institutions which we have inherited from the past, so that many of its main stays are crumbling. Unless the outcome is to be chaotic, we must take hold of the organic, positive principle involved in democracy, and put that in entire possesison of the spirit and work of the school.

In education meet the three most powerful motives of human activity. Here are found sympathy and affection, the going out of the emotions to the most appealing and the most rewarding object of love—a little child. Here is found also the flowering of the social and institutional motive, interest in the welfare of society and in its progress and reform by the surest and shortest means. Here, too, is found the intellectual and scientific motive, the interest in knowledge, in scholarship, in truth for its own sake, unhampered and unmixed with any alien ideal. Copartnership of these three motives—of affection, of social growth, and of scientific inquiry—must prove as nearly irresistible as anything human when they are once united. And, above all else, recognition of the spiritual basis of democracy, the efficacy and responsibility of freed intelligence, is necessary to secure this union.

BETTER SALARIES FOR TEACHERS.

The 3,800 school teachers of Philadelphia have reached the successful climax of their brief and spirited campaign for higher salaries. A substantial increase has been made all along the line from high school to kindergarten, not omitting the janitors of school buildings, who, it appears, get an additional ten per cent. While the new schedule just passed by the Philadelphia Councils places the nomination of Philadelphia teachers on a considerably higher plane than before, it is to be noted that it is still behind the standard of wages awarded in Boston and other cities. But the prompt and cordial response of the Councils, impelled by public sentiment, may be looked on as an indication that better things are in store for the teachers in Philadelphia public schools whenever they shall arise in their might and demand adequate pecuniary recognition for good work done.

LOANS TO TEACHERS
By a Teacher
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Chicago Teachers' Federation

Bulletin

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THE TEACHERS' SALARY SUIT.

Margaret A. Haley.

The salary suit of the teachers, now on hearing before Judge Dunne, is nearing its close as this report goes to print (Wednesday evening), both sides have presented practically all of their evidence and to-morrow the arguments of the attorneys will begin. The hearing begun Friday, Feb. 26, was continued Tuesday, March 1, and again to-day. The teachers are represented by Mr. I. T. Greenacre and Mr. E. S. Smith of Springfield, the two attorneys who fought and won the tax suit of the teachers, and Mr. Clarence S. Darrow. The board of education has the firm of Herrick, Allen, Martin & Boyeson, besides the regolar attorneys for the board, Mr. James Maher and his assistant, Mr. Angus Shannon. Mr. John C. Richburg represents the city treasurer.

At this stage of the proceedings an extended report or any discussion of the case is out of the question for publication in the Bulletin, but a full report will be made at the next meeting of the Federation.

Four witnesses were on the stand to-day—the mayor, the president and secretary of the board of education and a member of the Federation's tax-investigating committee.

One of the questions at issue, and the one with which the testimony of the first three witnesses named was concerned, is the appropriation by the city council of the funds for school purposes in 1900. In the council proceedings of that year the report of the ordinance appropriating and also that of the ordinance levying the funds for school purposes contains a foot note stating that a sufficient amount of the money so appropriated and levied shall be used in restoring the salaries of the experienced teachers for the year 1900.

The claim is made by the attorneys for the teachers that the council having appropriated money for a specific purpose, the board of education is bound to use it for that purpose. The board's attorneys deny the right of the council to specify how any portion of the educational fund shall be used by the board. This point will undoubtedly be settled by this suit.

Another point in controversy is the right of the board to cut salaries during the school year, as was done in 1900. The claim of the board of education is that the teachers accept their election in June with the knowledge that the board's fiscal year begins in January, and that at the beginning of the fiscal year or soon after it is its custom to fix salaries. The attorneys for the teachers hold that if this is admitted, that is if the board has the right to cut at all in the middle of the year, it can cut down to any figure, and that would be an unreasonable construction of the law of contract.

The fact that the teachers through their own diligence secured the delinquent taxes owed by the corporations is made a basis for the claim by the teachers' attorneys that the teachers have an equity in this $249,000 of back tax so secured by them, under the provision of law giving preference to "delinquent creditors."

An amusing incident occurred when the teachers' attorney sought to introduce the testimony of one of the Federation's tax committee to prove the teachers' diligence. The Board's attorney laughingly remarked that the teachers didn't need any testimony to prove their diligence, the presence of their three attorneys in court was proof enough of that. The testimony was admitted, however.

In presenting the answer to the teachers' petition a portion of the rules adopted by the Board of Education in 1891 is quoted which reads that the Board may discharge any teacher with or without cause. As the Civil Service clause of the present pension law provides for a hearing on charges before dismissal, another interesting question may be adjudicated in this case.

PSYCHOLOGY AND THE TEACHING ART.

By William James.

(Preface to "Talks on Psychology.")

In the general activity and uprising of ideal interests which every one with an eye for fact can discern all about us in American life, there is perhaps no more promising feature than the fermentation which for a dozen years or more has been going on among the teachers. In whatever sphere of education their functions may lie, there is to be seen among them a really inspiring amount of searching of the heart about the highest concerns of their profession. The teachers of this country, one may say, have its future in their hands. The earnestness which they at present show in striving to enlighten and strengthen themselves is an index of the nation's possibilities of advance in all ideal directions. The outward organization of education which we have in our United States is perhaps,

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on the whole, the best organization that exists in any country. The state school systems give a diversity and flexibility, an opportunity for experiment and keenness of competition nowhere else to be found on such an important scale.

Having so favorable an organization, all we need is to impregnate it with geniuses to get superior men and women working more and more abundantly in it and for it and at it, and in a generation or two America may well lead the education of the world. I must say that I look forward with no little confidence to the day when that shall be an accomplished fact.

No one has profited more by the fermentation of which I speak, in pedagogical circles, than we psychologists. The desire of the school teachers for a completer professional training and their aspiration toward the "professional" spirit in their work have led them more and more to turn to us for light on fundamental principles. And in these few hours which we are to spend together you look to me, I am sure, for information concerning the mind's operations which may enable you to labor more easily and effectively in the several schoolrooms over which you preside.

Far be it from me to disclaim for psychology all title to such hopes. Psychology ought certainly to give the teacher radical help. And yet I confess that, acquainted as I am with the height of some of your expectations, I feel a little anxious lest, at the end of these simple talks of mine, not a few of you may experience some disappointment at the net results. In other words, I am not sure that you may not be indulging fancies that are just a shade exaggerated. That would not be altogether astonishing, for we have been having something like a "boom" in psychology in this country. Laboratories and professorships have been founded and reviews established. The air has been full of rumors. The editors of educational journals and the arrangers of conventions have had to show themselves enterprising and on a level with the novelties of the day. Some of the professors have not been unwilling to co-operate, and I am not sure even that the publishers have been entirely inert. "The new phychology" has thus become a term to conjure up portentous ideals withal; and you teachers, docile and receptive and aspiring as many of you are, have been plunged in an atmosphere of vague talk about our science, which to a great extent has been more mystifying than enlightening. Altogether it does seem as if there were a certain fatality of mystification laid upon the teachers of our day. The matter of their profession, compact enough in itself, has to be frothed up for them in journals and institutes till its outlines often threaten to be lost in a kind of vast uncertainty. Where the disciples are not independent and critical minded enough (and I think that, if you teachers in the earlier grades have any defect—the slightest touch of a defect in the world—it is that you are a mite too docile), we are pretty sure to miss accuracy and balance and measure in those who get a license to lay down the law to them from above.

As regards this subject of psychology, now, I wish at the very threshold to do what I can to dispel the mystification. So I say at once that in my humble opinion there *is* no "new psychology" worthy of the name. There is nothing but the old psychology which began in Locke's time, plus a little psychology of the brain and senses and theory of evolution and a few refinements of introspective detail, for the most part without adaptation to the teacher's use. It is only the fundamental conceptions of psychology which are of real value to the teacher; and they, apart from the aforesaid theory of evolution, are very far from being new. I trust that you will see better what I mean by this at the end of all these talks.

I say moreover that you make a great, a very great, mistake if you think that psychology, being the science of the mind's laws, is something from which you can deduce definite programs and schemes and methods of instruction for immediate schoolroom use. Psychology is a science, and teaching is an art; and sciences never generate arts directly out of themselves. An intermediary inventive mind must make the application by using its originality.

The science of logic never made a man reason rightly, and the science of ethics (if there be such a thing) never made a man behave rightly. The most such sciences can do is to help us to catch ourselves up and check ourselves, if we start to reason or behave wrongly; and to criticise ourselves more articulately after we have made mistakes. A science only lays down lines within which the rules of the art must fall, laws which the follower of the art must not transgress; but what particular thing he shall positively do within these lines is left exclusively to his own genius. One genius will do his work well and succeed in one way, while another succeeds as well quite differently; yet neither will transgress the lines.

The art of teaching grew up in the schoolroom out of the inventiveness and sympathetic concrete observation. Even where (as in the case of Herbart) the advancer of the art was also a psychologist, the pedagogics and the psychology ran side by side and the former was not derived in any sense from the latter. The two were congruent, but neither was subordinate. And so everywhere the teaching must *agree* with the psychology, but need not necessarily be the only kind of teaching that would so agree; for many divers methods of teaching may equally well agree with psychological laws.

To know psychology, therefore, is absolutely no guaranty that we shall be good teachers. To advance to that result we must have an additional endowment altogether, a happy tact and ingenuity to tell us what definite things to say and do when the pupil is before us. That ingenuity in meeting and pursuing the pupil, that tact for the concrete situation, though they are the alpha and omega of the teacher's art, are things to which psychology cannot help us in the least.

The science of psychology and whatever science of general pedagogics may be based on it are in fact much like the science of war. Nothing is simpler or more definite than the principles of either. In war all you have to do is to work your enemy into a position from which the natural obstacles prevent him from escaping if he tries to; then to fall on him in numbers superior to his own, at a moment when you have led him to think you far away; and so, with a minimum of exposure of your own troops, to hack his force to pieces and take the remainder prisoners. Just so, in teaching, you must simply

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work your pupil into such a state of interest in what you are going to teach him that every other object of attention is banished from his mind; then reveal it to him so impressively that he will remember the occasion to his dying day; and finally fill him with devouring curiosity to know what the next steps in connection with the subject are. The principles being so plain, there would be nothing but victories for the masters of the science, either on the battlefield or in the schoolroom, if they did not both have to make their application to an incalculable quantity in the shape of the mind of their opponent. The mind is your own enemy, the pupil is working away from you as keenly and eagerly as is the mind of the commander on the other side from the scientific general. Just what the respective enemies want and think, and what they know and do not know are as hard things for the teacher as for the general to find out. Divination and perception, not psychological pedagogics or theoretic strategy, are the only helpers here.

But if the use of psychological principles thus be negative rather than positive, it does not follow that it may not be a great use, all the same. It certainly narrows the path for experiments and trials. We know in advance if we are psychologists that certain methods will be wrong, so our psychology saves us from mistakes. It makes us, moreover, more clear as to what we are about. We gain confidence in respect to any method which we are using as soon as we believe that it has theory as well as practice at its back. Most of all, it fructifies our independence and it reanimates our interest to see our subject at two different angles—to get a stereoscopic view, so to speak, of the youthful organism who is our enemy, and, while handling him with all our concrete tact and divination, to be able, at the same time, to represent to ourselves the curious inner elements of his mental machine. Such a complete knowledge as this of the pupil, at once intuitive and analytic, is surely the knowledge at which every teacher ought to aim.

Fortunately for you teachers, the elements of the mental machine can be clearly apprehended and their workings easily grasped. And, as the most general elements and workings are just those parts of psychology which the teacher finds most directly useful, it follows that the amount of this science which is necessary to all teachers need not be very great. Those who find themselves loving the subject may go as far as they please and become possibly none the worse teachers for the fact, even though in some of them one might apprehend a little loss of balance from the tendency observable in all of us to overemphasize certain special parts of a subject when we are studying it intensely and abstractly. But for the great majority of you a general view is enough, provided it be a true one; and such a general view, one may say, might almost be written on the palm of one's hand.

Least of all need you, merely *as teachers*, deem it part of your duty to become contributors to psychological science or to make psychological observations in a methodical or responsible manner. I fear that some of the enthusiasts for child study have thrown a certain burden on you in this way. By all means, let child study go on—it is refreshing all our sense of the child's life. There are teachers who take a spontaneous delight in filling syllabuses, inscribing observations, compiling statistics and computing the per cent. Child study will certainly enrich their lives. And if its results, as treated statistically, would seem on the whole to have but trifling value, yet the anecdotes and observations of which it in part consists do certainly acquaint us more intimately with our pupils. Our eyes and ears grow quickened to discern in the child before us processes similar to those we have read of as noted in the children—processes of which we might otherwise have remained inobservant. But, for heaven's sake, let the rank and file of teachers be passive readers, if they so prefer, and feel free not to contribute to the accumulation. Let not the prosecution of it be preached as an imperative duty or imposed by regulation on those to whom it proves an exterminating bore or who in any way whatever miss in themselves the appropriate vocation for it. I cannot too strongly agree with my colleague, Professor Munsterberg, when he says that the teacher's attitude toward the child, being concrete and ethical, is positively opposed to the psychological observer's, which is abstract and analytic. Although some of us may conjoin the attitudes successfully, in most of us they must conflict.

The worst thing that can happen to a good teacher is to get a bad conscience about her profession because she feels herself hopeless as a psychologist. Our teachers are overworked already. Every one who adds a jot or tittle of unnecessary weight to their burden is a foe of education. A bad conscience increases the weight of every other burden; yet I know that child study and other pieces of psychology as well, have been productive of bad conscience in many a really innocent pedagogic breast. I should indeed be glad if this passing word from me might tend to dispel such a bad conscience, if any of you have it; for it is certainly one of those fruits of more or less systematic mystification of which I have already complained. The best teacher may be the poorest contributor of child study material, and the best contributor may be the poorest teacher. No fact is more palpable than this.

So much for what seems the most reasonable general attitude of the teacher toward the subject which is to occupy our attention.

BROOKLYN TEACHERS MAY MARRY.

A decision has been handed down by the court of appeals in favor of a Brooklyn teacher who had a suit against the superintendent of schools for refusing to permit her to remain in school after marrying, a rule of the board of education in forbidding the women teachers of Brooklyn to marry.

The court held that the charter of Greater New York provides for a trial on charges before dismissal and specifically states the causes for which a teacher can be discharged. The causes specified are inefficiency, insubordination and immorality, and the court holds that marriage, not being included among these charges, the board cannot make a rule contrary to the charter of the city.

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CHICAGO TEACHERS' FEDERATION BULLETIN

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

CHICAGO PROBLEMS.—(IV.)

Few conditions are so inexplicable as the blind faith of the public in the schools. There is nothing too good to say of them, no support is too large when an appeal is taken directly to the people, and yet all care for them is left to whoever has the official or professional responsibility. This would be thought to be less probable in Chicago than in the older sections of the country, but it is none the less complete than elsewhere.

Despite the apparent independence of the school people and the public, there is always a great underlying social or philosophic force controlling both alike. This intangible influence was until within the past quarter of a century what may be designated as aristocracy of brains. All educational ideals were based on this.

The survival of the fittest is supposed to be a modern notion of Huxley and Darwin, whereas it was the school idea of the Eastern states for a hundred years before these men announced the theory of evolution. The bright children with talent and scholastic industry were, to all intents and purposes, the school. It was no uncommon thing to have more than a third of a class kept back, and only the brilliant need expect to complete the course. There are many academies and small colleges that have died or are dying a lingering death because of the worship of a Harrison or a Hayes who graduated there. Chicago has known little of this experience.

This was followed about thirty years ago by an idea that the school was for the majority. The absurd notion of the average child became dominant, and the bright child as well as the dull was sacrificed to the middle class that was neither. This was suddenly and very generally accepted as the correct thing, until at length we established a special room in many buildings to pick up the extra bright and extra dull and adjust them to some class with whose average they were nearly agreed. Neither this nor the aristocracy of brains was ever agreeable to the public sentiment of Chicago. She simply kept going, doing good work, but with a mental reservation and a quiet protest.

It was this unrest that led her to be among the first to magnify special teachers. She put in drawing and music with the world's best in charge. When Boston made life unbearable for Colonel Parker, with his genius and progressive instinct, Chicago welcomed him with the ardor of a newfound love; when St. Louis failed to see the talent of Josephine Locke, Chicago placed her upon the throne; when New York shrugged her shoulders at a brilliant English musician, Chicago went wild over Mr. Tomlin's musical leadership. Here manual training was early accepted, and Ella F. Young and Mr. Spear found freedom for their genius.

All this was not accidental, but resulted from a new ideal in social and philosophical life. Every child is entitled to that which is best for him, and the idea of sacrificing any child to the average child met its Waterloo in Chicago. Not that each child can demand everything that he desires, but every class of children and every caste of mind has rights which are sacred.

Ten years ago Chicago was as ideal a city in its advanced educational notions as was to be found on the continent. The work was not even, as it would have been on a mechanical basis; results were not uniformly accurate, as they would have been on the average child theory; the teachers were not as uniformly scholastic or cultivated as they would have been under a reign of aristocracy of brains, but there was an inspiration, an awakening, an independence and zeal not then discernible in any other city.

The children educated in this atmosphere of Chicago from 1880 to 1895 are the men and women who are teaching there to-day, who are broad in their sympathies, who dare undertake heroic things in municipal, industrial and social life. Nowhere else in America has the effect of fifteen years of local educational life been so easily traced in the general spirit of a city. This is due to the schools, because they fitted the general public sentiment. Boston was at the same time educating her boys and girls to conserve her traditions.

Chicago, more than ever, is the one city where aristocracy, even of brains, will not be tolerated, where neither the genius nor the dullard can be sacrificed to the average man or woman, where no tradition is sacred when it bears unjustly upon the people, where no minority can trample upon the majority because it is better than the majority, and where no majority can wrest their rights from a minority.

Chicago's future is in her schools. If she educates the children for the next ten years to meet the highest and most progressive social ideals of any city on the American continent, then in a quarter of a century she will be the noblest of cities.

WOMEN IN EDUCATIONAL AFFAIRS.

Mrs. Helen Loring Grenfell, who is now serving her third term as superintendent of public instruction in Colorado, has recently been in Washington attending the National Woman Suffrage Convention. She claims that woman suffrage has resulted in greatly benefiting the educational system in Colorado. More money is spent per capita upon the education of the children in Colorado than in any other state. The schools are entirely out of politics, no school director is ever elected or teacher hired on account of his or her political affiliations.

In thirty-three counties of Colorado women are county superintendents and most of them in counties with the largest population. The men and women teachers receive equal pay for the same grade work and women are eligible to any and all posi-

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tions. All their state institutions, including their state university, have women on the faculty.

If there was nothing more to be gained than the receiving of equal pay for equal work, it would be sufficient reason for every woman demanding the ballot.

In Wyoming almost the first law that was passed after women were enfranchised was one giving all women in governmental employ equal pay with men for the same work, including public school teachers.

ANNOUNCEMENTS.

Members of the Educational Department may secure through this office course tickets for the lectures given at the Art Institute on Mondays and Fridays at 4 p. m. at $1.00 per course.

The Monday course is on the "History of Architecture," by Mr. William A. Otis, architect.

The lectures close on March 21.

The Friday course is on "Antiquities, Metals, Textiles," etc., by Mr. James William Pattison, painter, and continues until Friday, May 20.

In Fullerton Memorial Hall at 4 p. m. unless otherwise stated. Nearly all illustrated by the stereopticon or otherwise.

MR. GRIGGS' LECTURES.

The next lecture will be on March 5 at Steinway Hall, Jackson and Wabash avenue, and the subject is "Emerson."

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held in Fullerton Hall, Art Institute, March 12, 10:30 a. m.

Special order of business, election of officers for ensuing year.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, March 14, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

The Chicago Teachers' Club will give a luncheon on Saturday, March 12, at the Chicago Business Women's club. Plates may be obtained by addressing the president. Price 35 cents. Admission to non-members, 15 cents.

The program will consist of an address by Mr. Wm. L. Tomlins, a piano solo by Miss Esther Collins and a vocal solo by Miss Mary R. James.

Mary E. Reynolds, Pres.
401 W. 64th st.
E. A. Hayward, Cor. Sec.

BOARD OF EDUCATION.

Wednesday, March 2, 1904.

The Committee on School Management presented the following reports:

That the Superintendent of schools be granted authority to hold examination on Friday and Saturday, April 8 and 9, 1904, of candidates for certificates to teach in the elementary schools as follows: Teachers in Kindergartens. Teachers of Manual Training.

That the medical examiners have conducted physical examinations of candidates for certificates, as well as of persons entering the Normal school and graduating from the Normal school, in accordance with the following schedule which covers all examinations subsequent to those for which payment was made at date of the last payment by the Board, October 7, 1903:

Dr. Josephine Young, 65 examinations.
Dr. Anna Dwyer, 18 examinations.
Dr. James W. Walker, 20 examinations.
Dr. Stella M. Gardner, 1 examination.

The Committee recommends that warrants be drawn in favor of the persons above named in payment for their services at the rate of one dollar for each examination made, as indicated.

That the new school at Eberly and North Cullom avenues, which is about ready for occupancy, be opened and that same be made a branch of the Irving Park school; and that the Superintendent be authorized to make the necessary transfers of teachers and pupils from other branches of the Irving Park school which are to be replaced by the new building.

That a request has been made, through Mrs. Elia W. Peattie and Mr. W. R. Clements, by the patrons and residents of the Myra Bradwell school district for permission to place a bronze memorial tablet in the assembly hall of the Bradwell school, in memory of Miss Irene Fort and Miss Carrie Sayer, the former a principal and the latter a teacher in that school, who lost their lives in the Iroquois theater fire; and recommends that the request be granted.

That it is in receipt of a request from the teachers in the Beale school be granted permission to take up a contribution from the principals and teachers in the public schools for the benefit of Miss Helen von Holland, a teacher in the Beale school, who has been seriously injured.

The following is the appeal:

"To the Principals and Teachers of the Chicago Public Schools.

"Miss Helen von Holland of the Beale school, a teacher of twenty years' service, has met with a serious accident. She is in a city hospital, where she may be confined for months and her case demands special care. Miss von Holland was one of the teachers of German who spent last year in the Normal school, preparing for the regular grade work. During that period she had no income whatever. She has always been identified with active charity, giving generously of her strength and means. Her associates who know her financial resources, appeal to you for a contribution of not more than twenty-five cents.

"It is suggested that the money collected in each school be sent by check or money order to Supt. W. C. Dodge.

Respectfully,
"The Teachers of the Beale School.
"Per EVA B. CROWE,
"JENNIE A. O'REILLY,
"ELSIE J. FRENCH."

The Committee recommends that the request be granted.

That Charlotte G. Schram, a former German teacher who graduated from the Chicago Normal school, be granted a partial certificate to teach in the elementary schools, date of February 17, 1904.

That the Superintendent of schools has granted leaves of absence, for the purposes of study until June 25, 1904, to the following named teachers, in accordance with the rules, and recommends concurrence in his action:

Louise S. Lull, Hammond school.
Leonora E. Pease, Langland school.
Welthy Stephen, Raster school.
Marget von Kampts, Doolittle school.

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Mary Waters, Emmet school.

That the salary of Mrs. Cherrill H. Wells, a teacher in the Department of Household Arts, be fixed at the third year of the salary schedule for second group of teachers of Household Arts, $850, to date from February 29, 1904, on account of previous experience of one year and four months as elementary teacher and two years' work in the Household Arts Department.

That the following named former teachers in the public schools, who hold valid certificates, be placed on the list for appointment in accordance with the rules: Julia A. Lait, Mary E. Ryan.

That it is in receipt of the following report from the Superintendent of schools, and recommends concurrence therein:

The Superintendent of schools respectfully reports that he has placed on the unassigned list, in accordance with the rules, the names of the following teachers:

Margaret C. Brookhouse, Franklin school, Jan. 4, 1904.
Mabel H. Christie, Alcott school, Feb. 1, 1904.
Marguerite E. Gallagher, Hawthorne school, Jan. 25, 1904.
Alice M. Conlong Gayman, Beale school, Sept. 7, 1903.
Fannie Goodman, LaSalle school, Feb. 1, 1904.
Cora A. Hough, Libby school, Jan. 18, 1904.
Jessica C. Ingalls, King school, Feb. 1, 1904.
Florence Mateer, Madison school, Feb. 20, 1904.
Grace Seymour, Norwood Park school, Feb. 9, 1904.
Daisy E. Taylor, Schley school, Feb. 16, 1904.
Pauline J. White, Jirka school, Jan. 4, 1904.
Marion Wingard Wold, Talcott school, Jan. 11, 1904.

That the Superintendent has made assignments and transfers of elementary teachers according to the attached list, and recommends concurrenec in his action.

ASSIGNMENTS OF ELEMENTARY TEACHERS.

Adeline E. Bendix, Darwin school.
Othelia R. Cary, Foster school.
Anna L. Cronin, Burns school.
Charlotte M. Debes, Goodrich school.
Alice M. Farrell, Agassiz school.
Fannie Frank, Brown school.
Annie L. Hoover, Nash school.
Elizabeth S. Peterson, Nixon school.
Mary A. Purck, Ravenswood school.
Lulu Quinlan, Nash school.
Eleanor Reese, Normal Practice school.
Nellie E. Richardson, Washburne school.
Ethel M. Shader, Ryerson school.

TRANSFER OF ELEMENTARY TEACHERS.

Ella Aldrich, from Barnard school to Earle school.
Nellie Carpenter, from Graham school to Shields school.
Mary Dooley, from Greenwood Avenue school to Healy school.
Theresa M. Exselsen, from Agassiz school to Yale Practice school.
Mary Hunnemann, from Froebel school to Jirka school.
Veronica Leonard, from Park Manor school to West Pullman school.
Veronica Leonard, from West Pullman school to Lewis-Champlin school.
Charles E. Marks, from Yale Practice school to Pullman school.
Alice Morrison, from Burnside school to Libby school.
Mary O'Neill, from Kershaw school to Libby school.
Mary A. Powers, from Harrison school to Fulton school.
Ethel Shader, from Ryerson school to Bryant school.

That the Superintendent has made assignments and transfers of Kindergarten teachers according to the attached list, and recommends concurrence in his action.

ASSIGNMENT OF KINDERGARTEN TEACHERS.

Julia L. McIlvaine, Moos and Von Humboldt school, Feb. 4, 1904.

TRANSFERS OF KINDERGARTEN TEACHERS.

Maud Bard, from Madison school to Ellis Avenue and Madison.
Alice Bensen, from Ellis Avenue school to Ellis Avenue and Madison.
Netta Coulter, from Burroughs school to Burrough and Greene.
Lucine Finch, from Pullman school to Farren.
Lucine Finch, from Farren school to Mann.
Lucy Frink, from Mann school to Medill.
Elizabeth R. Gore, from Bradwell school to Bradwell and Parkside.
Kathryn Isaacs, from Hancock and Greene school to Hancock and Keith.
Amy S. Jackson, from Pullman school to Pullman and Burnside.
Grace Levin, from Ellis Avenue school to Scanlan.
Ida A. Linden, from Parkside school to Brighton.
Harriet Lovejoy, from Pulaski school to Pulaski and Washington.
Thora Lund, from Burroughs school to Burroughs and Greene.
Kathryn McDermott, from Keith school to Haven and Moseley.
Addie O'Brien, from Pulaski school to Pulaski and Washington.
Bertha Ostrander, from Bradwell school to Bradwell and Parkside.
Genevieve Richardson, from Hancock and Greene school to Hancock and Keith.
Bertha Seabury, from Madison school to Hammond.
Josephine Searing, from Burnside school to Ward.
Josephine Searing, from Ward school to Burnside and Pullman.
Marguerite M. Siddall, from Burnside school to Pullman and Burnside.
Marguerite M. Siddall, from Burnside and Pullman school to Ward.
Marguerite M. Siddall, from Ward school to Hammond.
Jennie C. Towns, from Keith school to Haven and Moseley.

That it is in receipt of the following report from the Superintendent of schools, and recommends concurrence therein:

The Superintendent of schools respectfully reports that he has received and accepted the resignations of the following named teachers:

Maud Esther Brooks, Hammond school.
Mollie A. Brownell, Jefferson Park school.
Jennie Clancey, Langland school.
Anna Kappes Eickleberg, Blaine school.
Mabel M. Faux, Field school.
Edna B. Howison, Burns school.
Marion M. Leslie, Grant school.
Kate MacDonald, Nixon school.
Laura S. Price, South Div. High school.
Anna Reiwitch, Forestville school.
Frances L. Rix, Ravenswood school.

That the Superintendent of schools respectfully reports that it will be a great advantage to have the date for the opening of evening schools this fall fixed now in order that an announcement may be made to the pupils who are now attending school, and in order that other arrangements may be made in ample time for the opening.

The Superintendent further reports that provision was made in the report of the Finance Committee, February 3, 1904, for the opening of the evening schools for five months during the present fiscal year, and that this will allow for a term of ten weeks in the fall of 1904.

The Superintendent therefore recommends that the next evening school term begin on Monday, October 3, 1904, and continue till Friday, December 9, 1904; and that all the schools which were open this year be reopened in the fall; and that the school buildings be opened on Thursday and Friday, September 29 and 30, from 7 to 9 p. m. for the registration of pupils; and that the principals of each school, and such teachers as the Superintendent may find necessary, be present on these evenings, with pay, for the purpose of registering pupils for the opening.

The Superintendent further recommends that the Business Manager be authorized to have the necessary printing and advertising done on requisitions from the Superintendent of schools. Reports concurred in.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, MARCH 11, 1904. No. 15.

HEARING IN TEACHERS' CASE CLOSED.

Twenty Days to File Briefs.

The hearing in the teachers' case before Judge Dunne closed Friday, March 5, at 5 p. m., Mr. Clarence Darrow making the closing argument for the teachers. Ten days from that date the briefs and arguments of the teachers' attorneys must be filed and ten days more given to the board's attorneys to file their briefs and arguments, after which the teachers' attorneys have an additional five days to reply to any new points contained in opposing counsels' briefs and not answered in first filings.

Thus it will be seen that it will be at least three weeks from the close of the hearing before the case will have been fully presented to the court and it is impossible to tell how long the judge may have the matter under advisement before announcing a decision.

Owing to the incorrect newspaper reports on certain testimony presented during the hearing the same is printed in full in this issue. We print also the letter of the superintendent appearing in last Sunday's Record-Herald concerning the same.

The attorneys for the Board of Education holding that the board has power under its rules as amended in 1801 to dismiss any teacher in the service at any time with or without cause, the attorneys for the teachers called the superintendent of schools and the secretary of the board to testify as to the practice of the board in this matter. Their testimony also is given in full.

A detailed report of the hearing will be presented at the meeting Saturday, March 12.

MR. COOLEY CORRECTS STATEMENT.

Finds no Basis for Remarks Regarding Miss Haley's Testimony.

Chicago, March 5.—To the Editor: In The Record-Herald of Thursday, March 3, I am quoted—and quoted correctly—as saying that "Miss Haley's testimony that the records were falsified in the interest of myself or of any of the district superintendents is false." I made this statement on the authority of the evening papers and of friends, but I find, on a careful examination of the evidence as taken down by the court stenographer, that nothing like this was said by Miss Haley. I regret the injustice done Miss Haley by my statement, and I shall appreciate it as a favor if you will print this correction in The Record-Herald to-morrow, the 6th inst. E. G. COOLEY.
Superintendent of Schools.

—Chicago Record-Herald, March 6, 1904.

STATE OF ILLINOIS, COOK COUNTY—ss.

DANIEL E. DEVLIN, being first duly sworn, on oath says: That he is a court reporter doing business in the Chicago courts for over ten years last past. That on March 2, 1904, before Judge Dunn, he took in shorthand and dictated to an operator, the attached testimony of Margaret A. Haley; and affiant says that the same is a true copy of his shorthand notes.

DANIEL E. DEVLIN.

Subscribed and sworn to before me this 4th day of March, 1904.

LOUIS C. ROBERTS.
Notary Public.

MARGARET A. HALEY,

having been called and sworn as a witness in behalf of the complainant, testifies as follows:

Direct Examination by Mr. Smith.

Q. What is your name?
A. Margaret A. Haley.
Q. What relation do you bear to the city schools of the city of Chicago?
A. I have been a teacher in the schools; was a teacher in 1900.
Q. For how long have you been a teacher?
A. Well, some 15 or more years, before that date.
Q. State to the court what the federation of teachers is.
(To which question the defendants, by their counsel, then and there duly objected.)
THE COURT: I think it is immaterial, unless some of these notices are signed by them, by it.
THE COURT: Q. Was that notice signed by the body or by some individual?
MR. MAHER: What notice?
THE COURT: That notice served upon the Board.
MR. SHANNON: There were certain communications from the Federation to the Board.
MR. HERRICK: This is prior to—
THE COURT: Then it may become material to show that the cross defendants compose the Federation. She may answer.
A. The Chicago Teachers' Federation is an organization of the grade teachers in the schools.
MR. HERRICK: Are you going to show that these are cross-defendants?
A. (continuing)—And these teachers who are defendants are members of the Teachers' Federation, or the most of them.
MR. HERRICK: I believe that is stipulated in here.
THE COURT: Q. All of these cross-defendants are members of that body?
A. Not all of them, no, sir; most of them; there may be some who are not.
MR. SHANNON: Q. The major part of them are, yes, sir.
MR. SMITH: Q. State what if anything the Teachers' Federation did towards creating this fund that is here in controversy?
MR. SHANNON: To that we object, to what the Federation did.
THE COURT: Now, this is for the purpose of showing that she has got a special lien upon this fund.
MR. SHANNON: An equitable lien.
THE COURT: An equitable lien.
MR. SMITH: Yes, your honor.
THE COURT: In other words, that you are diligent creditors.
MR. SMITH: Yes, your honor.
MR. HERRICK: Diligent creditors in what respect? Doing what? Of course, they are diligent in being here with three lawyers.
MR. DARROW: Diligent in being down in Springfield.
THE COURT: Oh, it is supposed that when a creditor ordinarily in the exercise of due diligence discovers certain property, he gets by reason of superior diligence over the ordinary creditor, a special lien upon their property.
MR. HERRICK: I suppose that is where property is fraudulently conveyed. There is nothing of that kind here. It is a question of law. I do not see how they could— It is a question of law. The facts are in the stipulation of facts after what transpired.

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THE COURT: You say that it is limited to cases where creditors fraudulently dispose of their property.

MR. HERRICK: I understand it is that classification.

THE COURT: What do you say to that?

MR. HERRICK: A bill filed by a creditor to reach property fraudulently conveyed.

THE COURT: What is your contention here? That the city of Chicago fraudulently omitted to collect this money?

MR. SMITH: That the state board of equalization fraudulently omitted to assess the property from which this money was derived; that this organization instituted suit in the assessment of the property or levy, and the collection of this money which is now involved here in this case. That as a result of the diligence of this organization, and their activity in prosecuting that suit, conducting it, that it did result in collecting this money, bringing it in here, and it shows that they have an actual standing in this court for this money.

MR. HERRICK: In the first place, this organization is not a complainant here anyhow. Miss Haley is simply suing as a taxpayer, and it is based on the ground that it is unlawfully diverted.

Mr. SMITH. We claim that those teachers acted through this organization; that all this organization did was their act. That is why I asked her what the proceeding is.

MR. HERRICK: The proceeding action was taken by Miss Goggin.

THE COURT: She is complainant here. Was she complainant in the mandamus suit?

MR. SMITH: Yes, sir.

THE COURT: Why isn't it competent?

MR. HERRICK: Because we are talking now of what the Federation did. I presume it would be right or at least proper to introduce the proceedings of what Miss Goggin did.

THE COURT: Change your question then to what did Miss Goggin do?

MR. SMITH: Q. What did Miss Goggin do with reference to instituting suit?

MR. HERRICK: That is all covered by the stipulation of fact.

MR. DARROW: Not very fully.

MR. HERRICK: The report of the Supreme Court shows it.

THE COURT: That objection is well taken. If the stipulation of facts covers that, there is no use in going into it.

MR. DARROW: It is covered fully in that, do you remember?

MR. SMITH: No, it is not.

MR. DARROW: Our theory is it was not very fully covered.

MR. HERRICK: It is much more fully covered than there is any merit in it from our standpoint.

MR. SMITH: The question of the materiality or how much it weighs, is another question in the case.

MR. SHANNON: After reciting the amount of money that was secured by this petition, it says (reading).

THE COURT: You understand that to mean, that through the exertions of Miss Goggin acting under the Teachers' Federation, this money was got into—through the efforts of the Chicago Federation. There is no need of any testimony on that.

MR. SMITH: That is all then on that.

MR. HERRICK: We stipulated that as a matter of fact.

MR. SMITH: Q. What familiarity, if any, have you with the services of teachers in the city schools in the city of Chicago, and the value of such services?

(To which question the defendants, by their counsel, then and there duly excepted.)

THE COURT: How is that competent?

MR. SMITH: It is to prepare ourselves against the contention of the defendants in this case, that these teachers are entitled to only so much as their services may reasonably be worth.

THE COURT: Well, is there any issue raised as to that at all?

MR. HERRICK: The issue is—This bill alleged that they are entitled to salary under the schedule of March 9th; we say they are entitled to another salary; that is the issue.

THE COURT: In other words, they are entitled to one of two salaries.

MR. SMITH: We say that these teachers were employed in June of each year, for the succeeding school year, beginning the 1st of July. That that was an employment; that it wasn't a uni-lateral arrangement, but that it was an employment by which the school board became liable to pay a fixed salary, and the teachers became liable to render services for that year. The contention of these gentlemen seems to be that that was an election, and that after four months of the school year was run, the school board then had absolute power to say that for the remainder of the school year these teachers shall receive simply such salary as they may see fit to state, that they would not receive anything by virtue of the contract. Now, just what view the court will take of that, I do not know. Now, if there was no contract for a salary from the first day of July of each year to the end of the school year; then they were entitled for that time, to so much as their services were reasonably worth, and it is with that view that I offer this evidence.

MR. HERRICK: But the bill has expressed in its allegations that you are proceeding under the schedule of March 9th.

THE COURT: As I understand these teachers are entitled to certain pay. It is contended by one side that it is of one schedule; it is contended by the other side, it is on another schedule.

MR. HERRICK: That is the issue presented by those pleadings.

MR. GREENACRE: Suppose that the evidence is all heard and you conclude that the minds of the parties never met—

THE COURT: If we reach that point, I will allow you to introduce that evidence, but I do not see how there can be any question about it in my mind.

MR. SMITH: They were elected in June of each year for one year.

MR. SMITH: Now, these gentlemen are saying that notwithstanding that election, notwithstanding that acceptance, notwithstanding the schedule of salaries that was then in force, that in January following in the middle of the year, without consultation with the teachers, without any consent on the part of the teachers, that the school board did then fix another and different salary, and did do it, and paid them according to it, and that that was conclusive upon the teachers.

THE COURT: There is no such allegation presented by their issues in this case.

MR. SMITH: Yes, your honor.

THE COURT: Do you include there that you are entitled to reasonable compensation for that period?

MR. SMITH: No.

THE COURT: If I at any time reach the conclusion that there is no contract between the parties, I will allow you to introduce testimony as to what the services are worth.

MR. SMITH: Q. What was the practice of the teachers of the city schools of the city of Chicago, during the years, 1899, 1900 and 1901, relative to making monthly schedules and reports?

MR. SHANNON: We object to that.

THE COURT: She may answer that.

A. It was the practice of the teachers, acting under the instructions of the principals, to assume the attendance of children on holidays, and that referred to the week which school was dismissed.

Q. As to the fact of marking your reports, whether they did make reports?

(To which question the defendants, by their counsel, then and there duly excepted.)

A. They made reports at the end of the school month, and that report showed—

MR. SHANNON: I object to what the report showed.

A (continuing)—the attendance.

THE COURT: The report is the best evidence.

MR. SHANNON: Simply that they made reports. As to what was included in the reports, I object.

THE COURT: The reports speak for themselves. You can get one of those reports.

MR. SMITH: Yes.

MR. HERRICK: We will get you anything you ask for.

MR. DARROW: We asked for it, and he says it will be here at 2 o'clock.

MR. SMITH: I do not think we will need this after we get Mr. Larson's report. This is a report in the superintendent's office, not from the City Board of Education, but we sent to the city, and I presume we will get better evidence from them.

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MR. SHANNON: The other is not like this.
MR. DARROW: A. No, it is a little more detailed. This one shows it by months, the other one shows it by weeks.
MR. HERRICK: What do you mean by the city one?
MR. DARROW: I mean the Board of Education here in the city, rather than the county; this comes from the county superintendent of schools.
MR. HERRICK: Let me understand so that there won't be any confusion in getting what you want.
MR. DARROW: Yes.
MR. HERRICK: What Mr. Smith asked about was the report that the teachers are accustomed to make.
MR. DARROW: Yes.
MR. HERRICK: Now, I understand Mr. Larson will bring one of those reports in at 2 o'clock.
MR. DARROW: At 2 o'clock.
MR. HERRICK: Now, is this some other matter?
MR. DARROW: No, that is the same matter but we thought on consultation that Mr. Larson's report is better.
MR. HERRICK: So that there won't be any misunderstanding.
MR. SMITH: If the teachers received any instructions from the school board, or any officer thereof with reference to making any reports concerning the week in which no school was held in the year 1899, and the year 1900, state what instructions they received.
MR. SHANNON: I object to the offer.
THE COURT: Q. First, were they in writing?
A. They were not in writing. The teachers received their instructions—
MR. SHANNON: Just a moment, Miss Haley; I object to the form of the question, also from the way it started out. Whom were they instructed by, if they were instructed?
MR. SMITH: I said from the school board, or any officer thereof; she probably will clear that up.
THE COURT: Q. Whom first did you receive instructions from?
A. The teachers first received instructions from the principal.
Q. The principal of each school.
A. The principal of each school.
THE COURT: Now, do you expect to show that the principal did it pursuant to instructions.
MR. SMITH: Yes, your honor.
THE COURT: She may go on.
MR. SMITH: Q. Now, state what instruction, if any, the teachers received?
MR. HERRICK: Were you a teacher at that time?
A. I was a teacher in 1899, and taught one week in September, 1900.
MR. SHANNON: Q. But you were not a principal?
A. No.
MR. HERRICK: Were you a grade teacher during that time?
A. I was a grade teacher.
THE COURT: She can state what instructions she received.
Q. You may state what instructions you received from your principal?
A. As to what?
MR. SMITH: Q. As to the week, as to what should be put in the schedules concerning the week in which no school was kept?
MR. SHANNON: I want to make another objection, that that is immaterial.
THE COURT: It may be and may not. At the present time I cannot tell. She may answer.
A. The teachers were instructed at a teachers' meeting to assume attendance—
MR. HERRICK: Q. A teachers' meeting of your school?
A. Of our school, instructed by the principal, and I made my reports out in accord with those instructions. We were instructed to report the first week in September as taught, and report all the children who were present on the second week, or who entered and were present, as present on the first week, and at the end of the month when we made up our monthly reports, we counted four weeks in that month, 20 days.
MR. HERRICK: We object to that.
THE COURT: The last part may be stricken out.
MR. HERRICK: And also her statement that they made up the monthly report in accordance with instructions. That statement went through.
THE COURT: No, I will let that stand, that they made up the report in accordance with instructions. Let that stand, but what the contents of the report were, the objection is well taken to.
THE WITNESS: I would like to have the privilege of saying that I didn't make up any report at the end of the school term in September, 1900, because I was only one week in school.
MR. SHANNON: Q. Do you know this from hearsay?
A. No; I know that instructions were given to us at the beginning of the school year were to begin on the first page of the diary instead of the second.
Q. But in regard to making up reports according to instructions, you must know that only from hearsay.
A. I said that in '99 we had a week cut off too.
MR. SMITH: Q. Was there any school during the first week of September, 1899?
A. No school taught during the first week in September. The first school week in September, 1899, was not taught.
MR. HERRICK: School week; it depends upon what you mean by school week.
A. We didn't begin the day after Labor day; that is the day when school begins; but began the following Monday after Labor day.
MR. HERRICK: There will be no difference, I take it, when the record is in. The proceedings show that in that year, by resolution, they directed that the school begin a week later than it had begun the year before; the record itself shows.
THE COURT: The only difference between the record and her statement is, that the teachers reported as though school were held during the week when it was not held.
MR. HERRICK: That is the only thing.
MR. DARROW: That is for the benefit of the janitors, I suppose, wasn't it? That is admitted. Doesn't that specifically cover the fact that the teachers were not paid for that week.
MR. HERRICK: We will prove the fact about that.
MR. SMITH: And that the other school employes were?
MR. HERRICK: I don't know anything about that; you may inquire.
MR. SHANNON: Some were paid in the summer months, too.
MR. DARROW: Will you furnish the number of the men?
MR. HERRICK: We will furnish you the facts as to how they were paid.
MR. DARROW: Both as to teachers and——
MR. HERRICK: Janitors.
THE COURT: He says the janitors were paid the year around.
MR. HERRICK: The resolutions themselves make a distinction.
MR. SHANNAN: They have to take care of their buildings all the time.
MR. SMITH: The principals and superintendents and assistant superintendents?
MR. HERRICK: They are paid yearly. If you will indicate what you want us to inquire about, we will do it.
MR. SMITH: As to whether the teachers were paid for this week, and I think that is in the statement, as to whether the superintendents, assistant superintendents and engineers and firemen——
THE COURT: Is there a distinction between a janitor and engineer, or are they separate?
A. No; they are separate in most of the schools; a few schools they are the same.
MR. HERRICK: What you want to know is how they were paid?
MR. SMITH: Yes, whether they were paid by the year, or for the full time.
A recess was taken until 2 o'clock.

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

IN MEMORIAM.

In the death of Miss Frances Markman the public schools of Chicago have lost a teacher of the type which they can least afford to spare. Miss Markman had a high ideal of her profession and of her responsibility to it. She had ambition to make the most of her capacities for the advancement of the art of teaching and for the good of all the minds and souls under her care. She really gave her life for this ambition.

Far from content merely to retain her position and hold her own at the required standard, her whole time and strength, slender at best, were given to every means of development open to her, personal and pedagogical.



Frances Markman

Miss Markman graduated from the Chicago Normal School while Francis W. Parker was in charge there. Her school room gave fruitful testimony to her training. Even when most fatigued her voice never lost its even sweetness.

She devoted much time and strength to studies in literature and art for love of the subjects and enrichment of her own life. Indirectly her pupils surely reaped the benefit of the deepened experience and consciousness these pursuits brought her.

It is hard to acquiesce in the loss (to speak impersonally) of qualities and attainments so much needed just where they were and really so rare. The very choicest of personal endowment and the most advanced pedagogical preparation ought to be assigned to schools of poor districts. Nowhere are they more needed. Let us at least hope that Miss Markman's example as a teacher may continue, even in memory, to be an inspiration, and in some measure to continue her work through inciting others to the like.

Many a man is looking for work who doesn't want it.

If you would have lasting fame don't give the world a chance to forget you.

Many a man is unhappy only because he believes himself so.

Never judge the weather by the predictions of a prophet.

MOTHER.

Nobody knows of the work it makes
To keep the home together;
Nobody knows of the steps it takes,
Nobody knows—but mother.

Nobody listens to childish woes
Which kisses only smother;
Nobody's pained by naughty blows,
Nobody—only mother.

Nobody knows of the sleepless care
Bestowed on baby brother;
Nobody knows of the tender prayer,
Nobody—only mother.

Nobody knows of the lessons taught
Of loving one another;
Nobody knows of the patience sought,
Nobody—only mother.

Nobody knows of the anxious fears
Lest darlings may not weather
The storm of life in after years,
Nobody knows—but mother.

—Chicago Examiner.

ANNOUNCEMENTS.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, March 14, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

The Chicago Teachers' Club will give a luncheon on Saturday, March 12, at the Chicago Business Women's club. Plates may be obtained by addressing the president. Price 35 cents. Admission to non-members, 15 cents.

The program will consist of an address by Mr. Wm. L. Tomlins, a piano solo by Miss Esther Collins and a vocal solo by Miss Mary R. James.

Mary E. Reynolds, Pres.
401 W. 64th st.

E. A. Hayward, Cor. Sec.

MR. GRIGGS' LECTURES.

The next lecture will be on March 19, at Steinway Hall, Jackson and Wabash avenue, and the subject is "Tolstoy."

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held in Fullerton Hall, Art Institute, March 12, 10:30 a. m.

Special order of business, election of officers for ensuing year. Polls open from 10 a. m. to 1:30 p. m.

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(Continued from page 3.)

EDWIN G. COOLEY,

called on behalf of complainants, testifies as follows:

MR. DARROW: Mr. Cooley, you are the superintendent of the schools of Chicago, are you not?

A. Yes, sir.

Q. Public schools?

A. Yes, sir.

Q. And have been for how long?

A. This is my fourth year.

Q. You are doing pretty well. That don't go in the record. I want to call your attention specifically to a question of 28 high school teachers who were not kept in their regular positions—in the fall of 1901, you recollect the matter, don't you, and some change which was made in the fall of 1901?

MR. SHANNON: I object.

MR. DARROW: I will ask you to state the facts.

MR. SHANNON: Now, I object. This bill is filed by Catharine Goggin, as one of the grade teachers, and it concerns only grade teachers. These are high school teachers, and it is wholly immaterial in the first place what was done in the year 1901. I believe this was, wasn't it, Mr. Cooley?

MR. DARROW: No different rule as between high school teachers and grade teachers. I introduced this upon the same proposition that they introduced these resignations in the middle of the year.

THE COURT: He may answer.

MR. DARROW: The high school teachers are interested, too.

A. What is the question.

MR. DARROW: I ask you to state what was done at that time, in the first place, what was it, and why was it that they were not left in the positions to which they were elected?

THE COURT: Under the civil service act, they call that separated. Why were they separated in the fall—some time, I think in September?

A. When I took charge of the high schools especially—there was a high school superintendent previous to that time—I discovered we had quite a number of very small classes, much below the number established by the Board, the legal number necessary to authorize the opening of a class. I reported the fact to the Board and recommended that those classes be discontinued, that the teachers who were employed in teaching those classes be used as far as possible for substitute work and various other work, but that they be continued until the end of the year, according to the understanding that everybody had of their rights in the case. They were employed in some cases at special work, preparing for libraries for a time, and as the year went on, vacancies occurred, they were nearly all employed at regular school work. In one or two cases, however, they were employed in the grades, teaching in the grades. They were paid their full salaries for that year.

Q. The grade salary was less than the high school salary, of course?

A. Yes, sir.

Q. And they were paid the high school salary where they were teaching in the grade?

A. Yes, sir.

THE COURT: Doing library work?

A. Yes, sir.

MR. DARROW: Where they were doing library work, they were paid for high school salary?

A. Yes, sir; there was very little of that.

Q. Where they were not doing anything, they were paid high school salary, were they not?

A. I don't think there was much of that. We found work for them.

Q. There was some of it, wasn't there?

A. Yes, sir.

Q. You were merely trying to get something for your money, in any odd job you could put them into?

MR. HERRICK: I object to that.

MR. DARROW: And putting them into library work, you were trying to get them something to do?

THE COURT: He may answer.

MR. DARROW: The fact was, in putting them in charge of libraries, or school halls, or—

A. That was regular school work, Mr. Darrow.

Q. Do you hire library men now?

A. We hire teachers who spend time doing that sort of work.

Q. Do you pay them high school salaries?

A. They spend part of their time doing that work, part of the time doing teaching, and they are paid high school salaries.

Q. Have you got any library people now?

A. Yes, sir.

Q. How many?

A. Two.

Q. Where are they?

A. Normal school.

Q. Was that where these people did library work?

A. No, sir.

Q. Where did they do library work?

A. In the high schools.

Q. Have you any there now?

A. No, sir.

Q. So you created the position for them?

A. No, but we employed these people temporarily.

Q. What do you mean by library work?

A. Cataloging books.

Q. Cataloging books of the high school?

A. Yes, sir.

Q. How many books were there there?

MR. SHANNON: I object to that.

THE COURT: He has a right to show.

A. I couldn't tell you that; some of them have several thousand books; some of them don't have as many.

MR. DARROW: Q. Some of them don't have as many hundred?

A. I couldn't tell you, Mr. Darrow.

Q. You have no person in that position now, and you didn't have any since?

A. I don't know what they did before.

Q. You know that these men were put there because they were on your hands and to have them do something for the salary they were drawing, don't you?

A. That is certainly true, but it is now true, Mr. Darrow, that the teachers—that we regarded that work as a regular work connected with high school work, although we don't employ anyone doing that sort of work all the time.

Q. They do it in connection with other work?

A. With other work, that is the only point.

Q. Do you know about this teacher by hearsay or otherwise, Miss Kane. I don't care to mention—

A. I heard the name mentioned, but I never saw the lady and I don't know anything about the circumstance.

Q. Do you know the cause of her dismissal?

A. No, sir.

Q. I mean, as a matter you heard around. That is before you were chairman?

A. Yes, before I was superintendent.

MR. DARROW: Do you object to his stating what the cause was. You may strike it out if you find it different. There isn't any question about the cause, if you find it different, you can strike it all out.

MR. HERRICK: We object.

MR. DARROW: That is all. There is no more doubt about it than the sunshine.

MR. HERRICK: We found in some cases that you have been misinformed.

MR. DARROW: Where did you find I was misinformed?

MR. HERRICK: You were misinformed about some teachers' salaries you wanted us to go off and inquire about.

MR. SHANNON: You were misinformed about the principals and superintendents.

MR. DARROW: I proved it just exactly.

MR. SHANNON: We came back and reported to you that you were entirely misinformed. You said they got full salaries.

MR. DARROW: I don't ask you to admit that in the record at all.

MR. HERRICK: You stated that you understood that as a fact.

MR. DARROW: I did.

MR. HERRICK: I understood you had been misinformed before, and might be this time.

MR. DARROW: This principal told you what the story was around there, and I said to you, if you find it is different, you can strike it out. What can be any fairer than that? I have admitted evidence for you in the same way. If you find it different, I will strike it out.

MR. HERRICK: I understand from Mr. Shannon he is not informed.

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MR. DARROW: Mr. Cooley told Mr. Shanonn and me together what the facts were in that case.
MR. SHANNON: He said he knew absolutely nothing about it.
MR. DARROW: He said he had no personal information about it. Of course, it is not legal evidence.

CROSS EXAMINATION.

By Mr. Shannon.

Q. Were those 28 teachers in the high school retained, or recommended by you, because there was any legal obligation to do so?
MR. DARROW: To that I object, legal obligation is perhaps a question which he cannot state or I cannot state. What we are after is a question of fact.
THE COURT: What he did.
MR. DARROW: What he did, that is all we are after.
MR. SHANNON: What he did, that is all we are after.
MR. SHANNON: Was the question of retaining these teachers in the employ of the Board discussed in the committee?
MR. DARROW: To that we object, discussed in the committee, is not competent evidence.
MR. SHANNON: By the committee.
MR. DARROW: To that we object.
THE COURT to Mr. Shannon: You objected to that yesterday and I sustained the objection.
MR. HERRICK: What the reasons were.
THE COURT: He said why he removed them as high school teachers, but why he retained them.
MR. SHANNON: Will you state what the reasons were for retaining them?
MR. COOLEY: I can state my reasons for recommending them, and I can state the positions taken by the committee. Is that what you want?
MR. DARROW: That we object to.
A. What do you want?
THE COURT: Give them.
MR. COOLEY: My own reason was, I thought it was fair and right to keep these people on the pay roll.
MR. SHANNON: Is that the reason the committee had?
MR. DARROW: To that we object.
THE COURT: You had a very long argument on that yesterday, and you prevailed.
MR. SHANNON: If the court please, Mr. Darrow wanted the facts established, that there was a certain teacher by the name of Lauretta Kane who had charges preferred against her and was dismissed under them.
MR. DARROW: I think you better strike the name out of the record. It isn't necessary.
THE COURT: One teacher.
MR. SHANNON: I prefer to have "Lauretta Kane," the name of the teacher.
MR. DARROW: All right.
MR. SHANNON: Just exactly so—
MR. DARROW: I don't know who it is—
THE COURT: Because she was discharged, you want that fact put into the record?
MR. DARROW: Yes, that is all.
THE COURT: Let it go in then.
MR. DARROW: She was discharged in the midst of the school year.

LEWIS E. LARSON,

Recalled by the complainant, examined in chief by Mr. Darrow, and testified as follows:
Q. You testified the other day, and you are the Secretary of the Board of Education?
A. Yes sir.
Q. I will ask you what is the custom of the Board of Education as to dismissing any teacher without cause in the school year?
A. I am unable to answer directly to that, for this reason; that charges against any employe, or any teacher, are considered in executive session.
THE COURT: Have you known of a case since you have been Secretary of the Board, in which a teacher has been discharged without cause preferred?
A. No, sir; I have not.
MR. DARROW: In the midst of the year?
A. No, sir.
Q. Do you know about how many there have been discharged after charges have been preferred?
A. No, sir; I don't know. The superintendent of schools is the one——
Q. But you know that teachers have been discharged for cause, do you not, after charges preferred, and on trial?
A. No, I couldn't answer definitely on that. I am not positive.
Q. Well, you have a Board for that purpose?
A. What is that?
Q. Have you a Board for that purpose—a trial board?
A. The Committee on School Management is the trial board, so far as the teachers are concerned.
Q. For hearing charges against teachers?
A. Against teachers, yes, sir.
Q. For the purpose of passing upon whether they should be discharged for cause?
A. Yes, sir.
THE COURT: How long have you been Secretary of the Board?
A. Three years the 19th of December.
THE COURT: During those three years, no teacher has ever been discharged in the middle of the year?
A. Not so far as I can recollect.
MR. DARROW: Without cause?
A. Yes, sir.
MR. GREENACRE: Your Honor means for that school year?
THE COURT: In the middle of the school year, unless on charges preferred.
MR. DARROW: Do you know how often the Board is in session?
A. Every two weeks.
Q. It has a meeting every two weeks?
A. Yes, sir; the Board of Education.
Q. I don't mean that Board—I mean the trial Board?
A. As often as every two weeks, sometimes as often as every week; the meetings are called subject to the order of the chairman.
Q. Sometimes every two weeks, and as often as every week?
A. Yes, always every two weeks.
Q. That is all.
THE COURT: Is the evidence finally concluded now, gentlemen?
MR. DARROW: I guess it is, your Honor.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, MARCH 18, 1904. No. 16.

QUESTIONS INVOLVED IN THE TEACHERS' CASE.

Nature of Contract Between the Board of Education and the Teachers.

Margaret A. Haley.

The explanation attempted here is the substance of a report made to the Federation at its meeting March 12, and ordered printed in the Bulletin.

As has been stated before, the teachers' tax litigation caused $598,000 of back taxes for 1900 to be paid to the treasurer of Cook county in July, 1902, by five public utility corporations. Of this amount, $249,000 belonged to the school fund. On July 9, 1902, the city treasurer received the city's share including that of the schools, and the Finance Committee of the Board of Education met in special meeting and recommended that this $249,000 be spent to pay coal bills, cleaning school houses and for other purposes of the year 1902.

At the regular meeting of the City Council held that week announcement was made that funds from an unexpected source, the source not being named, enabled the Council to restore to the firemen the month's salary lost in 1900 in consequence of taking an enforced vacation of one month without pay.

It was at this point that Miss Goggin, not as a teacher having claims to this fund, but as a tax payer, asked the courts to interfere and prevent the Board from using this 1900 tax money for purposes of 1902. She filed a petition for an injunction, alleging that the Board owed debts for 1900 for which debts this money had been specifically appropriated by the Council in 1900, and that the Board of Education was bound under the law to use this money for these debts.

The debts referred to were those alleged to be due to the "experienced" teachers, whose salaries had been cut in January, 1900, and to all the teachers for the loss of salary for the week school was closed in September of that year.

Crucial Questions.

It will be easily understood now that the vital questions in the case are: first, Does the oBard of Education owe the teachers a debt for the year 1900? Second, Did the Council appropriate this money for the purpose of paying that debt? To determine the first question the whole matter of contract between the Board of Education and the teachers had to be gone into. To settle the second, the purpose and intent of the Council in making the appropriation for educational purposes in the year 1900 had to be determined, and the powers of the Council in the matter defined.

Miss Goggin's petition for injunction, also Miss Rowe's cross-bill, alleges that the finance committee of the City Council, in its report to the Council in 1900, specifically provided for the payment of this debt to the teachers; that the president of the Board of Education appeared before the Finance Committee of the Council and assured the committee that the amount asked for by the Board in its estimate included a sufficient sum to restore the cut. The president of the Board formally denied this allegation, his affidavit being printed elsewhere in this issue. A letter of the mayor's, written in March, 1900, and containing a reference to this matter, was ruled out by the judge as secondary evidence and not admissible, but as the teachers' attorney called the mayor to the stand and this letter was placed in his hand, his testimony, together with the letter, is also printed in this issue.

In the proceedings of the City Council the report of the meeting at which both the appropriation and the levying ordinance was passed shows that the appropriation for educational purposes in 1900 was $7,125,000. An asterisk is placed after this figure, $7,125,000, and a foot note at the bottom of the page states that a sufficient sum of this money shall be used to restore the salaries of the experienced teachers for 1900. The entire $7,125,000 appropriated and levied by the Council was not collected in 1900, as it exceeded the 2½ per cent limit on the assessed valuation of property allowed by law for educational purposes. The teachers by their tax suit made up this shortage.

The attorneys for the teachers make this the basis of their claim that the council specifically appropriated this money to pay this debt. The Board of Education denies the right of the city council to dictate how it, the board, shall spend any portion of the money appropriated for educational purposes. The relations of the council to the board in the matter of these appropriations will be one of the questions to be determined by the court.

Teachers' Contract.

Now to the second question, that of determining whether a debt to the teachers really exists.

Miss Goggin's right to the permanent injunction sought in this hearing rests on the claim that there exists a debt for 1900 still unpaid by the board and on her showing on that point Judge Tuley granted the temporary injunction in July, 1902. To establish the fact that this debt still exists is the crucial point in the suit. The determining factor in that question is the matter of contract. If there were no contract at all between the board and the teachers, then under the law the teachers could ask and the board would be obliged to pay them only a "reasonable value" for their services.

The teachers' attorneys sought to introduce testimony as to what constitutes reasonable salary for the services of a teacher in Chicago, in order to be fortified should the board's attorney's take the position that no contract existed between the board and the teachers. The court ruled such testimony out as irrelevent inasmuch as the board admitted the existence of a contract. The teachers' attorneys had from the first claimed a contract based on the provisions of the '98 schedule.

As to the terms of the contract the widest difference exists between the position of the board's attorneys and that of the teachers' counsel.

The former argued that the teachers accept their election in June with the knowledge that the board's rules provide for fixing salaries at the beginning or soon after the beginning of the fiscal year, in January. "Fixing salaries" they construe to mean that the board can fix any salary it sees fit—that is, the teachers hire in June with the knowledge that from September to January they will receive the same monthly salary paid the six months preceding their election, but that after January 1 the board has the right to fix any salary it sees fit.

At this point it is to be remembered that attorneys for the board do not claim that the board is bound to fix a "reasonable salary," hence the exclusion of testimony on this point.

The attorneys for the teachers held that if the board could fix any salary it saw fit in January or soon after, it could fix $15 a month or any other sum. In 1900 it will be remembered the board "fixed salaries" in February,

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reducing the experienced teachers $7.50 a month, and making the cut retroactive—that is, the salary paid in the month of February was $15 less than that paid in January. In other words, after paying the January salary the board, by its action, went back and took away $7.50 of the money already paid for January. If this could be done legally in February, the teachers' attorneys argued it could be done in March or in April, and by this retroactive process the teachers could be forced not only to work for nothing for the last two or three months of the school year but by fixing the salaries, say at $15 a month in February or March, the teachers might work for nothing for several months and still be actually in debt to the board at the end of the year.

Teachers Protest.

This kind of a contract is what is called in law a unilateral or one-sided contract. The board's attorneys acknowledged it to be a unilateral contract, but argued that as the teachers had accepted payment under it without protest they had forfeited any right under the law to complain. This introduced a controversy as to whether or not protest had been made by the teachers. The protest made to the board through the Teachers' Federation was in evidence and the first part of the testimony by the writer, quoted last week, was to show that the teachers who had filed claims were members of the Federation and acted through that organization.

In his closing argument Mr. Darrow declared that if the board could fix the salaries at any sum after January and the teachers, being elected for a year, are, as the board's attorneys claim, bound to serve, the board could fix the salaries at $15 a month and if the teachers should refuse to teach for that sum and should leave, and the board had to go to Indiana or elsewhere for teachers and had to pay $75 a month for them the teachers who left would be liable to the board for the difference between $75 and $15 for every month these outside teachers had to be paid this sum, and the board could sue these teachers and collect the same There are numerous cases where teachers who had left during the school year had been held liable by the courts and had to pay the difference.

'98 Schedule Abolished.

The attorneys for the teachers declare the board bound by the '98 schedule from the time of its adoption in March, 1898, till abolished by act of the board in February, 1902. The resolution of the board abolishing it is quoted in support of this contention. The resolution is as follows:

"The Board of Education has not been able at any time during the past two years to pay salaries in accordance with this later schedule [referring to the '98 schedule] and has not this year sufficient funds to meet its demands. Your committee does not see any prospect of the Board of Education being able to pay in the near future the salaries named in the advanced schedule [again referring to the '98 schedule].

"Your committee believes that the existence of this schedule suspended from time to time leads to dissatisfaction and discontent among the teachers who are entitled to more remuneration under it and that the best interests of the schools would be served by its repeal until such time as the finances of the Board of Education will permit the advancement of salaries in accordance with its provisions. Your committee therefore recommends that this schedule be repealed."

The board's attorneys deny the claim of the teachers to their salary for the week school was closed in September, 1900.

The '98 Schedule.

The '98 schedule adopted March 9, 1898, simply added an eighth, ninth and tenth year of service to the previously existing schedule, making $1,000 the maximum to be reached in the tenth year of service where $825 had been the maximum fixed for the seventh year and beyond. This increase of $175 was to be paid in three installments, $75 in $1898, which was given, $50 in 1899, which was withheld, and a third installment of $50 to be paid in 1900. Instead of paying this second $50 and the $50 withheld in 1899, the Board, in February, 1900, took away the $75 given in 1898, "returned temporarily to the old schedule" is the language of the resolution adopted by the Board at the time of taking this action.

The attorneys for the Board take the position that the schedule of '98 had no binding force after the year 1898, that the Board did not intend nor pretend that it should have.

Dismissing Without Cause.

The board's position, based on its rules, is that it can dismiss any teacher at any time with or without cause. The teachers' attorneys claim that the civil service clause of the pension law, which provides for a trial on charges before dismissal nullifies these rules and the superintendent's testimony, printed last week, was presented by the teachers' attorneys to refute this contention of the board.

Closing School One Week.

Before the stipulation of facts agreed upon by both sides was signed, which was not until the afternoon of the day the case opened (February 24), the attorneys for the board asked the teachers' attorneys to admit that the school term was shortened instead of saying school was closed for a week in 1900. By thus admitting it in the signed stipulation no evidence or argument on the question would be allowable The teachers' attorneys refused to admit this in the stipulation and presented evidence tending to show that the board's records showed a full term taught in that year. The county superintendent of schools was supœnaed and the report made by the board to that officer showed a full term of ten months taught that year.

The daily and monthly records kept by the teachers, the diary and register, were produced for the same purpose, and the latter part of the writer's testimony was for the same purpose.

The boad's attorneys called the secretary of the Board of Education to the witness stand and on his testimony (given in last issue) that the records were kept to show forty weeks or 200 days taught, simply for convenience in estimating and recording yearly results, the court held the whole evidence on the subject irrelevent.

The teachers' attorneys claim the week's salary for the teachers on the ground that the records of the board show that the teachers were hired in 1900 for a certain yearly salary and it is immaterial whether the board kept school open forty weeks or thirty-nine, that this yearly salary is due, there being nothing to show that the teachers were hired for thirty-nine-fortieths or any other portion of this stipulated salary.

Postponements—Arbitration Proposed.

When Judge Tuley granted the temporary staying order in July, 1902, October 8 was fixed for hearing, but on the request of the attorneys of the Board in October a postponement was taken till November 12. Thirteen successive postponements for the same reason were secured between October 8, 1902, and June, 1903.

In November, 1902, a petition signed by Rev. Wm. M. Lawrence and many other prominent citizens was presented to the Board of Education, the Mayor, and also to the teachers through the Federation, asking that the matter in litigation be submitted to Judge Tuley for arbitration under the Tuley Act, which provides for submitting to a judge orally and without appeal, questions in dispute. The teachers, through the Federation, declared themselves willing to do this but the Board refused.

In June, 1903, after the matter had been again postponed till fall, Miss Goggin, as tax payer in this case, and at the request of the Teachers' Federation, appealed to the Mayor. Following is her letter:

MISS GOGGIN'S LETTER TO MAYOR.

Chicago, June 10, 1903.

To the Honorable Carter H. Harrison,
Mayor of the City of Chicago.

Dear Sir:—As one of the parties to the suit in Court, popularly known as the "teachers' salary suit," I desire to call your attention to some features of the matter in question, which may or may not be known to you.

In the first place, the work for more equitable taxation begun by the Chicago Teachers' Federation in January, 1900, was undertaken in good faith and absolute reliance on the statements that nothing but lack of revenue had prevented the Board of Education from putting in force the schedule of salaries adopted in March, 1898, and partially enforced that year.

It is a matter of public knowledge that the additional revenue secured by the work of the Federation has greatly benefited every department of the city and has resulted in better conditions for every employe, except that class through whose efforts this additional revenue has been secured.

Every other obligation of the Board of Education for the

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year 1900, except the sums due the teachers, was met and it was only fair to suppose that the additional revenue paid in the City Treasury last July would be devoted to satisfying this obligation, and it was only when the Board proceeded to ignore this debt that legal steps were taken to secure for the teachers that which they believe justly belongs to them.

Since the institution of this suit last July twelve postponements have been secured by the Board of Education and it seems to be its policy to wear out the patience of the teachers and discourage the litigation by dilatory measures.

There is no desire on the part of the teachers to deprive the schools of the use of this money, if it is decided that they, the teachers, have no legal claim, though a hostile press continually seeks to make it appear that the teachers are arrayed against the Board of Education and not merely endeavoring to obtain the payment of a debt long due.

Last November, in response to a letter from the Rev. Dr. Lawrence the Federation voted to agree to submit the matter to adjudication under the "Tuley Law." The Board of Education, did not accede to Dr. Lawrence's request.

The recent election emphasizes the confidence which the general public places in Judge Tuley and the few reversals which his decisions receive in the Supreme Court testify that this confidence is merited.

I write, therefore, to ask that you secure the consent of your Board of Education to a speedy settlement of this litigation under the "Tuley Law" and before Judge Tuley, in order that the teachers, if it is found they are entitled to it, if not, that the Board of Education may enjoy this portion of the result of the Federation's work.

Very sincerely yours,

Tax payer in case. CATHARINE GOGGIN.

MAYOR HARRISON'S REPLY.

The Mayor replied by sending Miss Goggin the following letter from President Harris:

July 7, 1903.

Hon. Carter H. Harrison,
City Hall, Chicago.

Dear Sir:—I have yours of June 13th enclosing communication from Miss Catherine Goggin relative to an action brought by her to compel the Board of Education to dispose of a certain sum of money realized from the so-called Teachers' Federation tax suit in the manner indicated in the suit brought.

It must not be forgotten that the suit that the teachers are now maintaining is for the purpose of requiring the Board of Education to use all of the additional sum realized by the Federation suit in the payment of salaries. Under the law this cannot be done, for that which belongs to the building fund must be used in building and that which belongs to the educational fund must be used in education. Moreover, I am advised by the chairman of the then Finance Committee that when this sum was received a large increase was given to the teachers in the way of salaries, as far as the sum would go, but that we had been restrained from paying it out by the action of the Goggin suit. It was proposed some time ago to submit the question to arbitration and take the decision of Judge Tuley thereon as final. Upon taking the matter up with our attorney, Mr. McMahon, and our special counsel in the case, Herrick, Allen, Boyesen & Martin, we were advised that the questions were of too great importance to submit to a final decision of any judge of an inferior court. The case is now pending before Judge Tuley and doubtless will be carried to the court of last resort by either side.

I enclose letter from Herrick, Allen, Boyesen & Martin explaining present status of the case.

Yours truly,
GRAHAM H. HARRIS.

On October 28, 1903 one year from the date first fixed for hearing this case the attorneys again appeared in court and asked for postponement to December 8. The Judge granted the continuance, at the same time making the announcement that the court would allow no further postponement, and nothing, not even death should interfere with the trial at that time.

Wednesday morning, December 2, the attorneys for the Board of Education accompanied by the President appeared before Judge Tuley and asked him to assign the case to another judge as their client desired it. Though not legally bound to grant this request Judge Tuley preferred not to hear the case under the circumstances and with the consent of the teachers' attorneys assigned it to Judge Dunne.

The attorneys for the teachers filed their briefs and arguments this week (Wednesday), and, as stated last week, the Board's attorneys have ten days in which to file theirs. The teachers' attorneys then have five more days, after which the matter will rest with the judge.

The Sunday papers stated that Judge Dunne expected to decide the case within about thirty days.

Many questions vitally affecting the interests of the teachers and their relations to the Board of Education are involved in the suit. Some of the questions at issue have never been passed on by any court in this state, and until they have been adjudicated the exact status of the teachers in their contract relations with the Board are unknown.

This suit was not brought originally by the teachers, but by Miss Goggin as a tax payer and is really a tax payer's suit instituted for the purpose of protecting Miss Goggin's rights as a tax payer, and those of other tax payers.

Miss Goggin claimed that as the Board of Education owed the teachers this debt for 1900, and as this money was taxes for the year 1900, that if the courts did not compel the Board of Education to use this 1900 tax money for paying this 1900 debt, then the teachers could, in a suit at law, get damages against the city, to pay which the city would have to tax Miss Goggin's property again; that she was taxed once to pay this debt and there would be no remedy for her after this act, if permitted, but that she and every other taxpayer would have to submit to being taxed a second time if the court did not stop the Board of Education from using the money as its Finance Committee had recommended.

Exact Languarge of Teachers' Petition

These are the exact words of Miss Goggin's: "That during the year 1900 and before April 4 of that year said board made a request of the City Council of the City of Chicago to include in the annual appropriation bill of said City Council for that fiscal year for building purposes and for educational purposes and for school indebtedness appropriations in the diverse sums hereinafter mentioned as appropriated, and said Board through its then president then appeared before the Finance Committee of said City Council and represented to said Finance Committee that the sums so asked would, if collected, be sufficient to pay said debts then due said teachers and to enable the full payment for the year 1900 of said teachers under and in accordance with the said salary schedule as amended March 9, 1898."

GRAHAM H. HARRIS,

A witness produced, sworn and examined on behalf of the complainant, testified as follows:

Direct Examination by Mr. Darrow.

Q. I propose to make my examination by inquiry very strict here, because he is not my witness. I want specific things. Mr. Harris, you are president of the Board of Education, and have been for how many years? A. I was president for four years and then a year elapsed in which I was not president, and I was re-elected in July, 1903.

Q. You were president in 1900, were you not?

A. Yes, sir, I think I was.

Q. Have you at any time as president of the Board of Education been before the Finance Committee of the City Council to give any information or influence any question or make any requests in reference to the appropriation bill?

A. You have to divide that question. I cannot answer it in that shape.

Q. What is the matter with it?

A. Well, I have appeared before the Finance Committee.

Q. Yes. More than once?

A. Once, twice, possibly three times.

Q. As president of the Board of Education?

A. Yes, I had no other business there.

Q. Was it to give any information or make any request with reference to the money to be appropriated by the Board of Education?

A. If the question is put in that shape I would have to answer it by saying no. If it were divided I might give a little more intelligent answer.

Q. You don't know how many times you were there?

A. I cannot remember positively, Mr. Darrow. My best recollection is that I was there not to exceed three times, possibly not to exceed three times.

Q. On your own motion or on the request of the Council's Committee?

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

LETTER OF MAYOR HARRISON.

March 8th, 1900.

Mrs. Helen B. Eastman,
Corresponding Secretary Chicago Teacher's Federation,
1482 West Congress St.

Dear Madam:—I would be glad to see a committee of the Chicago Teachers' Federation at my office at any time on any subject other than the salary question. In the present condition of the school board finances, it is absolutely impossible to do any better than the School Board has done. The decision of Judge Tuley which took over $600,000 from the building fund and placed that charge against the maintenance fund is largely responsible for the present condition of the school finances. As I understand it there is but one of two things to be done, either the salaries must be left as they are or the schools must be closed for a longer time than has been decided upon. While I am willing to do anything I can to assist the school teachers in all their reasonable requests I feel that my first duty, as well as the teacher's first duty is to the children that attend the schools and if it be a question of leaving the salaries at the present rate or depriving the school children of Chicago of instruction I would be forced to take the side of the school children. In any event I do not see how it would be possible to change the decision reached by the Board of Education. This matter has been gone over by them carefully and at great length and the result represents their mature judgment. This being the case I fear an appointment with a committee of the Federation would result in little. However, with this understanding of my position if they still desire to see me I will be at my office every afternoon next week, except Monday and Saturday.

Yours truly,
CARTER H. HARRISON.

FEDERATION'S REPLY TO MAYOR.

Chicago, March 17, 1900.

To the Honorable Carter H. Harrison,
Mayor of the City of Chicago.

Dear Sir:—Your letter of March 8th stating that you would be glad to see a committee from the Chicago Teachers' Federation on any other subject than salaries, has been received and was placed before the Board of Managers yesterday afternoon.

It was because we felt that an injustice to any class of citizens would not meet with your approval, that we wished an interview, but if your position is unalterable we will not absorb any of the time which we know is already very fully occupied.

From the tenor of your communication, however, we judge that you are not entirely conversant with all the facts of the case. Permit us briefly to call your attention to some points which have possibly escaped your notice.

When, in March, 1898, the Board of Education adopted a new salary schedule, which would, if adhered to, have put teachers of experience of ten years or over, on a maximum salary of $1,000 in 1900, it followed this action by re-adjusting the salaries of many of the principals. These new schedules were made partially effective in 1898, but all advances of salaries, except the great number of special cases, were suspended in 1899.

On February 28, 1900, the Board of Education advanced the salaries of the principals above referred, the advances in some cases reaching hundreds of dollars, and then cut *all principals* 5 per cent.

Teachers in the high schools and elementary teachers of less than seven years' experience, were advanced at the same time, but elementary teachers of seven or more years' experience were *cut* 8 1-3 per cent of their salaries and the cut made to include the month of January.

Had the Board accorded the teachers the same treatment given the principals there would have been no objection made, but to be singled out for special legislation of this sort seems to us an injustice which could not be endorsed by the chief executive officer of the city.

The public school teachers are, and have been, always desirous of the best interests of all citizens, including the children, and have no wish to interfere, in any way, with the progress of education, but feel that their work justly entitles them to proper recognition.

Thanking you for the aid and courtesy shown us in the past and hoping their continuance in the future, I am,

Respectfully yours,
HELEN B. EASTMAN,
Corresponding Secretary of the Chicago Teachers' Federation.

MAYOR HARRISON'S LETTER.

In Mayor's Hands on Witness Stand.

March 22, 1900.

Mrs. Helen B. Eastman,
Corresponding Secretary Chicago Teachers' Federation,
1482 Congress St., City.

Dear Madam:—Replying to your letter of March 17th, which was received while every moment of my time was engaged in connection with the Finance Committee: My reason for not desiring to take up the subject of the salaries of the school teachers is simply that I have not the time to make a personal investigation of the conditions of the school finances to learn whether they would warrant any change in the rate of pay. Two years ago, at the urgent solicitation of your body, I used my influence with a large number of the school board members to secure a raise of salary for the grade teachers. At that time the more conservative members of the board told me the school finances would hardly warrant the raise asked. Other members in whom I had great confidence gave me information to the opposite effect. Results since then have shown the position taken by the conservative members of the board to have been amply justified, for the raise of salary given at that time has entirely wiped out the surplus working fund of the school board. No one is more willing than I am to accord everyone a fair day's wage for a fair day's work. Personally, I would like to have all the teachers in Chicago schools paid ample salaries; however, in the present financial condition of the city we must cut our suits according to the amount of cloth we have. If the Teachers' Federation prosecutes its present crusade for a fair and just assessment of all property within the limits of the city to a successful finish there will be ample funds at hand to give the school children of Chicago what they are justly entiled to and at the same time accord to the teachers fair and equitable treatment.

Some weeks ago I noticed in the press that a number of teachers advocated the closing of the schools rather than the reduction of any of the teachers' salaries to make both ends meet. It was for that reason I made the statement I did in my former letter that I felt the demand first to be heeded was that of the school children of the city. When Mr. Harris, the President of the School Board, appeared before the Finance Committee a few days ago he stated that if the amount asked for by the Finance Committee of the Board of Education were granted by the City Council it would enable the board to place the school teachers' salaries upon the old basis. The Finance Committee granted the School Board every dollar that it asked and I do not believe there is any question but what the same treatment will be accorded it by the City Council. In that event the salary question need receive no further discussion.

Sincerely,
(Signed.) CARTER H. HARRISON.

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AFFIDAVIT OF GRAHAM H. HARRIS.

Attached to and Made Part of Board's Answer to Miss Goggin's Petition.

STATE OF ILLINOIS, COOK COUNTY—ss.

GRAHAM H. HARRIS, being first duly sworn upon oath, deposes and says that he is the Graham H. Harris who, as President of the Board of Education of the City of Chicago and a member thereof, has been made a party defendant to the bill of complaint in the above entitled cause, and that he has read said bill of complaint, and also the foregoing answer of himself and certain other defendants to said bill.

Affiant further says that he has been continuously hitherto since the month of July 1897, and that he is now, one of the members of said Board of Education, and that continuously during the period from the month of July, 1898, to July, 1902, he was the President of said Board of Education, and that he was the President of said Board of Education throughout the entire calendar year, 1900, including the whole of the months of March and April of said year 1900.

Affiant further says that the allegations in said answer as to the matters and things, therein set forth and alleged to have occurred and taken place since said month of July, 1897, when, as aforesaid, affiant first became a member of said Board of Education, are true of affiant's own knowledge.

Affiant further says that some time during said month of March or said month of April, 1900, and shortly before the meeting of the City Council of said City of Chicago, held on the 4th day of April, 1900, and referred to in said bill of complaint, affiant appeared before the Finance Committee of said City ouncil, in connection with the request referred to in said bill of complaint, of said Board of Education, to include in the annual appropriation bill of said City Council, for the fiscal year, 1900, for school building purposes and for educational purposes, and for school indebtedness, certain appropriations, and that affiant did, on his said appearance before said Finance Committee of said City Council, urge said Finance Committee to recommend to said City Council, that it make the appropriation so required by said Board of Education.

Affiant further says, in so urging said Finance Committee to recommend said City Council to make said appropriations in accordance with said request of said Board of Education, said affiant stated to said Finance Committee the reasons why such appropriations should be made, and why said Finance Committee should recommend to said City Council the making of the same. But affiant further says that neither on said occasion of affiant's so appearing before the Finance Committee of said City Council nor at any other time, did affiant state or represent to said Finance Committee that the appropriations, so requested by said Board of Education, would, if collected, be sufficient to pay the teachers in said public schools the alleged debts or any of them which, in and by said bill of complaint, it is alleged were then due to said teachers, for salaries, or that said appropriations, if collected, would enable the full payment for the year 1900 of said teachers, under and in accordance with the salary schedule, as amended March 9th, 1898, mentioned in said bill of complaint, or make any statement or representation to said Finance Committee to such effect.

Affiant further says that the allegations, in said bill of complaint contained, as to what the then President of said Board of Education represented to said Finance Committee, on the occasion when, as stated in said bill, affiant appeared before said Committee, are each and all of the same untrue, and that no such representations were ever made to said Finance Committee on any occasion by affiant, as said President of said Board, and that the statements, made in the foregoing answer, as to said allegations in said bill of complaint, are true.

GRAHAM H. HARRIS.

Subscribed and sworn to before me this 9th day of January, A. D 1903.

AUSTIN J. DOYLE, JR.,
Notary Public, Cook County, Illinois.

CARTER H. HARRISON,

A witness produced, sworn and examined on behalf of the complainants, testied as follows:

Direct Examination by Mr. Darrow.

Q. Mr. Harrison, you are Mayor of the City of Chicago?
A. Yes, sir.
Q. And were——what is the date of that letter?
A. March 22d, 1900.
Q. And were on March 22d, 1900?
A. Yes, sir.
Q. And you had been for four or five years at least previous to that?
A. Since '97, April of '97.
Q. I gave you a letter which was offered in evidence and excluded. You have read that letter, haven't you?
A. I just read it, yes, sir.
Q. I gave you that to refresh your memory about a matter which perhaps might not be fresh in your mind. Do you know whether you attended the meetings of the Finance Committee in reference to the Appropriation Bill in 1900?
A. I attended all of the meetings of the Appropriations Committee.
Q. You attended all of them?
A. Yes, sir.
Q. And the Mayor is a member of the Appropriation Committee?
A. No, sir, he is not a member of the committee, but the courtesy is usually extended to him of being present at the conference of the Committee on the Appropriation Bill.
Q. Now, Mr. Harris is, of course, president of the School Board?
A. Yes, sir.
Q. And he was president of the School Board at that time?
A. I could hardly answer it that way. I think he has been present at every meeting of the Finance Committee when the Appropriation Bills have been up, that is, at some of the meetings of the Finance Committee, since he has been president, with the exception of this year.
Q. The first question was, whether he was president of the School Board?
A. Yes, sir.
Q. And as president or in any other capacity he was present at some of the meetings of the Finance Committee in 1900?
A. I think he was; I am sure he was.
Q. Do you remember the discussion of the School Appropriations, or any part of it, at any of the meetings of the Finance Committee in 1900?
(To which question the defendants by their counsel then and there duly objected as incompetent, irrelevant and immaterial.)
A. Well, it would be very difficult for me to answer the question in the way you put it as to the number he was present at the meetings of this committee.
Q. Well, can you by reference to the letter, or in any other way refresh your memory, and state whether at any of the meetings of the Finance Committee in 1900 when the question of the appropriation for the Board of Education was before the committee, whether any statement was made in reference to the amount of money to be used in restoring the teachers' salaries for the year 1900?
(To which question the defendants by their counsel duly objected.)
THE COURT: He may answer.
A. I recall, I think it was in 1900, that the matter was brought up in the committee. Some of the members in the Finance Committee urged that the teachers' salaries be restored to the old schedule or the schedule advanced, something of that kind, and there was considerable discussion on the matter.
Q. Do you recall either from refreshing your memory or otherwise, what was said by Mr. Harris upon the question in substance, if you cannot give exactly what was said?
(To which question the defendants by their counsel then and there duly objected.)
THE COURT: He may answer.
A. Well, that is a very difficult question to answer on account of the lapse of time, but my recollection is that Mr. Harris stated that he—at the request of the committee—that he hoped that by giving the full levy that the School Board would be able to pay the teachers their full salaries.
Q. Yes.
A. Mr. Harris always has taken the position that the

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City Council has no right to decide upon the manner in which the funds of the Board were to be used, that it was outside the duties of the Council to settle the matter as to how the funds should be appropriated. We have had that dispute every year. We had it two days ago again.

Q. But your remembrance was that in asking for the full levy he said he hoped or thought that the Board of Education would be able to restore the salaries?

A. From reading this letter I should say that he did, and that he believed that they would be able to do it and that was the reason that I wrote this letter.

Q. And the Finance Committee so believed?

(Question objected to.)

THE COURT: He cannot testify to the mental processes of those gentlemen. If anything was said by the other members of the committee, Mr. Harrison, you may state it.

A. I cannot recall anything of that sort. Judge, this is four years back.

MR. DARROW: Was the question discussed in connection with the amount of the appropriation by the Finance Committee?

(Question objected to.)

THE COURT: He may answer.

A. Yes, sir.

MR. DARROW: And in that connection what was said as to their intent to appropriate enough so that the salaries would be restored?

(Question objected to.)

THE COURT: He may answer.

MR. HERRICK: Whose intent?

MR. DARROW: The members of the committee.

(Objected to.)

Q. What was said, not what the intent was?

THE COURT: He may answer what was said in substance.

A. My recollection is that several of the members of the committee had argued the point with Mr. Harris as to the raising of the salaries of the school teachers or placing them on the old schedule, and that the statement was finally made that they would make this appropriation if the School Board would agree to raise these salaries; that then Mr. Harris stated that he thought if this was done it could be done, that the salaries could be raised.

Q. By raising it, you mean placing it on the old schedule?

MR. HERRICK: I object to the form of the question.

A. Well, it is very difficult for me to answer, Mr. Darrow, for this reason. The salaries were raised one year and then my recollection is that they were placed back on the old schedule. Now, whether the question was to make the regular advance, annual advance, or to restore the schedule, I could not say.

MR. DARROW: Very likely.

THE COURT: The impression made upon you was that they were to get more salary?

A. They were to get more salary than they were getting; that is the idea.

MR. DARROW: Now, Mr. Mayor, the full appropriation as asked for was granted, was it not?

(Question objected to.)

THE COURT: I suppose the record will show that.

MR. DARROW: I do not know that it shows what was asked for.

A. From my letter it states that the full appropriation had been given, the full request of the Board had been acceded to and I thought it would be by the council. I think that is the sentence, the last sentence in the letter.

Q. And that is your remembrance, isn't it, that it was so?

A. It was done, yes.

Cross Examination by Herrick.

Q. Did Mr. Harris at any of those meetings promise on behalf of the Board of Education that they would raise the salaries or restore the salaries?

A. My recollection——

Q. Was not his language as stated in your letter that if the amount asked were granted by the city that it would enable the Board to do it?

A. My recollection is that Mr. Harris took the position that the City Council and the Finance Committee had no authority to decide as to the manner in which the School Board was to apportion its funds, but that he thought by this appropriation being made in this way, by the full amount being granted, that it would enable the Board to raise the teachers' salaries to the place, to the proper place.

(Continued from page 3.)

A. My recollection is that I brought, took over to the Committee on Appropriations the budget prepared by the School Board as I was instructed and authorized to do by the action of the Board.

MR. DARROW: That is all.

THE COURT: That was in 1900?

A. Yes, sir, 1900.

Q. That is the year, 1900.

A. Yes, sir.

Cross Examination by Mr. Shannon.

Q. When you say that you were instructed and authorized to take the budget to the Finance Committee, was that conversation—did it include any authority to in any way change, modify or alter the budget as taken?

MR. DARROW: I object to that. You better say what was said to him. I withdraw the objection.

THE COURT: Objection withdrawn. He may answer.

(Question read.)

A. The authorization, or rather direction, to me to present the budget appears in the minutes of the Board of Education, under the meetings at which the annual budget was passed, or not budget but annual estimate, was passed and I was directed to present it to the City Council, which I did, for them to act on, and took it over in person, and I was not authorized to alter, vary, change, or amend it in any way.

MR. DARROW: Have you looked at those minutes lately?

A. I don't think I ever read the minutes through in my life, Mr. Darrow. I heard them read too often, and hearing them read for several years past I know the phraseology in which they are couched.

Q. You remember the date?

A. No, I don't remember the date. Usually it is about the last part of the fiscal year.

MR. HERRICK: There is the estimate.

MR. SHANNON: There is the estimate, Mr. Harris.

MR. DARROW: It appeared, I understood, at the next meeting.

A. This is the set form which we used probably, a report of the committee that they had had under consideration and the amount to be provided for in the tax levy of 1900 for school purposes and recommending that the president and secretary of the Board be directed to transmit the same to the City Council for their consideration and action.

THE COURT: You transmitted that in person?

A. Transmitted it, no, sir; in writing, your honor.

Q. And in person?

A. Then I went over to the City Council and took another copy when the Finance Committee was in session.

Q. Transmitted means to carry?

A. No. Trans—across, and mitted, to send. To send.

Q. To transmit, to send across?

A. Yes, sir.

Q. To carry?

A. No, sir. Transported would be correct.

MR. DARROW: You have, as president of the Board of Education, charge——

MR. HERRICK: We now urge our motion to exclude the rest of that evidence.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, MARCH 25, 1904. No. 17.

EDUCATIONAL METHODS.

As They Relate to Labor Unions.

From "Democracy and Social Ethics."

BY JANE ADDAMS.

We apparently believe that the workingman has no chance to realize life through his vocation. We easily recognize the historic association in regard to ancient buildings. We say that "generation after generation have stamped their mark upon them, have recorded their thoughts in them, until they have become the property of all." And yet this is even more true of the instruments of labor, which have constantly been held in human hands. A machine really represents the "seasoned life of man" preserved and treasured up within itself, quite as much as an ancient building does. At present workmen are brought in contact with the machinery with which they work as abruptly as if the present set of industrial implements had been newly created. They handle the machinery day by day, without any notion of its gradual evolution and growth. Few of the men who perform the mechanical work in the great factories have any comprehension of the fact that the inventions upon which the factory depends, the instruments which they use, have been slowly worked out, each generation using the gifts of the last and transmitting the inheritance until it has become a social possession. This can only be understood by a man who has obtained some idea of social progress. We are still childishly pleased when we see the further subdivision of labor going on, because the quantity of the output is increased thereby, and we apparently are unable to take our attention away from the product long enough to really focus it upon the producer. Theoretically, "the division of labor" makes men more interdependent and human by drawing them together into a unity of purpose. "If a number of people decide to build a road, and one digs, and one brings stones, and another breaks them, they are quite inevitably united by their interest in the road. But this naturally presupposes that they know where the road is going to, that they have some curiosity and interest about it, and perhaps a chance to travel upon it." If the division of labor robs them of interest in any part of it the mere mechanical fact of interdependence amounts to nothing.

The man in the factory, as well as the man with the hoe, has a grievance beyond being overworked and disinherited, in that he does not know what it is all about. We may well regret the passing of the time when the variety of work performed in the unspecialized workshop naturally stimulated the intelligence of the workingmen and brought them into contact both with the raw material and the finished product. But the problem of education, as any advanced educator will tell us, is to supply the essentials of experience by a short cut, as it were. If the shop constantly tends to make the workman a specialist, then the problem of the educator in regard to him is quite clear: It is to give him what may be an offset from the over-specialization of his daily work, to supply him with general information and to insist that he shall be a cultivated member of society with a consciousness of his industrial and social value.

As sad a sight as an old hand-loom worker in a factory attempting to make his clumsy machine compete with the flying shuttles about him, is a workingman equipped with knowledge so meager that he can get no meaning into his life nor sequence between his acts and the far-off results.

Manufacturers as a whole, however, when they attempt educational institutions in connection with their factories, are prone to follow conventional lines and to exhibit the weakness of imitation. We find, indeed, that the middle-class educator constantly makes the mistakes of the middle-class moralist when he attempts to aid working people. The latter has constantly and traditionally urged upon the workingman the specialized virtues of thrift, industry and sobriety—all virtues pertaining to the individual. When each man had his own shop it was perhaps wise to lay almost exclusive stress upon the industrial virtues of diligence and thrift; but as industry has become more highly organized life becomes incredibly complex and interdependent. If a workingman is to have a conception of his value at all he must see industry in its unity and entirety he must have a conception that will include not only himself and his immediate family and community, but the industrial organization as a whole. It is doubtless true that dexterity of hand becomes less and less imperative as the invention of machinery and subdivision of labor proceeds; but it becomes all

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the more necessary, if the workman is to save his life at all, that he should get a sense of his individual relation to the system. Feeding a machine with a material of which he has no knowledge, producing a product totally unrelated to the rest of his life, without in the least knowing what becomes of it or its connection with the community, is, of course, unquestionably deadening to his intellectual and moral life. To make the moral connection it would be necessary to give him a social consciousness of the value of his work, and at least a sense of participation and a certain joy in its ultimate use; to make the intellectual connection it would be essential to create in him some historic conception of the development of industry and the relation of his individual work to it.

Workingmen themselves have made attempts in both directions, which it would be well for moralists and educators to study. It is a striking fact that when workingmen formulate their own moral code and try to inspire and encourage each other it is always a large and general doctrine which they preach. They were the first class of men to organize an international association, and the constant talk at a modern labor meeting is of solidarity and of the identity of the interests of workingmen the world over. It is difficult to secure a successful organization of men into the simplest trades organization without an appeal to the most abstract principles of justice and brotherhood. As they have formulated their own morals by laying the greatest stress upon the largest morality, so if they could found their own schools it is doubtful whether they would be of the mechanic institute type. Courses of study arranged by a group of workingmen are most naive in their breadth and generality. They will select the history of the world in preference to that of any period or nation. The "wonders of science" or "the story of evolution" will attract workingmen to a lecture when zoology or chemistry will drive them away. The "outlines of literature" or "the best in literature" will draw an audience when a lecture in English poetry will be solitary. This results partly from a wholesome desire to have general knowledge before special knowledge, and is partly a rebound from the specialization of labor to which the workingman is subjected. When he is free from work and can direct his own mind he tends to roam, to dwell upon large themes. Much the same tendency is found in programs of study arranged by woman's clubs in country places. The untrained mind, wearied with meaningless detail, when it gets an opportunity to make its demand heard, asks for general philosophy and background.

In a certain sense commercialism itself, at least in its larger aspect, tends to educate the workingman better than organized education does. Its interests are certainly world-wide and democratic, while it is absolutely undiscriminating as to country and mocracy of commerce in relation to manufacturing is found in Dayton, Ohio, in the yearly gatherings held in a large factory there. Once a year the entire force is gathered together to hear the returns of the business, not so much in respect to the profits as in regard to its extension. At these meetings the traveling salesmen from various parts of the world —from Constantinople, from Berlin, from Rome from Hongkong—report upon the sales they have made and the methods of advertisement and promotion adapted to the various countries.

Stereopticon lectures are given upon each new country as soon as it has been successfully invaded by the product of the factory. The foremen in the various departments of the factory give accounts of the increased efficiency and the larger output over former years. Any man who has made an invention in connection with the machinery of the factory at this time publicly receives a prize, and suggestions are approved that tend to increase the comfort and social facilities of the employes. At least for the moment there is a complete esprit de corps, and the youngest and least skilled employe sees himself in connection with the interests of the firm and the spread of an invention. It is a crude example of what might be done in the way of giving a large framework of meaning to factory labor and of putting it into a sentient background, at least on the commercial side.

It is easy to indict the educator, to say that he has gotten entangled in his own material and has fallen a victim to his own methods; but granting this, what has the artist done about it—he who is supposed to have a more intimate insight into the needs of his contemporaries and to minister to them as none other can?

It is quite true that a few writers are insisting that the growing desire for labor, on the part of many people of leisure, has its counterpart in the increasing desire for general knowledge on the part of many laborers. They point to the fact that the same quality of conscience which seems to stifle the noblest effort of the individual because his intellectual conception and his achievement are so difficult to bring together is found on a large scale in society itself, when we have the separation of the people who think from those who work. And yet, since Ruskin ceased, no one has really formulated this in a convincing form. And even Ruskin's famous dictum that labor without art brutalizes has always been interpreted as if art could only be a sense of beauty or joy in one's own work, and not a sense of companionship with all other workers. The situation demands the consciousness of participation and well-being which comes to the individual when he is able to see himself "in connection and cooperation with the whole"; it needs the solace of collective art inherent in collective labor.

As the poet bathes the outer world for us in the hues of human feeling, so the workman needs some one to bathe his surroundings with a human significance—some one who shall teach him to find that which will give a potency to his life. His education, however simple, should tend to make him widely at home in the world and to give him a sense of simplicity and peace in the midst of the triviality and noise to which he is constantly subjected. He, like our men, can learn to be content to see but a part, although it must be a part of something.

It is because of a lack of democracy that we do not really incorporate him in the hopes and advantages of society and give him the place which is his by simple right. We have learned to say that the good must be extended to all of society before it can be held secure by any one person or any one class; but we have not yet learned to add to that statement that unless all men and all classes contribute to a good, we cannot even be sure that it is worth having. In spite of many attempts we do not really act upon either statement.

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NATIONAL EDUCATIONAL ASSOCIATION.

Secretary's Office, Winona, Minn, March 21, 1904.
To the Educational Press:

The Executive Committee had hoped to be able to make full announcements at this date of railroad rates and ticket conditions for the St. Louis convention, as well as of all local arrangements; but the Central Passenger Association, through whose territory most of our members must travel, will not make announcement of rates until after their meeting on the 24th inst. Local arrangements will depend on the time limit of tickets, which it is expected will be not less than fifteen days.

The committee has secured two valuable concessions for enrolled members: The Inside Inn, the only hotel within the exposition grounds, will be the association headquarters. The management has agreed to grant a concession of 50 cents per day, American plan, to enrolled members to the extent of 1,500 rooms (two persons in a room). This will insure accommodations for 3,000 persons at $2.50 per day, American plan, without bath, or $4.00 per day with bath.

The local committee expects to secure special rates to enrolled members at various hotels near the grounds and in private homes in that section of the city.

It is expected that the various state headquarters will be in their respective state buildings on the exposition grounds, which are nearly all located on the Plateau of States near the Inside Inn.

The exposition authorities will grant such concessions on admissions to enrolled members that the annual membership fee ($2.00) and also a coupon book of ten admissions to the exposition ($5.00) will both be supplied at the time of registration for $5.00. All meetings will be held within the exposition grounds.

The following preliminary programs are announced by the respective presidents. Complete and revised programs will appear in the Official Bulletin to be issued at an early date.

GENERAL SESSIONS.

President, John W. Cook, De Kalb, Ill.
Tuesday, June 28, 9:30 a. m.

Addresses of Welcome—Hon. A. M. Dockery, governor of Missouri; Hon. W. T. Carrington, superintendent of public instruction of the state of Missouri; Hon. Rolla Wells, mayor of St. Louis; F. Louis Soldan, superintendent of city schools, St. Louis; W. S. Chaplin, chancellor of Washington University, St. Louis; Hon. D. R. Francis, president Louisiana Purchase Exposition; Howard J. Rogers, director of congresses, Louisiana Purchase Exposition.

Responses—Hon. W. T. Harris, commissioner of education of the United States, Washington, D. C.; E. A. Alderman, president of Tulane University, New Orleans, La.

The Place of the Church in American Education—Edmund J. James, president of Northwestern University, Evanston, Ill.

President's address.

Wednesday, June 29, 9:15 a. m.

Popular Education in England—(Speaker to be supplied).

Educational Possibilities for the Country Child in the United States—O. J. Kern, superintendent of schools of Winnebago county, Rockford, Ill.

The New Departure in Secondary Education—J. J. Sheppard, principal of High School of Commerce, New York city.

The Place of the Small College—George A. Gates, president of Pomona College, Claremont, Cal.

7:30 p. m.

Art Exhibits in the Exposition—Halsey C. Ives, chief of department of art, Louisiana Purchase Exposition.

Thursday, June 30, 9:15 a. m.

Education of the Southern Negro—Booker T. Washington, president of Tuskegee Institute, Tuskegee, Ala.

Popular Education in France—(Speaker to be supplied).

Education in Porto Rico—Samuel M. Lindsay, commissioner of education, San Juan, Porto Rico.

Education in the Philippines—E. B. Bryan, ex-superintendent of education, Philippine Islands.

7:30 p. m.

Architecture of the Exposition—L. L. Masqueray, chief of design, Louisiana Purchase Exposition.

Friday, July 1, 9:15 a. m.

The Preparation of Teachers in Germany—(Speaker to be supplied).

An Education Creed—Z. X. Snyder, president of State Normal school, Greeley, Colo.

The Limitation of the Superintendent's Authority and the Teacher's Independence—Aaron Gove, superintendent of city schools, Denver, Colo.

The Argument for the Teachers' Federation—Miss Margaret A. Haley, president of National Federation of Teachers, Chicago, Ill.

7:30 p. m.

Sculpture and Decoration at the Exposition—Karl T. F. Bitter, director of Sculpture, Louisiana Purchase Exposition.

DEPARTMENT OF KINDERGARTEN EDUCATION.

President, Miss Jenny B. Merrill, New York City.

Tuesday, June 28.

Joint Session with Department of Elementary Education.

Friday, July 1.

(Program to be announced later).

DEPARTMENT OF ELEMENTARY EDUCATION.

President, Miss Ada Van Stone Harris, Rochester, N. Y.

Tuesday, June 28.

Joint meeting with Kindergarten Department.

The Relation of the Kindergarten and Elementary School as Shown in Their Exhibits.

a, From the Kindergarten Standpoint—Miss Patty Hill, Louisville, Ky.

b, From the Elementary School—Charles B. Gilbert, New York city.

Discussion—Three minute speeches from many leading kindergarteners and teachers representing prominent state and city exhibits.

Thursday, June 30.

The Natural Activities of Children as Determining the Industries in Early Education—Miss Sarah C. Brooks, Baltimore, Md.

Discussion—G. Stanley Hall, Worcester, Mass.; Myron T. Scudder, New Paltz, N. Y.

Avenue of Language Expression in the Elementary School—Percival Chubbs.

Discussion—Mrs. Ella F. Young, Chicago, Ill.; F. W. Cooley, Evansville, Ind.

DEPARTMENT OF NORMAL SCHOOLS.

President, Lewis H. Jones, Ypsilanti, Mich.

Topic—The Teaching of Geography.

a, How Can Teachers Make Better Use of "Out of Doors" in Teaching Geography?

b, What Does the St. Louis Exposition Offer as Illustrations of the Local Reaction of Man Upon His Environment in Every Part of the World?

Topic—In How Far May Child Psychology Take the Place of Adult Psychology, or Rational Psychology, in the Training of Teachers?

Topic—What Is the Net Gain to Education From the Recent Investigations Into Physiological Psychology?

While a number of prominent speakers have been secured, definite assignments to topics cannot be announced at this date.

DEPARTMENT OF MANUAL TRAINING.

President, Arthur H. Chamberlain, Pasadena, Cal.

Wednesday, June 29.

Joint Session with Department of Indian Education.

General Topic—Elementary Manual Training.

1. The Constructive Idea in the Elementary School—W. S. Jackman, dean of School of Education, University of Chicago.

2. The Place of the Arts in Training for Teaching—(Speaker to be supplied).

3. Manual Training in Germany as Shown by Exhibits—Dr. Alwin Pabst, director of Manual Training College, Leipzig, Germany.

4. Reports on Work as Shown by Exhibits—(a) From the Teachers' College, New York, Miss Mary B. Hyde; (b) Indianapolis, Ind.; (c) New York city schools: (d) Pacific coast; (e) Bradley Polytechnic Institute, Peoria, Ill.—Charles A. Bennett.

Friday, July 1.

1. The Manual Training High School Versus Optional Work in the Regular School—Charles B. Gilbert, New York city.

2. What May Be Done in the Country Schools—Alfred Bayliss, Springfield, Ill.

(Continued on page 5)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

SCHOOL BOARD ELECTED BY PEOPLE CHICAGO'S NEED.

The following report of the special committee appointed by the Chicago Federation of Labor to investigate the condition of the schools was made March 20 and indorsed unanimously:

"Your special committee appointed to look into the school situation and ascertain the needs of the public schools and recommend means of meeting those needs, respectfully reports that, in its opinion, the greatest present need of the schools is a Board of Education elected by the people; and as the question of electing the Board of Education will be submitted to the voters of Chicago on the 'Little Ballot' with the question of municipal ownership at the election April 5 your committee recommends that this report be received as progress and that the committee be instructed to prepare a statement urging the necessity of voting for this with the other propositions on the 'Little Ballot' and that copies of this statement be sent at once to all affiliated locals, together with a communication from the secretary notifying them of this action."

Life may be given in many ways,
And loyalty to truth be sealed
As bravely in the closet as the field,
So bountiful is Fate
But then to stand beside her,
When craven churls deride her;
To front a lie in arms and not to yield,
This shows, methinks, God's plan
And measure of a stalwart man,
Limbed like the old heroic breeds,
Who stands self-poised on manhood's solid earth,
Not forced to frame excuses for his birth,
Fed from within with all the strength he needs.
"Commemoration Ode."—LOWELL.

We desire to call attention to an error in the subject of Miss Haley's address announced in the program of the N. E. A. at St. Louis.

The letter of invitation asked Miss Haley "to prepare an address for the N. E. A. meeting in June on the whole subject of teachers' unions."

NEW ORLEANS EDUCATIONAL ASSOCIATION.

In the grief which is felt by the teachers of Chicago for the passing of so many of their number in the destruction of the Iroquois theater, the teachers of New Orleans extend their deepest sympathy, realizing keenly the sense of personal loss which saddens their coming together when familiar faces are missed from their accustomed places; therefore, be it,

Resolved, That in a spirit of fellowship with the teachers of the great city by the lakeside, a page in the record book of the New Orleans Educational Association be set aside and inscribed with this tribute to the memory of the teachers who perished in the Chicago fire, and that a copy of the same be forwarded to the Chicago Teachers' Federation, and the Principals' Association of the City of Chicago.

Respectfully submitted,

Rubie G. Harris,
Chairman Com. on Resolutions, N. O. E. A.

POLITICIANS' CALCULATIONS.

Those who are in favor of woman suffrage present numbers of valid and seemingly unanswerable arguments; those opposed have little or nothing to say in behalf of their position. Probably the only argument against the proposition is one based not on reason but on prejudice—on the unquestioned fact that all the calculations of politicians would be disturbed and rendered worthless if the number of voters in Illinois was to be doubled at a single stroke. But it is doubtful if this argument ought to prevail as it has in times past.

This country of ours has something better to do than consider the conveniences of practical politicians. Just what the effect would be can certainly be foreseen from a study of the conditions in those states of the Union that have admitted women to the polls. It is unquestioned that women have a clearer conception of morals than men—and they certainly are no more emotional than men in relation to politics nor any more likely to have the courage of their fathers' opinions as distinguished from opinions of their own. It has always been easier to ridicule their movement than to submit rational argument against it. Inertia and conservatism, especially among the unintelligent, have apparently supplied the market for the jester, not at all to the credit of the intelligence of the community. Taxation, always bearing most hardly on those who can bear it least in this state of Illinois, comes with particular force upon women's shoulders.

When it is realized that it is what each man, woman and child wears and eats that is taxed, as well as the house inhabited, and that few pay taxes on more than that, whether rich or poor, the injustice of keeping the woman who bears the burden of wise expenditure for almost every man in the community from expressing herself about the extravagance of tax-eaters and tax-spenders will be more apparent. The majority of intelligent men are in favor of woman suffrage and have been in favor of it for many years. But what of the unintelligent?—Chicago Daily News.

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NATIONAL EDUCATIONAL ASSOCIATION.

(Continued from page 3.)

3. Progress in the South as Shown by Exhibits—(Speaker to be supplied).

DEPARTMENT OF CHILD STUDY.

President, E. A. Kirkpatrick, Fitchburg, Mass.

Tuesday, June 28.

General Topic—Methods of Scientific Child Study.

Distribution of a printed paper by Will S. Monroe, describing the different types of child study, with directions as to where exhibits of the same are to be found.

Laboratory Tests as a Means of Child Study.

The Questionnaire in the Study of Children.

A General Critique of Child Study Methods.

Problems Yet to Be Solved and Modes of Attack.

Philippine and American Children Compared.

Thursday, June 30.

General Topic—Practical Child Study.

Diagnosis of Capacities and Defects of Children.

Modes of Dealing With Exceptional Children.

After the reading of these papers the section will divide into round tables to discuss the following topics:

The Study of Children in the Kindergarten.

The Study of Children in the Grades.

The Study of High School Pupils.

The Teaching of Child Study in the Normal Schools and Universities.

President Kirkpatrick is sending out circulars to all persons engaged in child study with the view of securing an exhibit at the exposition of appliances, outlines, methods and results of child study. Assignment of speakers will be announced later.

DEPARTMENT OF SCIENCE INSTRUCTION.

President, W. A. Fiske, Richmond, Ind.

Wednesday, June 29.

Discussion of Exposition Exhibits.

1. A Comparative Study of the Methods of Science Instruction of the Various Countries as Shown by Their Exhibits—Wm. J. S. Bryan, principal of Central High School, St. Louis, Mo.

2. The Nature and Educational Value of the Scientific Exhibits of High Schools and Colleges of the United States—George Platt Knox, principal of Garfield School, St. Louis, Mo.

3. The Success and Failure of Scientific Teaching as Shown by the Various Exhibits—(Speaker to be supplied).

4. Applied Geography, Illustrated From the Louisiana Purchase—Arthur G. Clements, University of the State of New York.

LIBRARY DEPARTMENT.

President, Nathan C. Schaeffer, Harrisburg, Pa.

Library Work in Normal Schools—Theodore B. Noss, president of State Normal School, California, Pa.

Discussion led by Miss Grace Salisbury, librarian of State Normal School, Whitewater, Wis.

The Place of the Library in Class Instruction—Clarence E. Meleney, associate superintendent of city schools, New York city.

(Program to be completed).

DEPARTMENT OF SPECIAL EDUCATION.

President, J. W. Jones, Columbus, Ohio.

Wednesday, June 29.

1. President's Address.

2. What Teachers May Learn From the Model Schools of the Deaf and Blind and Their Exhibits—S. M. Green, superintendent of the Missouri School for the Blind, St. Louis.

3. Sight and Hearing in Relation to Education—Oscar Christman, professor of Paidology, Ohio University, Athens, Ohio.

Friday, July 1.

1. Report of Commission on Statistics Relative to Children in the Public Schools of the United States Who Need Special Methods of Instruction—F. W. Booth, editor of Association Review, Mt. Airy, Philadelphia, Pa.

2. The Chicago Hospital School for Nervous and Delicate Children; Its Educational and Scientific Methods—Miss Mary R. Campbell, secretary, Chicago, Ill.

3. The Teacher and the Defective Child—Dr. M. A. Goldstein, St. Louis, Mo.

DEPARTMENT OF INDIAN EDUCATION.

President, R. A. Cochrane, Talklai, Ariz.

Monday, June 27, 9:30 a. m.

Preliminary session at which addresses will be delivered by Most Rev. J. J. Glennon, D. D., archbishop of St. Louis, Mo.; Hon. W. A. Jones, United States commissioner of Indian affairs; Superintendent F. Louis Soldan of St. Louis; D. R. Francis, president of the Universal Exposition, St. Louis, Mo., and other prominent officials of the exposition.

Tuesday, June 28.

Joint session with the Department of Elementary Education.

Wednesday, June 29.

Joint session with the Department of Manual Training.

Thursday, June 30.

Round Table Conference of Indian Workers.

Friday, July 1.

Round Table Conference of Indian Workers.

Programs for the other departments are not yet ready for announcement, but will be completed at an early date.

Thanking you in advance for your kind co-operation in publishing this information, I am, for the Executive Committee. Sincerely yours,

Irwin Shepard, Secretary.

THE CIVIC COMMITTEE OF THE LEAGUE OF COOK COUNTY CLUBS.

Takes pleasure in announcing that the "Chicago Daily News" will co-operate with it in making it possible for the citizens to become conversant with certain ordinances, which the "News" will publish from time to time during the spring.

In order to take advantage of this educational effort the committee requests presidents of clubs, heads of corporations and the clergy of the city to call attention to this opportunity, in their respective bodies. They also suggest that these ordinances when published, be cut from the paper and arranged in such form as may be most convenient for future reference.

Heads of city departments will be materially assisted in enforcing the ordinances if citizens will report to these officials the violations of any that come under their observation.

The first ordinances to be published are the following:

Anti-spitting ordinance.

Cleaning of streets and littering of same.

Removal of garbage.

The new ordinance for the protection of life in case of fire in public places, halls, theaters, etc.

The committee respectfully calls your attention to the fact that at the coming election, April 5th, the fourth question presented to the voters on the LITTLE BALLOT, will be, SHALL THE BOARD OF EDUCATION BE ELECTED BY THE PEOPLE? It requires an act of the legislature to make the board elective after the citizens of Chicago have expressed their desire by their vote on this question. Unless a majority of the voters of Chicago show by their vote April 5th, that they favor an elective board of education this legislation cannot be secured.

Very respectfully, the committee,

Minnie Watkins,
Julia H. Jaffray,
Harriet M. Van Der Vaart,
Lela L. King,
Sarah F. Sloan,
Georgie C. Caldwell,
Mrs. A. N. Heap,
Mrs. Geo. J. Reed.

Mrs. O'Rourke (to charitable old Mr. Hartwell, who is giving away poultry to the needy)—Long life to yer Honor; sure I'll niver see a goose agin but I'll think of yez!—Harlem Life.

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ANNOUNCEMENTS.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, March 28, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

CHICAGO TEACHERS' FEDERATION.

The adjourned session of the annual meeting will be held Saturday, April 2, 1904, in Oriental Hall, 17th floor Masonic Temple, at 10:30 a. m. Special order of business: Installation of officers for the ensuing year, reports of officers and amendments to the constitution.

Josephine Nichols, Cor. Sec.
Louie L. Kilbourn, Pres.

BOARD OF EDUCATION.

Wednesday, March 16, 1904.

Wednesday, March 16, 1904.

District Supt. A. G. Lane was granted a "Leave of absence" until May 1 with pay.

Margaret Gallagher and Henry H. Wilson, former teachers, were placed on the list for assignment.

Julia B. Corcoran, Minnie A. O'Sullivan, Mabel F. Shaw and Andrea M. Sorensen, cadets who have served four months, were placed on the list for assignment.

Josephine Lesen, Julia L. McIlvaine and Caroline E. Miller were advanced in salary on the score of experience.

John E. Groves was elected teacher in the Crane M. T. High School at a salary of $900.

Ida I. Culley was elected head assistant of the Pulaski School.

PENSION BOARD.

Katherine Eiles, Jennie Clancey and Bridget M. B. Egan were granted annuities.

MR. LOWRY'S TAXES.

The Twin City Rapid Transit Company is in a fair way to pay a respectable amount of taxes on its holdings in Ramsey and Hennepin counties.

The action of the state board of equalization in raising the valuation of the company's holdings to $4,600,000 will meet with the approbation of every man in the Twin Cities except the officers and attorneys of the company.

It shows a proper sense of discrimination on the part of the members of the board—this raise. It is applied to a corporation whose holdings are large and whose earnings are immense—even comparatively.

The Twin City Rapid Transit Company has been a persistent and unscrupulous taxdodger. It never has paid anything like a just share of the taxes. And at last fate has overtaken it.

Last spring when Moritz Heim, supported by The Daily News out of all the dailies of St. Paul and Minneapolis, began a campaign to compel the company to pay its fee as a foreign corporation, the managers hid behind the contention that the Twin City Rapid Transit Company owned nothing in the state—an obvious subterfuge.

If the company had shown any disposition to comply with the Somerville bill it might have averted the fate that has overtaken it. Now it will have to pay a fair share of taxes on part of its holdings and will very likely have to settle under the Somerville bill.

Mr. Heim has done well. He began the agitation to force the street railway company to pay its taxes two years or more ago. He was laughed at. He persevered until he received the countenance of The Daily News.

The people will join with The Daily News in congratulating the board of equalization and Mr. Heim on their good work.—St. Paul Daily News.

IN SCHOOL.

When school begins at nine o'clock,
The children settle down to work,
And nearly all in earnest are,
Though some among the number shirk.

And when the teacher is engaged
In making clear some hidden truth,
She has to stop and reprimand
Some mischievous, unruly youth.

And that unpleasant duty done,
She tries to make things clear again,
And mayhap has a visitor
To list to what she must explain.

And then the special teachers come
At intervals, her work to test,
And she is more or less unstrung,
Though conscious she has done her best.

And if these artists be but pleased,
All nature wears a brighter hue,
But when they are dissatisfied
She feels fatigued and very blue.

Year after year, this strain goes on,
Until enduring strength is past,
And after struggling valiantly,
She feels like giving up at last.

Give up! and what then can she do,
Her health and occupation gone?
Through years of misery and pain,
She must brace up and struggle on.

M. LOUISE GARCIA.

Honesty is a warrant of far more safety than fame.—Feltham.

LOANS TO TEACHERS
By a Teacher
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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, APRIL 1, 1904. No. 18.

THE TEACHERS' SUIT.

Last Thursday the attorneys for the Board of Education asked for ten days more in which to file their briefs and argument. As the teachers' attorneys have five days after such filing to answer any new points therein brought forward it will make the total time from the date of closing the hearing till the court has the matter actually before him thirty-five days. It is impossible to say how long the judge will have the matter under advisement before announcing a decision.

BROOKLYN TEACHERS MAY MARRY.

Teacher Wins Suit Against Board of Education.

Mrs. Kate M. Murphy, a Brooklyn teacher, to whom the Board of Education refused to pay her salary because she married asked and received a writ of mandamus compelling Superintendent Maxwell to certify on the salary sheet the amount due her. The decision declares the Brooklyn board has no power under the charter of Greater New York to dismiss women teachers because they marry.

Following is the full text of the decision:

PEOPLE ex rel. MURPHY v. MAXWELL, Superintendent of Schools.

(Court of Appeals of New York. Feb. 23, 1904.)

SCHOOLS—MARRIAGE OF FEMALE TEACHERS—DISMISSAL.

1. Greater New York charter (Laws 1897, c. 378, §§ 1114, 1117, re-enacted in Laws 1901, c. 466, §§ 1093, 1101) provides that teachers in public schools shall hold their positions subject only to the limitations of the act, and to reassignment or removal for cause after trial on charges of gross misconduct, insubordination, neglect of duty or general inefficiency. Held, that such provisions are necessarily exclusive, and a by-law of the Board of Education, adopted by the School Board of the borough of Brooklyn providing that, should a female teacher marry, her place shall become vacant, is void, as in conflict with the charter.

O'Brien, J., dissenting.

Appeal from Supreme court, appellate division, second department.

Application by the people, on the relation of Kate M. Murphy, for a peremptory writ of mandamus to William H. Maxwell, city superintendent of schools of the city of New York, to compel defendant to recognize the relator as a teacher in the public schools. From an order of the appellate division (83 N. Y. Supp. 1098) which reversed an order granting a peremptory writ, relator appeals. Affirmed.

Conrad Saxe Keyes, for appellant. John J. Delany, corp. counsel (James D. Bell, of counsel), for respondent.

CULLEN, J. In February, 1891, the relator was appointed a teacher in one of the public schools of the then city of Brooklyn. At that time there was a by-law of the board of education of the city which provided: "Should a female principal, head of department or teacher marry, her place shall thereupon become vacant, but her marriage shall not operate as a bar to her reappointment, should it be deemed to the best interests of the school to retain her services." After the consolidation of the city with the city of New York, the borough school board adopted or continued that by-law. On Jan. 21, 1902, the relator married. Thereupon she notified the local committee of the school in which she taught, and applied for reappointment or continuance in her position. She asserts that she was reappointed by the borough board, but this fact was put in issue by the affidavits submitted on behalf of the respondent. Still, as she alleged, and the allegation was not denied, no one was appointed in her place, and she continued to discharge all the duties of her position as teacher, and no action has been taken by the board of education to dismiss her from her employment. Under the by-laws of the city board of education, it was the duty of the respondent to certify to the auditor the names and salaries of the teachers; and, without such certification, teachers were unable to draw their pay. On an affidavit stating those facts, the relator applied to the special term for a peremptory writ of mandamus, directing the respondent to recognize her as a teacher of the public schools and to certify her name to the auditor, that she might be paid her salary. As already stated, the affidavits on behalf of the respondent controverted none of the facts stated by the relator, except those referring to her reappointment. The special term granted the peremptory writ as asked for by the relator, on the ground that her employment could not be terminted without affirmative action taken by the borough board of education to dismiss her. On appeal the appellate division reversed the order of the special term, holding that the relator's marriage ipso facto terminated her employment, but directed that an alternative writ issue to determine the controversy as to her reappointment. The appellate division thereafter allowed an appeal to this court, and certified three questions for determination: First, is the by-law of the former borough school board of Brooklyn, above recited, a reasonable regulation? Second, is the aforesaid by-law in conflict with section 1114 of the charter of 1897 of the city of New York (Laws 1897, c. 378, p. 403), providing for the removal of members of the educational and teaching staff after trial and hearing upon charges, and prescribing the grounds of such removal? Third, can such by-law operate to vacate the position of women principals and teachers, without the taking of affirmative action by the board of education or the borough school board, as prescribed by the charter of the city of New York, looking to their removal?

It is not necessary, nor would it be profitable, to discuss the question whether a by-law providing that a female teacher shall by marriage vacate her employment is reasonable or not, nor, if it be assumed that such a by-law would be reasonable, to consider whether the particular by-law in this case, which, in effect, provides that by marriage a female teacher's employment shall cease, or not, at the option of the borough board, is reasonable, as we are of opinion that under the charter the board had no power either to pass a by-law on the subject, or to provide for the compulsory termination of the employment of the teacher, except in the manner pointed out by the statute. Prior to the creation of the present city, the public school system of the old city of New York was governed by the provisions of the consolidation act of 1882 (Laws 1882, p. 294, c. 410). Section 1038 of that statute empowered the board of trustees for the ward, by a vote of their whole number, to remove teachers other than principals and vice principals, provided the removal was approved by a majority of the inspectors for the district, subject to a right of appeal to the board of education, which might reinstate the teacher. Section 1042 authorized the board of education, by a three-fourths vote, to remove any teacher on the recommendation of the city superintendent, or of a majority of the ward trustees, or of the inspectors of the district. It is very clear that these provisions of the statute were exclusive, and that a teacher could be removed only in the manner therein prescribed, and so it has been held by the courts—Steinson v. Board of Educa-

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tion of N. Y., 165 N. Y. 431, 59 N. E. 300. In the greater New York charter the only provisions as to their tenure of employment and the dismissal of teachers from their places, except those relating to compulsory retirement, are found in sections 1114 and 1117. The latter of these sections provides: "All superintendents, assistants or associate superintendents, and all principals, teachers and other members of the educational staff in the public school system of any part of the city of New York as constituted by this act, shall continue to hold their respective positions and to be entitled to such compensation as is now provided or may hereafter be provided by the various school boards, subject to the limitations of this act, and to reassignment or to removal for cause, as may be provided by law." By section 1114 a member of the school board, a borough superintendent or an associate superintendent is authorized to prefer charges to the school board against any principal or against any teacher in any of the schools under their charge "for gross misconduct, insubordination, neglect of duty or general inefficiency." Provision is made for the suspension of the teacher charged with such delinquency. It is then provided that the school board shall immediately proceed to try and determine the case, either by the full board or by a committee, and fix the fine, penalty or punishment, if any, that should be imposed, which "shall consist of a fine, in suspension for a fixed time without pay, or in dismissal." Now, bearing in mind the mandate of section 117, that the teachers shall continue to hold their positions, subject only to the limitations of the statute and removal for cause, and that the only grounds for removal provided by the charter are gross misconduct, insubordination, neglect of duty or general inefficiency, we think that these statutory provisions are also necessarily exclusive. It is unreasonable to believe that the draftsman of the Greater New York charter, or the legislators who enacted it, having before them as the foundation of that charter the consolidation act of 1882, which prescribed the only method in which a school teacher could be removed, and having themselves provided in the charter for dismissal for specified causes, should have intended by the grant of any general power to the board of education to authorize the removal of teachers from their employment on any other grounds or in any other manner than those stated in the statute. Nor is the power given by the charter to enact by-laws sufficient to cover the case before us. The statute authorized each borough board subject to the control of the board of education to enact by-laws not in conflict with the provisions of the charter "for the government and management of the schools in the borough, for defining the duties and regulating the exercise of the powers of its members and committees and of all school officers * * * and for the promotion and welfare and best interests of all matters committed to it concerning the public schools and the public school system of the city in said borough." Under this authority the board might prescribe the manner in which a school teacher should discharge the duties of the position, and violation of such by-law would constitute insubordination, for which the offender might be proceeded against, but in no other way does it confer any power on the board to deal with the subject of dismissals.

It follows that the order of the appellate division should be reversed, and that of the special term affirmed, with costs; that the first question should remain unanswered; that the second question should be answered in the affirmative, and the third in the negative.

Parker, C. J., and Haight, Martin, and Vann, J. J. (and Gray, J., in result, on the ground that affirmative action was necessary on the part of the board of education), concur. O'Brien, J., dissents.

Order reversed, etc.

BOARD OF EDUCATION.

Wednesday, March 30, 1904.

The Committee on School Management made the following recommendations: That two thousand copies of a manual pertaining to games for use in the elementary schools, be printed at an estimated cost of 400, to be charged to the appropriation for physical culture.

That, in accordance with the provisions of the report of the Committee on Finance, which was adopted by the Board of Education on February 3, 1904, five new centers for instruction in manual training and three new centers for instruction in household arts be located in the following elementary schools:

Manual Training Centers—Darwin school, Drake school, Crerar school, Stowe school, Shields school.

Household Arts Centers—Franklin school, Talcott school, Medill school.

That the business manager be authorized and instructed to purchase and install the necessary equipment for instruction in these subjects in the above named centers.

That the Superintendent of Schools be instructed to submit, as early as practicable, a curriculum and outline of work for a Commercial High School.

That the Superintendent of Schools be given permission to inspect such schools wherever located, as he may think necessary; to be absent such time as may be necessary; and to go to such traveling expenses as may be required.

That examinations for principals of elementary schools, teachers in elementary schools, teachers of German in elementary schools, teachers in high schools, teachers in kindergartens, teachers of manual training in elementary schools, teachers of cooking in elementary schools, teachers of sewing in elementary schools, teachers of the deaf, teachers of drawing in elementary schools and high schools, teachers of physical culture, teachers of manual training in high schools, family instructors and assistant family instructors in the Parental School, be held on Monday and Tuesday, June 27 and 28, 1904, and that the Superintendent of Schools be authorized to give these examinations the publicity he thinks necessary.

That the rules and regulations presented at the meeting held March 16, 1904, be adopted.

That, at the annual reorganization of the Board of Education, the secretary present the present rules and regulations, with the amendments to date, to the Board for readoption.

That the public schools of Chicago be closed on Good Friday, April 1, 1904.

Concurrence in the following report from the Superintendent of Schools:

"The Superintendent of Schools respectfully reports that half-day kindergartens were opened in the Coonley and Avondale Schools in September, 1903, the same teachers serving in both schools. It has been found, however, that the distance between these two schools is too great for teachers to travel between sessions and still do satisfactory work. The Superintendent therefore recommends that the Coonley kindergarten be closed temporarily and that the kindergarten in the Avondale school be made an all-day session."

That it has instructed the Superintendent of Schools to suspend Michael M. Byrne, teacher in the Chicago Lawn school, against whom charges have been filed, pending the completion of the investigation and trial.

The Superintendent of Schools respectfully reports that in transferring from a position as regular teacher in the elementary schools to another department of the public schools a person who holds a proper certificate for such positions, he has followed the rule which required service in such position before he can be regularly appointed or assigned.

The Superintendent further reports that the rules of the Board authorizes him to fix the salary of a substitute in the high schools at $4 or $5 per day, and that the maximum for such substitute service is sometimes less than the salary an elementary teacher was receiving in the position from which he was transferred. The Superintendent believes that it is unfair to any teacher who is promoted to require him to suffer a reduction in his salary for four months.

The Superintendent respectfully recommends that the following clause be added to Section 269 of the rules and regulations:

"Salary During Probationary Service.—When a teacher in one department of the public school system is transferred to another department wherein the salary schedule is higher, his salary during the term of his probationary substitute service shall be fixed at an amount equal to that which he was receiving in the position from which he was transferred; and no person shall be appointed or assigned to any position as teacher who has not served a probationary period of four months in such position."

Recommendations concurred in.

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THE FUNCTION OF EDUCATION IN DEMOCRATIC SOCIETY.

By Charles W. Eliot,
President of Harvard University.

What the function of education shall be in a democracy will depend on what is meant by democratic education.

Too many of us think of education for the people as if it meant only learning to read, write and cipher. Now, reading, writing and simple ciphering are merely the tools by the diligent use of which a rational education is to be obtained through years of well-directed labor. They are not ends in themselves, but means to the great end of enjoying a rational existence. Under any civilized form of government these arts ought to be acquired by every child by the time it is nine years of age. Competent teachers, or properly conducted schools, now teach reading, writing and spelling simultaneously, so that the child writes every word it reads, and, of course, in writing spells the word. Ear, eye and hand thus work together from the beginning in the acquisition of the arts of reading and writing. As to ciphering, most educational experts have become convinced that the amount of arithmetic which an educated person who is not some sort of computer needs to make use of is but small, and that real education should not be delayed or impaired for the sake of acquiring a skill in ciphering which will be of little use either to the child or to the adult. Reading, writing and arithmetic, then, are not the goal of popular education.

The goal in all education, democratic or other, is always receding before the advancing contestant, as the top of a mountain seems to retreat before the climber, remoter and higher summits appearing successively as each apparent summit is reached. Nevertheless, the goal of the moment in education is always the acquisition of knowledge, the training of some permanent capacity for productiveness or enjoyment, and the development of character. Democratic education being a very new thing in the world, its attainable objects are not yet fully perceived. Plato taught that the laborious classes in a model commonwealth needed no education whatever. That seems an extraordinary opinion for a great philosopher to hold; but, while we wonder at it, let us recall that only one generation ago in some of our Southern States it was a crime to teach a member of the laborious class to read. In feudal society education was the privilege of some of the nobility and clergy, and was one source of the power of these two small classes. Universal education in Germany dates only from the Napoleonic wars; and its object has been to make intelligent soldiers and subjects, rather than happy freemen. In England the system of public instruction is but twenty-seven years old. Moreover, the fundamental object of democratic education—to lift the whole population to a higher plane of intelligence, conduct and happiness—has not yet been perfectly apprehended even in the United States. Too many of our own people think of popular education as if it were only a protection against dangerous superstitions, or a measure of police, or a means of increasing the national productiveness in the arts and trades. Our generation may, therefore, be excused if it has but an incomplete vision of the goal of education in a democracy.

I proceed to describe briefly the main elements of instruction and discipline in a democratic school. As soon as the easy use of what I have called the tools of education is acquired, and even while this familiarity is being gained, the capacities for productiveness and enjoyment should begin to be trained through the progressive acquisition of an elementary knowledge of the external world. The democratic school should begin early—in the very first grades—the study of nature; and all its teachers should, therefore, be capable of teaching the elements of physical geography, meteorology, botany and zoology, the whole forming in the child's mind one harmonious sketch of its complex environment. This is a function of the primary-school teacher which our fathers never thought of, but which every passing year brings out more and more clearly as a prime function of every instructor of little children. Somewhat later in the child's progress toward maturity the great sciences of chemistry and physics will find place in its course of systematic training. From the seventh or eighth year, according to the quality and capacity of the child, plane and solid geometry, the science of form, should find a place among the school studies, and some shares of the child's attention that great subject should claim for six or seven successive years. The process of making acquaintance with external nature through the elements of these various sciences should be interesting and enjoyable for every child. It should not be painful, but delightful; and throughout the process the child's skill in the arts of reading, writing and ciphering should be steadily developed.

There is another part of every child's environment with which he should early begin to make acquaintance, namely, the human part. The story of the human race should be gradually conveyed to the child's mind from the time he begins to read with pleasure. This story should be conveyed quite as much through biography as through history; and with the descriptions of facts and real events should be entwined charming and uplifting products of the imagination. I cannot but think, however, that the wholly desirable imaginative literature for children remains, in large measure, to be written. The mythologies, Old Testament stories, fairy tales, and historical romances on which we are accustomed to feed the childish mind contain a great deal that is perverse, barbarous, or trivial; and to this infiltration into children's minds, generation after generation, of immoral, cruel, or foolish ideas, is probably to be attributed, in part, the slow ethical progress of the race. The common justification of our practice is that children do not apprehend the evil in the mental pictures with which we so rashly supply them. But what should we think of a mother who gave her child dirty milk or porridge on the theory that the child would not assimilate the dirt? Should we be less careful of mental and moral food-materials? It is, however, as undesirable as it is impossible to try to feed the minds of children only upon facts of observation or record. The immense product of the imagination in art and literature is a concrete fact with which every educated human being should be made somewhat familiar, such products being a very real part of every individual's actual environment.

Into the education of the great majority of children there enters as an important part their contribution to the daily labor of the household and the farm, or, at least of the household. It is one of the serious consequences of the rapid concentration of population into cities and large towns, and of the minute division of labor which characterizes modern industries, that this wholesome part of education is less easily secured than it used to be when the greater part of the population was engaged in agriculture. Organized education must, therefore, supply in urban communities a good part of the manual and moral training which the co-operation of children in the work of father and mother affords in agricultural communities. Hence the great importance in any urban population of facilities for training children to accurate handwork, and for teaching them patience, forethought, and good judgment in productive labor.

Lastly, the school should teach every child, by precept, by example, and by every illustration its reading can supply, that the supreme attainment for any individual is vigor and loveliness of character. Industry, persistence, veracity in word and act, gentleness and disinterestedness should be made to thrive and blossom during school life in the hearts of the children who bring these virtues from their homes well started, and should be planted and tended in the less fortunate children. Furthermore, the pupils should be taught that what is virtue in one human being is virtue in any group of human beings, large or small—a village, a city or a nation; that the ethical principles which should govern an empire are precisely the same as those which should govern an individual; and that selfishness, greed, falseness, brutality, and ferocity are as hateful and degrading in a multitude as they are in a single savage.

The education thus outlined is what I think should be meant by democratic education. It exists to-day only among the most intelligent people, or in places singularly fortunate in regard to the organization of their schools; but though it be the somewhat distant ideal of democratic education, it is by no means an unattainable ideal. It is the reasonable aim of the public school in a thoughtful and ambitious democracy. It, of course, demands a kind of teacher much above the elementary school teacher of the present day, and it also requires a larger expenditure upon the public school than is at all customary as yet in this country. But that better kind of teacher and that larger expenditure are imperatively called for, if democratic institutions are to prosper, and to promote continuously the real welfare of the mass of the

(Continued on page 5.)

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THE EDITOR,
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WOMEN DO NOT WANT TO VOTE.

I have before me six editorials bearing upon woman suffrage that have just arrived through the mail, and every one of them assumes, as an excuse for denying women their citizen's right to the ballot, that women do not want to vote. Even editors who claim to believe in the justice of it make this excuse.

Pray, what would you have we women do to prove that we wanted the ballot? You will not let us vote in order to prove it, except in four states, and in those states the women have certainly shown that they want to vote by actually doing so year after year in as great a proportion, and sometimes greater, than the men. If you do not believe these women care for the ballot just try to take it from them and see what will be the result.

We have presented more petitions to our legislative bodies asking for the ballot than have ever been presented upon any other subject in the history of our nation.

At the time of the last constitutional convention in New York state the women secured petitions from 600,000 citizens, 21 years of age and above, asking that a woman suffrage amendment be submitted to the voters, but the convention refused to submit it. This was the only amendment asked for by any large number of citizens.

Before the women obtained this mammoth petition the editor of the New York Sun said: "If the women secure 100,000 names the convention will be obliged to submit the amendment," still they refused to submit it after the women had secured six times that number of names.

Last year almost every organization of women in the state of Illinois united on a suffrage bill and sent their delegates to the legislature to prove that the women did want to vote, but it was lost just the same. The same is true of nearly every state where women have made the attempt to secure some form of suffrage.

In view of all these facts, I think it about time that "women do not want to vote" is relegated to the past to keep company with all the other false prophecies about women that have done duty in the past.

We know it is about all there is left for the opposition and they will cling to it as a drowning man does to his last and only hope.

We all know this is not the true reason why men do not give women the ballot, and we also know that those who control the votes are ashamed to give the true reason. ELNORA MONROE BABCOCK.

FEW WILL MISS THEE.

Few will miss thee, friend, when thou
  for a month in dust hast lain.
Skillful hand and anxious brow;
  Tongue of wisdom, busy brain—
All thou wert shall be forgot,
And thy place shall know thee not.

Shadows from the bending trees
  O'er thy lowly head may pass,
Sighs from every wandering breeze
  Stir the long, thick churchyard grass—
Wilt thou heed them? No; thy sleep
Shall be dreamless, calm and deep.

Some sweet bird may sit and sing
  On the marble of thy tomb,
Soon to flit on joyous wing
  From that place of death and gloom.
On some bough to warble clear,
But these songs thou shalt not hear.

Some kind voice may sing thy praise,
  Passing near thy place of rest,
Fondly talk of "other days,"
  But no throb within thy breast
Shall respond to words of praise
Or old thoughts of "other days."

Since so fleeting is thy name,
  Talent, beauty, power and wit,
It were well that without shame
  Thou in God's great book were writ,
There in golden words to be
Graven for eternity.

THE BOSS POLITICIANS CANNOT MANIPULATE THE WOMEN VOTERS.

At the recent convention of the joint committees of the Women's Republican Clubs of Colorado the president of the State League said some significant things and one of them was this: "We must not work under the direction of men. We will work with them, welcome their advice, but we must work under women and only good women." The "machine" politicians cannot be expected to favor equal suffrage when women talk like that, or like the Democratic Women's Club who said: "We must have our own money and be independent of professional politicians." Pretty soon we will be favored with another batch of anonymous opinions from "prominent" men declaring that woman suffrage in Colorado is a failure.—Ida Husted Harper in New York Sun.

Employment and hardships prevent melancholy.—Johnson.

Happiness is an equivalent for all troublesome things.—Epictetus.

He is great who is what he is from nature, and who never reminds us of others.—Emerson.

We hear the rain fall, but not the snow. Bitter grief is loud, calm grief is silent.—Auerbach.

Genius is the father of a heavenly line, but the mortal mother, that is industry.—Theodore Parker.

Thoughtlessness is never an excuse for wrongdoing. Our hasty actions disclose, as does nothing else, our habitual feelings.—W. T. Taylor.

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THE FUNCTION OF EDUCATION IN DEMOCRATIC SOCIETY.

(Continued from page 3.)

people. The standard of education should not be set at the now attained or the now attainable. It is the privilege of public education to press toward a mark remote.

From the total training during childhood there should result in the child a taste for interesting and improving reading, which should direct and inspire its subsequent intellectual life. That schooling which results in this taste for good reading, however unsystematic or eccentric the schooling may have been, has achieved a main end of elementary education; and that schooling which does not result in implanting this permanent taste has failed. Guided and animated by this impulse to acquire knowledge and exercise his imagination through reading, the individual will continue to educate himself all through life. Without that deep-rooted impulsion he will soon cease to draw on the accumulated wisdom of the past and the new resources of the present, and, as he grows older, he will live in a mental atmosphere which is always growing thinner and emptier. Do we not all know many people who seem to live in a mental vacuum—to whom, indeed, we have great difficulty in attributing immortality, because they apparently have so little life except that of the body? Fifteen minutes a day of good reading would have given any one of this multitude a really human life. The uplifting of the democratic masses depends on this implanting at school of the taste for good reading.

Another important function of the public school in a democracy is the discovery and development of the gift or capacity of each individual child. This discovery should be made at the earliest practicable age, and, once made, should always influence, and sometimes determine, the education of the individual. It is for the interest of society to make the most of every useful gift or faculty which any member may fortunately possess; and it is one of the main advantages of fluent and mobile democratic society that it is more likely than any other society to secure the fruition of individual capacities. To make the most of any individual's peculiar power, it is important to discover it early, and then train it continuously and assiduously. It is wonderful what apparently small personal gifts may become the means of conspicuous service or achievement, if only they get discovered, trained and applied. A quick eye for shades of color enables a blacksmith to earn double wages in sharpening drills for quarrymen. A delicate sense of touch makes the fortune of a wool-buyer. An extraordinary perceptive forefinger gives a surgeon the advantage over all his competitors. A fine voice, with good elocution and a strong memory for faces and parliamentary rules, may give striking political success to a man otherwise not remarkable. In the ideal democratic school no two children would follow the same course of study or have the same tasks, except that they would all need to learn the use of the elementary tools of education—reading, writing and ciphering. The different children would hardly have any identical needs. There might be a minimum standard of attainment in every branch of study, but no maximum. The perception or discovery of the individual gift or capacity would often be effected in the elementary school, but more generally in the secondary; and the making of these discoveries should be held one of the most important parts of the teacher's work. The vague desire for equality in a democracy has worked great mischief in democratic schools. There is no such thing as equality of gifts, or powers, or faculties, among either children or adults. On the contrary, there is the utmost diversity; and education and all the experience of life increase these diversities because school, and the earning of a livelihood, and the reaction of the individual upon his surroundings, all tend strongly to magnify innate diversities. The pretended democratic school with an inflexible program is fighting not only against nature, but against the interests of democratic society. Flexibility of program should begin in the elementary school, years before the period of secondary education is reached. There should be some choice of subjects of study by ten years of age, and much variety by fifteen years of age. On the other hand, the programs of elementary as well as of secondary schools should represent fairly the chief divisions of knowledge, namely, language and literature, mathematics, natural science, and history, besides drawing, manual work, and music. If school programs fail to represent the main varieties of intellectual activity they will not afford the means of discovering the individual gifts and tendencies of the pupils.

As an outcome of successful democratic education, certain habits of thought should be well established in the minds of all the children before any of them are obliged to leave school in order to help in the support of the family. In some small field each child should acquire a capacity for exact observation, and as a natural result of this acquirement it should come to admire and respect exact observation in all fields. Again, in some small field, it should acquire the capacity for exact description, and a respect for exact description in all fields. And, lastly, it should attain, within the limited range of its experience and observation, the power to draw a justly limited inference from observed facts. I need not say that this power of just inference is an admirable one, which many adults never attain as the combined result of their education in childhood and their experience in after life. Yet democratic institutions will not be safe until a great majority of the population can be trusted not only to observe accurately and state precisely the results of observation, but also to draw just inferences from those results. The masses of the people will always be liable to dangerous delusions so long as their schools fail to teach the difference between a true cause and an event preceding or accompanying a supposed effect.

* * * * * * *

Any one who has attained to the capacity for exact observation and exact description, and knows what it is to draw a correct inference from well determined premises, will naturally acquire a respect for these powers when exhibited by others in fields unknown to him. Moreover, any one who has learned how hard it is to determine a fact, to state it accurately, and to draw from it the justly limited inference, will be sure that he himself cannot do these things, except in a very limited field. He will know that his own personal activity must be limited to a few subjects, if his capacity is to be really excellent in any. He will be sure that the too common belief that a Yankee can turn his hand to anything is a mischievous delusion. Having, as the result of his education, some vision of the great range of knowledge and capacity needed in the business world, he will respect the trained capacities which he sees developed in great diversity in other people. In short, he will come to respect and confide in the expert in every field of human activity. Confidence in experts, and willingness to employ them and abide by their decisions, are among the best signs of intelligence in an educated individual or an educated community; and in any democracy which is to thrive, this respect and confidence must be felt strongly by the majority of the population.

* * * * * * *

The next function of education in a democracy should be the firm planting in every child's mind of certain great truths which lie at the foundation of the democratic social theory. The first of these truths is the intimate dependence of each human individual on a multitude of other individuals, not in infancy alone, but at every moment of life—a dependence which increases with civilization and with the development of urban life. This sense of mutual dependence among multitudes of human beings can be brought home to children during school life so clearly and strongly that they will never lose it. By merely teaching children whence come their food, drink, clothing, and means of getting light and heat, and how these materials are supplied through the labors of many individuals of many races scattered all over the world, the school may illustrate and enforce this doctrine of intricate interdependence, which really underlies modern democracy—a doctrine never more clearly expressed than in these two Christian sentences: "No man liveth to himself," and "We are every one members one of another." The dependence of every family, and indeed every person, on the habitual fidelity of mechanics, purveyors, railroad servants, cooks, and nurses can easily be brought home to children. Another mode of implanting this sentiment is to trace in history the obligations of the present generation to many former generations. These obligations can be easily pointed out in things material, such as highways, waterworks, fences, houses, and barns, and, in New England, at least, the stone walls and piles of stone gathered from the arable fields by the patient labor of predecessors on the family farm. But it may also be exhibited to the pupils of secondary schools, and, in some measure, to the pupils of elementary schools, in the burdens and sufferings which former generations have borne for the establishment of freedom of conscience and of speech, and of toleration in

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religion, and for the development of the institutions of public justice. Of course history is full of examples of the violation of this fundamental democratic doctrine of mutual help. Indeed, history, as commonly written, consists chiefly in the story of hideous violations of this principle, such as wars and oppressions, and the selfish struggle of class against class, church against church, and nation against nation. But these violations, with the awful sufferings that follow from them, may be made to point and emphasize the truth of the fundamental doctrine; and unless the teaching of history in our public schools does this, it were better that the subject should not be taught at all.

Democratic education should also inculcate on every child the essential unity of a democratic community, in spite of the endless diversities of function, capacity, and achievement among the individuals who compose the community. This is a doctrine kindred with that just mentioned, but not identical. It is a doctrine essential to diffused democratic contentment and self respect, but materially different from the ordinary conception of equality of condition as a result of democracy; for unity is attainable, while equality of condition is unnatural and unattainable. The freedom and social mobility which characterizes the democratic state permit, and indeed bring about, striking inequalities of condition; and if the surface of democratic society should be leveled off any day, inequalities would reappear on the morrow, unless individual freedom and social mobility should be destroyed. The children of a democratic society should, therefore, be taught at school, with the utmost explicitness, and with vivid illustrations, that inequalities of condition are a necessary result of freedom; but that through all inequalities should flow the constant sense of essential unity in aim and spirit. This unity in freedom is the social goal of democracy, the supreme good of all ranks of society, of the highest no less than of the lowest.

Another ethical principle which a democracy should teach to all its children is the familiar Christian doctrine that service rendered to others is the surest source of one's own satisfaction and happiness. This doctrine is a tap-root of private happiness among all classes and conditions of men; but in a democracy it is important to public happiness and well-being. In a democracy the public functionary is not a master, but a trusted servant. By excellence of service he earns not only a pecuniary consideration, but also respect and gratitude. This statement applies just as well to a letter-carrier, a fireman, or a village selectman, as it does to a high-school teacher, a judge, or a governor. Democracy applies literally the precept, "If any man would be great among you, let him be your servant." The quality of this faithful service and its rewards should be carefully taught in school to all children of a democracy. The children should learn that the desire to be of great public service is the highest of all ambitions; and they should be shown in biography and in history how the men and women who, as martyrs, teachers, inventors, legislators, and judges, have rendered great service, have thereby won endearing gratitude and honor.

Since it is a fundamental object of a democracy to promote the happiness and well-being of the masses of the population, the democratic school should explicitly teach children to see and utilize the means of happiness which lie about them in the beauties and splendors of nature. The school should be a vehicle of daily enjoyment, and the teacher should be to the child a minister of joy. Democratic society has already learned how to provide itself—at least, in the more intelligent communities—with open grounds in cities, and parks in suburbs, and has in these ways begun to provide directly for the wholesome pleasures of the population. It should be a recognized function of the democratic school to teach the children and their parents how to utilize all accessible means of innocent enjoyment.

Finally, the democratic school must teach its children what the democratic nobility is. The well-trained child will read in history and poetry about patricians, nobles, aristocrats, princes, kings, and emperors, some of them truly noble, but many vile; and he will also read with admiring sympathy of the loyalty and devotion which through all the centuries have been felt by generous men and women of humbler condition toward those of higher. He will see what immense virtues these personal loyalties have developed, even when the objects of loyalty have been unworthy; and he will ask himself, "What are to be the corresponding virtues in a democracy?" The answer is Fidelity to all forms of duty which demand courage, self-denial, and zeal, and loyal devotion to the democratic ideals of freedom, serviceableness, unity, toleration, public justice, and public joyfulness. The children should learn that the democratic nobility exists, and must exist if democracy is to produce the highest types of character; but that it will consist only of men and women of noble character, produced under democratic conditions by the combined influences of fine inherited qualities, careful education, and rich experience. They should learn to admire and respect persons of this quality, and to support them, on occasion, in preference to the ignoble. They should learn that mere wealth has no passport to the democratic nobility, and that membership in it can be transmitted to children only through the transmission of the sound mental and moral qualities which are its sole warrant. This membership should be the rightful ambition of parents for their children, and of children for their future selves. Every person of the true quality, no matter what his station or vocation, is admitted of right to this simple democratic nobility, which home, church and school unite in recruiting; and there are, consequently, more real nobles under the democratic form of government than under any other educational reform.—Educational Reform.

ANNOUNCEMENTS.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, April 11, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

CHICAGO TEACHERS' FEDERATION.

The adjourned session of the annual meeting will be held Saturday, April 2, 1904, in Oriental Hall, 17th floor Masonic Temple, at 10:30 a. m. Special order of business: Installation of officers for the ensuing year, reports of officers and amendments to the constitution.

Josephine Nichols, Cor. Sec.
Louie L. Kilbourn, Pres.

The Chicago Teachers' Club will give a luncheon Saturday, April 9, 1 p. m., at the rooms of the Business Woman's Club, 228 South Clark street.

Miss Kate S. Kellogg, principal of the Lewis-Champlin school, will address the club on "School Relationships."

Plates, 35 cents. Admission to non-members, 15 cents. Special order of business, nomination of officers.

MARY E. REYNOLDS, President.
EMILY A. HAYWARD, Cor. Sec.

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Chicago Teachers' Federation
Bulletin

Vol. 3. CHICAGO, APRIL 8, 1904. No. 19.

THE VOTE ON THE "LITTLE BALLOT."

Election of the Board of Education.

Margaret A. Haley.

For an elective Board of Education.....115,553
Against 58,432

"Should the Board of Education be elected by the people?" was the fourth question on the "Little Ballot" at the election Tuesday (April 5), and it received 115,553 affirmative votes, 58,432 negative, or two to one in favor of the proposition. Except in the 25th, it carried in every ward in the city; it lost by 63 votes in the 25th. It received a majority of the total votes cast at the election.

An act of the legislature is necessary to make the change from appointment by the mayor to the election by the people. At the last session of the legislature, Mr. William Rossell, a member of the legislative committee of the Chicago Federation of Labor, speaking before the Senate Committee on Education, urged the passage of a pending bill providing for the election of the Chicago Board of Education to take the place of the pending educational bills of the Civic Federation and the Board of Education.

A member of the Senate committee, a Chicago man, said there was no demand in Chicago for such a bill, and Mr. Rossell declared there was. At this point another member of the Senate committee, not a Chicago man, said it was difficult for the members of the legislature, a majority of whom live outside of Chicago, to know what school legislation the Chicago people really wanted, because of the conflicting claims of the different individuals and organizations professing to represent the sentiment of the Chicago people. He added that if those who wanted an elected board would come before the legislature with a petition or some other satisfactory assurance that the people of Chicago wanted an elected board of education the legislature would grant it.

We print elsewhere in this issue the statement issued by the Chicago Federation of Labor on "The Schools and the Streets," several thousand copies of which were circulated during the campaign; also the letter sent to each teacher by the special committee on education of the Chicago Federation of Labor.

The other questions on the "Little Ballot" were the adoption of the Mueller law, the municipal ownership enabling act passed by the last legislature, enabling cities to own and operate its street railways, but which is not operative in any city till adopted by vote of the people. The vote on this question was 152,434—against 30,104. Second question asked that the city council proceed immediately under the powers conferred by the Mueller law and acquire ownership of the street railways. The vote on this proposition was 120,744 for, 50,893 against. The third proposition asked that the city council proceed at once to license the street railways instead of granting franchises until municipal ownership can be secured. The vote on this proposition was 120,181 for, 48,156 against. Carried out, the effect of this would be to put the street railways on the same basis as cabs and other vehicles, that is, they would be licensed at a fixed rate per car per year as cabs are, the licenses to be revocable at the will of the council. Such a license ordinance was in effect in 1878 and was repealed by the twenty-year franchise ordinance granted the street railway companies in 1883, when the elder Carter Harrison was mayor.

JUDGE LIKES "LITTLE BALLOT."

E. F. Dunne Declares in Favor of All the Four Propositions Submitted to Voters.

Judge E. F. Dunne yesterday declared himself in favor of all of the four propositions on the "Little Ballot" to be presented to-day to the voters of Chicago. The adoption of the Mueller law and its immediate application he held to be "sound business," saying the city is as well prepared to undertake the financing of the traction interests now as it will be a century later. The judge also said he would mark his ballot "yes" opposite the query as to the election of school trustees by popular vote. The board of education, he declared, should be kept above "low ward politics," but he believed there had been so much mismanagement that a change was needed.

(The Chicago Tribune of Monday, April 4, in in reporting the speech of Judge Edward F. Dunne at Tattersall's Sunday, said the jurist was opposed to the proposition to elect the Board of Education. The above clipping is from the Tribune of April 5.)

PROTEST AGAINST OPENING IROQUOIS THEATER.

The Chicago Teachers' Federation, at a meeting Saturday, April 2nd, protested against the reopening of the Iroquois Theater as a place of amusement. In view of the fact that so many teachers and pupils were lost in the awful fire of December 30, the teachers feel that to use the theater again would be a disrespect to those who were lost. A motion was made that the protest be sent to the mayor, the city council and to the owners of the Iroquois Theater.

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VOTE FOR ME

APRIL 5.

The Little Ballot.

The Referendum.

PUT AN

End to Boodling.



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PEOPLE

Not the Tax-Dodging Corporations

Control

THE SCHOOLS AND THE STREETS.

The Schools and the Streets

WHAT CHICAGO GIVES:

TO TAX DODGING CORPORATIONS. } **A gift of ten million dollars a year in the free use of the public streets.**

TO HER CHILDREN. } **Half-day schooling; overcrowded, unsanitary school rooms; factory system of education.**

TO HER TEACHERS. } **Overwork in overcrowded, unsanitary school rooms, decreased pay.**

A FEW FACTS.

Teachers' Salaries Cut.—The Board of Education in 1900, cut the teachers' salaries in the middle of the year and closed the schools for a week at the teachers' expense. The reason given was lack of money.

The teachers went into the courts and compelled the corporations using the public streets, to pay a share of their lawful taxes on the value of these privileges in the streets, that is—their franchises.

Corporations Dodge Taxes.—For more than twenty years these corporations had been UNLAWFULLY escaping this tax.

The decision of the Illinois Supreme Court in the "Teachers' Tax Case" established the fact that THESE FRANCHISE RIGHTS IN THE CHICAGO STREETS ARE WORTH TWO HUNDRED MILLION DOLLARS to the Street Railway, Gas, Electric Light and Telephone Companies.

That is, the people of Chicago make a free gift to these five companies of TEN MILLION DOLLARS a year in overpaid carefares, gas bills, electric light and telephone charges.

Teachers Compel Corporations to Pay Taxes.—Every year since 1900 these five companies have paid more than half a million dollars of taxes on these franchises.

When the teachers began their tax work NOT ONE DOLLAR of this tax was paid.

In 1902 One Million Two Hundred Thousand Dollars was paid into the public treasury by these five companies.

$600,000 of this was back-tax money for the year 1900, the year in which the teachers' salaries were cut.

But for Judge Grosscup's injunction interfering with the order of the Illinois Supreme Court this sum would have been Two Million Dollars instead of $600,000.

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Teachers' Cut Not Restored.—When this back-tax money for 1900 was received the City Council paid the firemen the month's salary they lost in 1900.

At the same time the Board of Education voted to spend its share of this 1900 back-tax money $249,000—to pay coal bills, clean school houses, and for other expenses of the year 1902.

Not one dollar was voted to restore to the teachers the cut made in their salaries in 1900.

Every dollar of this money was secured through the teachers' efforts and entirely at the teachers' expense.

The teachers again went into the Courts, and in July, 1902, secured an injunction from Judge Tuley against the Board of Education.

After nearly two years' delay and some twenty postponements the case was heard by Judge Dunne a few days ago, but no decision has yet been reached.

In defending this suit the Board of Education took the position that it has the right to cut the teachers' salaries as it sees fit, in the middle of the year, and discharge any teacher at any time with or without cause.

The Board of Education consists of twenty-one members appointed by the Mayor. Last July when seven new members were to be appointed the Chicago Federation of Labor asked to have five of these seven selected from the ranks of Labor. Following are the names and occupations of the seven new members appointed last July.

Graham H. Harris, lawyer and son-in-law of late president of Chicago Union Traction Company (reappointed).

E. C. Dudley, physician (reappointed).

Edwin F. Rowland, president Rowland & Pfaff Co. (reappointed).

Edward Tilden, superintendent Libby, McNeil & Libby (reappointed).

John C. Fetzer, manager McCormick Estate (recently appointed by Judge Grosscup receiver for Chicago Union Traction Co.)

Michael Shields, candy manufacturer.

P. Shelley O'Ryan, lawyer.

THE REMAINING FOURTEEN MEMBERS ARE

Clayton Mark, president Malleable Iron Works.

Joseph Downey, contractor and builder and director of Chicago Union Traction Co.

John F. Wolf, vice-president Wolf Plumbing Co.

D. R. Cameron, president Cameron, Amberg & Co.

Chas. A. Plamondon, president Plamondon Mfg. Co.

Jas. A. Chvatal, physician.

Henry Hartung, physician.

Wladislaw A. Kuflewski, physician.

Jos. Stolz, Jewish Rabbi.

Thos. Brenan, superintendent Calvary Cemetery.

Geo. W. Claussenius, agent steamship company.

Ole A. Thorp, exporter.

Mrs. Isabelle O'Keeffe, wife of lawyer.

Geo. J. Thompson, cigarmaker.

The fourth question on the "Little Ballot," April 5th is—

Should the Chicago Board of Education be Elected by the People?

Below are the four questions on the "Little Ballot" to be voted April 5th and the vote on same as recommended by the Chicago Federation of Labor.

THE LITTLE BALLOT.

1. For the adoption of the Mueller Law..... YES. ☒

2. Shall the City Council, upon the adoption of the Mueller Law proceed without delay to acquire ownership of the Street Railways under the powers conferred by the Mueller law?..... YES. ☒

3. Shall the City Council, instead of granting any franchise, proceed at once, under the City's Police Powers and other existing laws, TO LICENCE THE STREET RAILWAY COMPANIES UNTIL MUNICIPAL OWNERSHIP CAN BE SECURED, and compel them to give satisfactory service?..... YES. ☒

4. Should the Chicago Board of Education be elected by the people? ..... YES. ☒

Statement of Special Committee on Schools of the Chicago Federation of Labor. Prepared and printed by order of Chicago Federation of Labor. For additional copies of this statement address JOHN C. HARDING, 227 Garden City Block.

READ AND PASS ON TO OTHER VOTERS.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

CHICAGO PROBLEMS.---(V.)

Chicago's opportunities, responsibilities, and problems are her own, and all bear upon her great promise. If she improves her opportunities, accepts her responsibilities, and solves her problems she will be more to America and to humanity than any other city can be.

In view of all this, one can but ask why Colonel Francis W. Parker was alienated from the great work, the glorious work that he had inspired? Why Ella F. Young is no longer breathing her intense personality into the public school system of Chicago? Why Josephine C. Locke is no longer challenging the admiration of the world to the artistic flavor of the schools? Why Mr. Tomlins is apologizing for his musical intensity? Why Mr. Speer is not kindling enthusiasm all along the line?

I grant that it is easy to give childish reasons for the diverting of each from his mission, easy to give stupid reasons in each case, but the fact remains that there was a time when Chicago had more of the genius that thrills humanity with educational hope than all other American cities combined, and she has succeeded somehow in eliminating every force that promised most for humanity in that city.

Grant for the sake of argument that each specific reason was a good one and the sum total of such reasons is a gigantic confession of errors closely akin to crime, for Chicago cannot meet her opportunities, responsibilities, and problems by the rule of three.

Or, to change the figure, "the world do move," and while the theory that the earth stands still and the sun runs around it daily may make a simpler machine, one more easily lubricated, it does not change the facts. Chicago is the one American city that ought to have the spirit of a Parker, a Mrs. Young, a Miss Locke, a Mr. Tomlins, a Mr. Speer, with all their disregard for traditions, kindling fires in pedagogy, in philosophy, in art, and in music.

Illinois gave the nation Abraham Lincoln and Ulysses S. Grant in the hour of her greatest need. Off the great prairie alone could have come the unconventional force, the untraditional poise and alertness by which alone the Union could be saved. But in the third of a century since where have been her candidates for the presidency, for political leadership, for statesmanlike grandeur? Why? Is it because she has perfected her political machine on the same lines as New York and Pennsylvania? Any machine, any mechanical perfection in the glorious Western freedom is like substituting patent leather gaiters because they are in style, for snowshoes or skiis in midwinter mountain climbing.

If Chicago educates her children to meet their responsibilities, if she keeps in mind her Lincoln and her Grant as well as her emergencies, she will be the noblest American city. But this cannot be done by those whose vision is limited by tradition, whose professional development is arrested, whose principles are academic, who would sooner see the Chicago schools mummified in the good, old-fashioned way than to see them aglow with life by means and methods not approved by duly accredited leaders of professional thought.

Chicago schools must be distinctly adapted to her own needs as a giant metropolis in which is throbbing a new life with more power, spirit, and ambition than any other two million people on earth, with less homogeneousness, more suspicions, and less patience than any other equal number of persons in any one community on the globe.—Journal of Education, Boston, Mass.

CHICAGO FEDERATION OF LABOR.

SPECIAL COMMITTEE ON PUBLIC SCHOOLS,
155 East Washington Street,

Chicago, April 1, 1904.

To the Teachers of Chicago:

Recognizing the efficient work of the teachers, not only as teachers but as citizens, and desirous of furthering the best interests of the children, the teachers and the public, the Chicago Federation of Labor, through its Special Committee on Schools, issues the enclosed statement urging the ELECTION OF THE BOARD OF EDUCATION BY THE PEOPLE.

A Board of Education nominated by petition and elected at large (instead of by wards) at a special election held for the purpose, as the judges are now elected, would secure a Board that would serve the interests of the children and the people.

While public attention has been directed to the other questions of public policy to be voted on the "Little Ballot" next Tuesday, the question of the election of the Board of Education by the people is being lost sight of.

Anything less than an overwhelming majority vote on this question next Tuesday will be considered by the Legislature an endorsement by the people of Chicago of the present policy of the Board of Education and will make it difficult, if not impossible, to secure needed legislation to protect the rights of the children, the teachers and the people.

The teachers have an especial interest in this question, since the Illinois law gives women the right to vote for elected Boards of Education.

In the interest of the schools and the people, and in justice to yourselves, you are urged to aid the efforts of the Chicago Federation of Labor by placing the enclosed statements in the hands of the voters.

Fraternally yours,

JOHN C. HARDING,
Chairman Special Committee on Schools
F. G. HOPP,
Secretary.

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THE LEFT-OVERS.

Scene—Banquet of the Social Union of Women Teachers of Wisconsin.

Place—Milwaukee. Downer College.

Time—Tuesday, December 29th, 1903, at 5 o'clock.

Toastmistress—Miss L. E. Stearns, Milwaukee, Wis.

Speaker—Miss Josephine F. Murphy, Milwaukee, Wis.

Miss Stearns:

"The people people work with best
Are often very queer;
The people people own by birth
Quite shock your first idea;
The people people choose for friends
Your common sense appall—
But the people people marry are
The queerest folk of all!"

"The left-overs, the have-beens, the are-nows, and the may-bes; for 'When Singleness Is Bliss, 'tis Folly to Be Wives.'" To this toast Miss Murphy will respond:

Miss Murphy: "The left-overs! To this toast I have been asked to respond—being considered, I suppose, so noticeably striking a type of that class suggested by the name. Do I say this with regret or exultation? I wonder.

"In a gathering composed mostly of members of my own profession I am sure to be addressing many who, in the arithmetic of life have not found that one and one make one; but, having only the solitary figure to conjure with, have discovered, with the true mathematical perception and logic belonging always to the profession, that one and nothing make ten, thus raising the one, that solitary one, to a higher order of units. Hence her content.

"The evolution of the 'left-over,' that one of the higher order, has in many ways changed the economic as well as the social world. For, from a poor, forlorn, dependent one receiving and expecting but the scantiest consideration, she has overcome contempt and prejudice—those hardest forces in life to overcome—and by her own buoyant efforts won success wherever in life she has entered the lists.

"In commercial, professional, artistic and social life she has become so well known and universally acknowledged a force that she long ago ceased to be a novelty, and, sharing the fate of all novelties, so well symbolized in our department stores, she has become but a remnant of life's tissue, called 'left-over' if you will; but, like Matthew Arnold's 'saving remnant,' which as he says, 'in our life of to-day where the scale of things is so large, may be increased so as to become an actual power, influencing the whole world and its future.'

"So, with heart as cultivated as her mind, with future achievements bounded but by her ambition, serene in the certainty of secure dominion in all avenues of endeavor, you see her to-day:

"In her heart the dew of youth,
On her lip the smile of truth,
'Left-over' though she be forsooth."

ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

Note Change in Place of Meeting.

The regular meeting of the Chicago Teachers' Federation will be held Saturday, April 9th, 1904, in Oriental Hall, Masonic Temple, 17th floor, 10:30 a. m.

Special Order of Business.

Consideration of the following subjects as ordered at last meeting:

1. In addition to the actual work in the school room, what should be taken into consideration in determining a teacher's efficiency?
2. What should be the basis for promotion in the salary schedule?

LOUIS L. KILBOURN,
Pres.

SPECIAL NOTICE.

Note Change of Place of Meeting.

The Chicago Teachers' Club will meet Saturday, April 9, 2:30 p. m., at 412 Masonic Temple. Admission to non-members, 15 cents. Special order of business, Nomination of Officers.

Miss Kate S. Kellogg, principal of the Lewis-Champlin school, will give an address on "School Relationships." Musical program.

EMILY A. HAYWOOD,
Cor. Sec.

MARY A. REYNOLDS, Pres.
401 W. 64th St.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, April 11, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

"Trust in thine own untried capacity
As thou wouldst trust in God Himself. Thy soul
Is but an emanation from the whole.

Thou dost not dream what forces lie in thee,
Vast and unfathomed as the grandest sea.
Thy silent mind o'er diamond caves may roll,
Go seek them—but let pilot will control
Those passions which th favoring winds can be.

No man shall place a limit on thy strength:
Such triumphs as no mortal ever gained
May yet be thine if thou will but believe
In thy Creator and thyself. At length
Some feet will tread all heights now unattained—
Why not thine own? Press on; achieve, achieve!"

Calientes, a Nevada town of 2,000 inhabitants, has just moved itself bodily a distance of seventy miles, so as to remain on a railroad. Certainly a typical case of Western "git up and git!"

"Jabez is gettin' used to public speakin', ain't he?"
"Oh, yes. I remember when you could hardly get him to stand up, an' now you kin hardly get him to sit down."—**Puck.**

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WHERE MARRIAGE IS A MISDEMEANOR.

(From the New York Independent.)

"Matrimony is an honorable estate"—except in New York. "Commended among all men"—except school boards. The Prayer Book to be up-to-date must be revised in some such way as this. The efforts of the school authorities in Greater New York to stamp out matrimony among teachers are not altogether successful. The Court of Appeals has declared invalid the by-law forcing the resignation of any teacher—that is, any woman teacher—who marries, and it has been discovered that it was not well enforced even when supposed to be legal. One teacher in Astoria was found guilty of having been married last vacation, and further detective work led to the disclosure of another scandal in the same school: one of the most reputable teachers was proved to have been living in a state of matrimony for the last three years without discovery by the school authorities. Of course, both women were discharged at once, but since it has been found impossible to replace the latter of these two teachers, even at her salary of $1,040, she will be continuously hired to teach the same room as a substitute. We would, however, warn the School Board that compounding a felony makes one liable to its penalty, and by this evasion of their own law they are virtually compounding a marriage.

While the school boards in many parts of our country are forcing out the married teachers, the French Government is trying to get a law passed prohibiting from teaching anyone who has taken vows of celibacy. Now, why not arrange a system of international exchanges and make both sides happy? Let the married teachers go to France and the celibates come to America. Or, perhaps better still, let the wise men who have authority over the schools in the two countries get together and argue the matter out before they carry out their opposing plans of regulating the domestic affairs of those who are so unfortunate as to be in subjection to them.

The argument of the French is that celibates are so abnormal in their lives, dispositions and status in society that they are not fit persons to serve as educators. This seems somewhat plausible at least.

The argument of the Americans is that if married a woman ought to be supported by her husband and not at the expense of the community. This also sounds well, but in making this plea they virtually admit the worst charges that have been made against the managers of schools in the United States. They have often been accused of disposing of the places under their control for the benefit of the teachers, not of the schools. The positions were patronage, spoils, to be divided among the victors in a political fight, or bestowed on the needy. We have all laughed at the country town (variously located) which elected a street loafer justice of the peace on the ground that he had to be supported by the town some way, and in this position something could be got out of him in return.

Now a Home for Incurable Old Maids is a worthy charity; and in these days of municipal expansion it would not be at all out of the way for a city to provide for a few years light and agreeable occupation for nice young girls who have not yet found themselves, or a husband, but we object to using the public schools for these philanthropic purposes. Any of the school-ma'ams who are not giving a full equivalent for their salaries, but are in part supported by public charity, ought to be discharged without waiting till they are married, and any member of a school board who is guilty of keeping such a teacher on the pay roll ought to be put in the penitentiary for misappropriation of public money. Our children are so important that they deserve the best teachers obtainable, and it ought not to make any difference whether a teacher is rich or poor, married or single, Republican or Democrat, Methodist or Catholic, born in the town or imported from another state. From a theoretical standpoint it would seem that the fact that a woman has been found lovable and attractive enough by some man to be selected as his wife does not prove that she is less suitable as a teacher than her colleagues, whose possession of these qualities has not been so evidenced, and it is not self-evident why a woman who has had children of her own is for that reason disqualified for taking care of the children of others.

Miss Mobile—Well, Martha, how is your husband now?

Martha—Po'ly, miss, po'ly. He's got that exclamatory rheumatism.

Miss Mobile—You mean inflammatory rheumatism, Martha. Exclamatory is to cry out.

Martha (with solemn conviction)—That's it, mum, that's it! He don't do nothing but holler.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, APRIL 15, 1904. No. 20.

SCHOOL RELATIONSHIPS.

Kate Starr Kellogg.

Principal Lewis-Champlain School.

(Paper read before Chicago Teachers' Club, April 9, 1904.)

School relationships is a broad subject and may be considered from many standpoints.

Generally speaking the four great factors comprising the social structure are the home, the school, the church and the state. It is not my purpose in this brief paper to discuss, in detail, the interdependence of these factors. Rather we will consider the possibilities of humanizing and making more pliable the ties that now bind each school family together, while never losing sight of the fact that a clear consciousness of the true place the school occupies in the great scheme of democracy, is the foundation of all vital, lifegiving school relationships.

From this consciousness will come the best and most enthusiastic work of the teacher. She will plan the child's life of to-day upon broader lines of social service because of the inspiring hope the knowledge of a possible perfect to-morrow gives.

No duty will seem trivial to her when she perceives its significance as an act bearing upon and aiding the progress of humanity. The economic and educational readjustment that is now taking place, with a rapidity that is almost inconceivable, is the outcome of a deep perception that the body politic has been so ligated and separated that there is no healthful circulation throughout its vital parts.

The school especially has maintained a separate existence until it has largely atrophied.

Teaching should not be dry and dusty routine work from which both wearied teacher and child gladly escape.

That it is largely so, proves that we have been living life in patches and not as a whole thing.

If it be true that nations perish because of no vision, it is equally true of the school. First of all then a school should be dominated by a high and noble ideal of a pure democracy, toward the concreting of which in terms of actual service, every conscious act of the school life should be directed.

This ideal, awake and astir in the souls of all included within the school walls, would of necessity reshape most of the crystallized ideas that now obtain concerning the positions and natural relations of principals, teachers, pupils and janitors.

This ideal, burning like a flame, would melt the traditional barriers that now separate us and in its white light reveal the life common to us all.

Each school is a unit composed of many smaller units, the various classes or as we term them "rooms." Each one of these is a world in itself, controlled either by an autocrat, or by a wise helper and unfolder of the life of the child. I know you will agree with me when I say that the most successful teacher is the one who enables her pupils to realize themselves—no matter how inadequately.

She who amid the dim and mysterious movements of the ego, finds the clue to the little life, discovers its line of least resistance and starts the child upon its rightful road, accomplishes the most, both for herself and for him.

Most teachers believe in the principles of democracy as applied to their relationship to those above them. Is it the same toward the children under their care? I am afraid not, and few are the schoolrooms—even in the higher grades—where anything save the will of the teacher, enforced by the mandates of principals and superintendents, is law.

Verily one does not "gather grapes of thorns, nor figs of thistles," neither can one evolve a democracy from lives in which every free spontaneous action, every impulse toward independent thought is stifled in its beginnings.

Ah! but you say, all of this presupposes conditions in which the teacher is free herself to free the children.

I realize this. I feel only too keenly our present limitations. I know what overcrowded rooms, and underpaid teachers mean. I understand the difficulties of trying "to make bricks without straw." And yet, now is the appointed hour. We cannot wait for conditions to come. We must commence where we stand to better those that now exist. We can if we but have the vision of which I spoke. We must change our attitude toward many things.

Let us see, for a moment, if we must alter it toward the child. Dealing with children in masses when instant and implicit obedience has been considered an economic necessity, a spirit of militarism has grown up that should be modified in every possible way by the intelligent teacher who sees the inevitable result of it upon character.

What is the value of this much lauded obedience? Let me read from a book that I should like to see in the hands of every parent and teacher in the land, Mrs. Charlotte Perkins Gilman, Concerning Children: "The rearing of children is the most important work, and it is here contended that, in this great educational process, obedience as a main factor, has a bad effect on the growing mind. A child is a human creature. He should be reared with a view to his development and behavior as an adult, not solely with a view to his behavior as a child. He is temporarily a child, far more permanently a man; and it is the man we are training. The work of 'parenthood' is not only to guard and nourish the young, but to develop the qualities needed in the mature.

"Obedience is defended, first, as being necessary to the protection of the child, and, second, as developing desirable qualities in the adult. But the child can be far better protected by removing all danger, which our present civilization is quite competent to do; and 'the habit of obedience' develops very undesirable qualities. On what characteristics does our human pre-eminence rest? On our breadth and accuracy of judgment and force of will. Because we can see widely and judge wisely, because we have power to do what we see to be right, therefore we are the dominant species in the animal kingdom; therefore we are consciously the children of God.

"These qualities are lodged in individuals, and must be exercised by individuals for the best human progress. If our method of advance were that one person alone should be wise and strong and all other persons prosperous through a strict subservience to his commands, then, indeed, we could do no better for our children than to train them to obey. Judgment would be of no use to them if they had to take another's; will power would be valueless if they were never to exercise it.

But this is by no means the condition of human life. More and more it is being recognized that progress lies in a well developed average intelligence rather than in a wise despot and his stupid serfs. For every individual to have a good judgment and a strong will is far better for the community than for a few to have these qualities and the rest to follow them.

"The 'habit of obedience,' forced upon the impressible nature of a child, does not develop judgment and will, but does develop that faculty in following other people's judgment and other people's wills which tends to make

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us a helpless mob, mere sheep, instead of wise, free, strong individuals. The habit of submission to authority, the long, deeply impressed conviction that to 'be good' is to 'give up,' that there is virtue in the act of surrender—this is one of the sources from which we continually replenish human weakness, and fill the world with an inert mass of mindless, will-less folk, pushed and pulled about by those whom they obey.

"Moreover, there is the opposite effect—the injurious reaction from obedience—almost as common and hurtful as its full achievement; namely, that fierce rebellious desire to do exactly opposite of what one is told, which is nearer to calm judgment than the other.

"In obeying another will or in resisting another will, nothing is gained in wisdom. A human creature is a self-governing intelligence, and the rich years of childhood should be passed in the guarded and gradual exercise of those powers."

In the little world of the school room the child as a citizen is realizing himself both as an individual and as a social being.

His individual rights, his individual opinions, within reasonable limits, are to be patiently considered, while his attention is to be steadily directed to the effect his individual action is having upon his immediate room society.

How to reconstruct his world with a living, mutually-benefiting society is the problem that calls for the most thoughtful and loving work of the teacher. I wonder if we realize how formal and unnatural the relations of most pupils and teachers are? A teacher meets her pupils at some festival or picnic and under the impulse of the new and freer conditions, all become for the time social beings humanly related. The following day, at the summons of the bell, as at the magic stroke of midnight in the old fairy tale, the charm and delight of the old acquaintanceship disappears, the straight, loud, formal intercourse is resumed.

"I never go with my pupils upon excursions," I heard a teacher remark not long ago. "I find they always presume upon the unusual liberty and it takes me a week to get them down to work again."

The other afternoon I found a young teacher trying to hold her children under control as she would have reined a restless horse. "Why do you not try some group construction work?" I suggested, "or let them go to the board and illustrate the story they have just read?"

"I don't care to," she answered, in genuine pain, her young face white with the nervous strain. "I'm afraid they would get away from me." "They won't get away from you if you go with them," I replied. Half an hour later I went back to her room and beheld fifty pupils quietly and happily engaged in cutting and pasting a miniature Ft. Dearborn. They were passing cardboard and the necessary materials about freely. A group of five or six were putting in place the various parts of the fort as different children brought them. The joy of the room was reflected in the teacher's face, as she said to me with a sigh of relief, "I never would have believed it possible. An hour ago I was ready to give up and go on the unassigned list."

The story of Aladdin, in the fourth reader, dramatized, costumed, and acted as a play by the children, furnished abundant and delightful material for reading, writing, spelling and drawing in a fourth grade room. Its dramatic and constructive possibilities kept two or three truant boys from the streets, and developed a healthful social spirit among the children. This spirit overflowed, as it should, into the other rooms of the grade. They were invited to see the play, and in an effort to reciprocate in kind two or three original dramatizations sprang into being. "Fair Snow-White Down in the Glen" was sung and acted in pantomime, and the truly ethereal story of "Old Pipes and the Dryad" kept another room of interested children busily at work for three weeks.

Was the school work accomplished, do you question? Yes, and as we work best from reactions of happy efforts and interests keenly alive it was never better nor more thoroughly done.

School relationships should be those of joy. It is a crime against the soul of childhood that we put so little joy into eight of the most precious years of its life. The joy of being, of doing, of serving others. How can we break up this hard, unyielding rod of the grades and bend it into a circle, at the center of which shall glow and throb the common heart?

It takes so little to make children happy, they are so more than willing to meet us half way that we need but make the suggestion and they respond. There are beautiful days that dawn upon special observances. Valentine Day with its joy of making and giving, its possibilities of interchange of gifts has hardly disappeared when the Easter tide sets the children merrily at work hunting for eggs in impossible places, or drifts them into moods of thoughtful quiet under the mysterious spell of its white lilies. Nothing in our school has ever had so ethical, so educational, so democratizing an influence as the industrial exhibit which was given last December. It was the inspiration of the teachers themselves, and, in its materialization it included every soul in the institution. The janitor, the principal, the children, and many of the parents were its willing servants.

All worked for the good of the whole. It was organized upon lines more human than academic and was open to serious criticism from the savants. But, as a revealer of life, a practical demonstration of the joy of service, it has had no equal. Its tangible results in character, and money, are still with us. Some of its undisposed of products continue to brighten our walls, while the new friendship between teachers and pupils that grows out of more intimate and informal intercourse during the weeks of preparation form the most valuable part of its income.

The educational and democratizing influence of the playground cannot be overestimated. Here on common ground the life of the entire school meets. No principal or teacher gets a real insight into the life of the children who does not see and from the sympathetic standpoint at least, participate in their play. I must confess to a genuine envy of my masculine brethren when I see them playing ball with their boys. Give the general charge of the playground into the hands of the larger boys. Let them portion it off for the various games. The selection of those that are not harmful to the little ones, is an unconscious practice of self-denial on their part. Consideration for the general good will make them eliminate those that are dear to their boyish hearts without a murmur. Committees on buildings and grounds can be selected from the upper grades, while the lowest primaries with shouts of delight spend their afternoon recess of five minutes in picking up obtrusive paper and helping the janitor burn them up.

The snows of the past winter have fallen burdensomely upon the poor janitor who looks with dismay upon the long stretch of sidewalk he must clear. What is a heavy task for him is but great sport for fifteen or twenty boys who, with shovel and brooms brought from home, make short work of the common enemy. The gratitude of the janitor thus easily earned reacts in a kindly spirit that regards a few broken windows with charity and transforms his sometime duty of watching the boys into one of friendly espionage.

The beautifying of the grounds, the reservation of places where shrubs and vines may grow, all of these things, brought to the children for their careful consideration, create a sentiment of fellowship among larger groups, break up the isolation of the room unit, and gradually develop a sense of civil responsibility.

The growth of the altruistic sentiment is a slow one, almost impossible of attainment if postponed to the later periods of life. Happy the child who early finds himself lifted and led on by a teacher who has a clear purpose of her own and who constantly asks herself, "Are my methods with children those which best fit men and women for doing their share to maintain and develop human life?"

One of the advantages of departmental work is that it gives a wide range of experience with many pupils to every teacher. It gives also the invariable results of interchange of view and combined study of the same subject. One teacher finds John exceedingly slow in mathematics. "But," says another, "he responds so quickly in literature that I cannot teach a poem well without the inspiration of his earnest little face." Number three says, "He certainly is obstinate," to which the fourth responds with an emphatic disclaimer and declares it but timidity masquerading in the guise of obstinacy. The result of this friendly comparison is that John becomes a field of discovery in which each one of his instructors is interested in finding new paths. Traits and talents that would remain latent under the influence of but one teacher spring with life at the awakening call of different temperaments and convince us that in human culture as in horticulture we need the application of the true social law, in union there is strength and harmony and true growth.

This feeling of oneness must penetrate an entire school before it can in any sense be termed an organic thing. It

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cannot be a symmetrical growth when a feeling of freedom obtains in some rooms and hard, unyielding discipline dominates in others. While I should want the largest liberty possible given each teacher to express her individual taste and tendencies, these, I believe, should be modified by and willingly subordinated to, what I can only designate as the spirit of the school. As in the separate rooms each pupil must be led to relinquish his purely personal preferences for the good of the whole, so must the teacher recognize the rightful value of her place in the plan of the school life. It is not enough that she live her life isolatedly. No matter how perfect the adjustment of the relations in a separate room may be unless it is also playing a consciously active part in the entire school life it has in that degree failed of its purpose and defeated the ends of democracy.

I heard a most able teacher of mature pupils say not long ago, "I have no time to take interest in the school as a whole, all I want are my pupils, my books, and my door closed to outside bothers. We can be perfectly content inside." I know that teacher understands her special subject perfectly. She has a splendid reputation for carrying classes triumphantly through examinations. She is a student of psychology and pedagogy and is a fine woman besides, and yet, to my thinking, she has failed to see the most important thing she should be teaching—human relations.

I have spoken of the intangible, and yet the most potent and all-persuasive influence, the spirit of the school. It is felt rather than seen, you step inside the entrance door and you begin to recognize it. It looks from the teacher's eyes, it shines or glowers from the children's faces. It is the sum of all the spiritual forces, be that for good or bad, that go to make up the school life. It is the infallible standard that measures the influence of the principal upon his teachers and pupils. It is the voiceless record that shows their influence upon him as well. Is the school life one? You know it as you pass from room to room. Is it broken with shreds and fragments, shining here, and darkening gloomily there? It is revealed to one sensitive to finer vibrations of spirit, and he knows although no word is spoken.

What the teacher is to the room the principal should be to the school. He it is who, recognizing the great truth all are endeavoring to serve, should unify the school life. Not only should he know his pupils collectively but individually. The immense advantage of his position is that he sees the children in perspective, watching their gradual development from year to year, recognizing where one teacher's influence has benefited and another's retarded their growth. Especially those little ones who are not fully or happily equipped for life should be his charge and successive teachers should have the benefit of his observations and experiences with them. For this long and loving study he is more than repaid by the influx of life that comes back to him from the children. He should be, in the highest and best sense, their older comrade, to whom they go freely for counsel, for help or for reproof as the case may be. The horrible spectacle of the man with a rod beating the children into submission lately conjured up by the teaching force of this city, can have no place in his category, for he believes with Emerson that—"In my dealing with my child my Latin and Greek, my accomplishments and my money stead me nothing; but as much soul as I have avails. If I am willful he sets his will against mine, one for one, and leaves me, if I please, the degradation of beating him by my superiority of strength. But if I renounce my will, and act for the soul, setting that up as umpire between us two, out of his young eyes looks the same soul; he reveres and loves with me."

To the teacher the principal should be a revealer of herself, an impartial and unprejudiced friend and a sympathetic observer of her work and life as well. Recognizing the original power, the innate genius of each one of his assistants it should be his skill that enhances her native gifts by placing her in the most favorable environment. She in turn should be to him an interpreter of himself. When all alike serve a high ideal, none should be so limited as to be offended at imperfections revealed. If we work together constructively not destructively, then every flaw discovered is a real gain. If the sole object of life is the building of character, then he who shows me my weakest point and helps me to strengthen it is my best friend.

The intelligence shown and the genuine spirit in which the revelation is made, determines its influence and measures its beneficial effect. To welcome truth from any source whatsoever, to be alert in its acceptance is the attitude of the open mind. That attitude is in itself an interrogation that speaks to the souls of all with whom it comes in contact. It encourages the timid to reveal themselves, its sincerity makes the bold stop and question the truthfulness of their position, it unfolds the mind of the little child with the quiet but potent power of the sun opening the rose. It is nature's own method. Through aeons of time her voiceless questioning has developed the human soul or the soul of man. Do you say, "This is impossible in my own particular case, I can imagine schools in which such real living exists. But with me amid inharmonious surroundings, dominated by an autocratic principal, who will not receive a suggestion, limited by a rigid curriculum and held to definite results in examinations, what can I do?"

Let the poet answer for me.

"In spite of the stare of the wise and the world's derision,
Dare travel the star-blazed road, dare follow the vision.
It breaks as a hush on the soul in the wonder of youth,
And the lyrical charm of the child is the kingly truth.
The world is a vapor and only the vision is real;
Yea, nothing can hold against hell, but the winged ideal."

It is the ideal, kept constantly before you, the realization that no place in the world is so important and pregnant with possible results as the one you occupy that will give you the deep breath of endurance, the uplift of courage. The knowledge that you, as teacher of children, develop and direct those forces that are to shape the destinies of the world will be your strength and highest incentive to perfect your own powers. No external pressure can move you as does your realization that you are working with immortal influences (not with inert matter). However small the actual deed done, its potency will be doubled by your own consciousness that it is not an unrelated act, but has behind it the allied powers of truth and before it the promise of endless fulfilment.

One teacher in a school who truly feels that for the sake of the child, and for humanity, conditions must be bettered, can readjust and re-relate them into harmony.

What has one of your own number (of our own number, for we are all teachers) accomplished in our very midst, and against what gigantic odds? What forces responded obedient to the demand of her inspired ideal, and to her tremendous energy that shaped it into action? The broader spiritual motherhood is ours. The love that recognizes not one child, but all children as our own. That potent force at work in the hearts of a handful of unselfish women and men used the machinery of state to bring Illinois the Juvenile Court and the most comprehensive Child Labor Law in the land. That power is bringing the home and school more closely together and convincing the state that upon the care and education of its children depends its ultimate good.

Can we who are fighting on this glorious field doubt or despair?

"Hold, ye faint-hearted! Ye are not alone.
Into your worn-out ranks of weary men
Come mighty reinforcements even now.
Look where the dawn is kindling in the east,
Brave with the glory of the better day,
A countless host, an endless host, all fresh
With unstained banners and unsullied shields;
With shining swords that point to victory
And great young hearts that know not how to fear
The children come to save the weary world!"

ONE PRAYER.

The preacher bowed his reverend head
In earnest prayer to heaven above,
"Father and mother God," he said—
Words from his childlike heart of love.

Sermon and prayer and sacred song
"Brilliant" and "eloquent" were styled;
But only one, in all the throng,
Had listened "as a little child."

An erring girl passed out the door,
Whose starving faith four words had fed,
Her lips breathed forth her heart's new lore—
"Father and mother God," she said.

—Evelyn Darling Loudon.

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CHICAGO TEACHERS' FEDERATION BULLETIN

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

CHICAGO PROBLEMS. (VII.)

The educational problem in Chicago is to Americanize the schools and through them to Americanize all phases of civic life on the Twentieth Century basis. This means the absolute elimination of aristocracy. American aristocracy is harmless when it is asylumed in a community that has sufficient strength of tradition and conservative prejudices to withstand the assaults of this microbic enemy of American progress. It is not safe in Chicago.

Every one of the two million Chicagoans who personally or through inheritance fled from England or New England, from the shores of the Mediterranean or the Baltic, were inspired by a desire to escape the tyranny of aristocracy, and their sons and daughters have in their veins the spirit of their fathers intensified. Chicago has the opportunity to do the world a service greater than can be done elsewhere. Upon her rests the responsibility for doing it. If she does not meet the opportunity and accept the responsibility, she will be the greatest municipal wreck in history.

The car barn bandits, for whom the schools failed to do the right thing, and the Iroquois horror, in which scores of teachers and hundreds of pupils were sacrificed, coming as they did almost within a month's time, are but suggestions of the price Chicago must pay if she neglects her opportunity, if she misdirects her energy. Unless she solves her problems, they will solve her.

This, then, is the most trying hour in her history, indeed, in American history. She is liable to think it necessary to meet the tragic conditions with the iron hand of authority,—which is but another spelling of aristocracy; to think that the need is a czar—though just now that name stands for weakness and not for strength; to call for a martinet, to appeal to martial law. May the Lord have mercy on Chicago if any attempt is made to reform her by aristocratic, autocratic, monarchical, centralized methods and forces.

The car-barn bandits were from the slums, but the Iroquois was the latest product of art, and its sacrifice of innocence was while the choirs were rehearsing the anthem, "Peace on Earth, Goodwill to Men!" Nothing will be sacred when the final account is settled for unimproved opportunities.

Chicago must trust the people to trust themselves, she must teach them to trust themselves. The schools must give all the children a working confidence in each other. The Chicago schools must so adjust the children that they will make men and women who will accept the responsibility of governing themselves. If they cannot do this, if the schools are to give the children an idea that there is an aristocratic class, a "better than" class, to whom they must look up, upon whom they must depend for the salvation of the city, then Chicago is already doomed. If the schools of Chicago cannot and will not teach the children as a whole that they and their fathers are equal to the responsibility of the government of the city, then the public schools of Chicago are a failure and the money better be put into a navy to patrol the river and into fortifications and gattling guns.

Chicago's great school problem is to find some way to teach all the people to have a working confidence in their own ability and reliability as a self-governing community despite their cosmopolitan inheritance and prejudice.

How can all Chicagoans be made to believe that the schools can adjust the people to her unusual conditions?

How can the schools be kept near to all the people?

How can all the people be interested in the public schools?

How can the teachers be kept near the people?

How can the management be kept near the people?

How can the schools be the people's schools, common schools, public schools?

These questions Chicago must answer early.

PRESIDENT ROOSEVELT'S SISTER WILL VOTE.

President Roosevelt's sister, Mrs. Anna Roosevelt Cowles, presented herself the other day before the board of selectmen in Farmington, Conn., and registered her name to vote at the coming school election. When Mr. Roosevelt astonished the conservatives by recommending woman suffrage in his inaugural message to the New York legislature in 1899 the reporters flocked around to ask his reasons. He is said to have answered that his home town of Oyster Bay had long been in great need of a new school building, but was never able to get the necessary appropriation till the women were given the school ballot. Then the mothers of the children voted the new school house at once.

Now that the president's sister has qualified to vote, perhaps some of the "society" women who have hitherto thought the exercise of the school ballot beneath them may suddenly see a great light. As a rule the women's school vote, although small, has been of excellent quality. In answer to the prediction that the best women will not vote, Col. T. W. Higginson says: "In Massachusetts, under school suffrage, the complaint has been that *only* the best women vote."

ALICE STONE BLACKWELL.

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INITIATIVE AND REFERENDUM.

(Extracts from the very able address before the Commercial Club of Chicago, February 27th, 1904, by Judge Edward F. Dunne, and printed in "The Public" of Chicago.)

Mr. McCrackan, in his interesting history of "The Rise of the Swiss Republic," says:

"It will always remain the chief honor and glory of Swiss statesmanship to have discovered the solution of one of the great political problems of the ages—how to enable great masses of people to govern themselves directly. By means of the Referendum and the Initiative this difficulty has been brilliantly overcome. The essence and vital principle of the popular assembly has been rescued from perishing miserably before the exigencies of modern life, and successfully grafted upon the representative system."

* * *

The whole fabric of the American government is based upon the theory that the people themselves are the source and origin of all law, constitutional and legislative.

The Initiative and Referendum simply recognize this fundamental principle of a republican form of government—that the people are the ultimate law-making power—and provide a simple, easy and convenient method of enabling the people who are the source and origin of all the law-making power to legislate directly for themselves upon questions of greatly public interest.

Daniel Webster declared:

"The sovereignty of government is an idea belonging to the other side of the Atlantic. No such thing is known in North America; with us all power is with the people. They alone are sovereign, and they erect what government they please."

* * *

The experience of the last 30 or 40 years that we have had with corrupted and profligate legislators and common councils has forced upon reflecting citizens the conviction that a check upon legislative corruption and profligacy is absolutely necessary. The people are the only superior power who can apply this check, and this check can be applied only by the Initiative and Referendum.

It has abolished corruption, profligacy and plunder of the people's rights in Switzerland. Why should it not do so in Chicago? Under such a system the lobbyist would be abolished and the wealthy corruptionists would disappear forever.

The only objection that can be urged against it is that it will interfere with the wholesale traffic in franchises and debauchery of its representatives, which has prevailed too long and too injuriously to the interests of the people of this community.

A man has less confidence in the assertions he makes when his wife is present than he has when she happens to be absent.

Advice is de cheapest t'ing in de worl', en yet folks would sooner pay a high price fer trouble dan take de bes' advice free.

De righteous hez a hard row ter hoe, but he eatin' co'nbread en potlicker w'en de wicked gnawin' a file.

Lots er us kin see another's woe, but w'en it comes ter feelin' fer it, we got our han's full already.

ANNOUNCEMENTS.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, April 25, at 4 p. m., in Room 437, Unity Bldg.

JOSEPHINE NICHOLS,
Cor. Secretary,
341 S. Forty-third Ave.

THE SALARY SUIT.

The attorneys for the Board of Education have not filed their briefs up to date (Thursday). The case closed March 4 and ten days from that date the attorneys for the teachers filed their briefs and arguments as the court requested. No formal order was entered of record in court but at the request of the judge the attorneys for both sides orally agreed to the arrangement explained in a recent issue, according to which the teachers' attorneys had ten days in which to file their briefs and arguments, after which the Board's attorneys had ten days and after that the teachers' attorneys an additional five days to file an additional brief if needed. The Board's attorneys on March 24 asked for and were granted an additional ten days, but it is now twenty days since the expiration of the time stated in the oral agreement for the filing of briefs by the attorneys for the Board of Education.

BOARD MEETING.

There being no quorum present Wednesday evening, no business was transacted by the Board of Education.

MEETING OF TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation was held Saturday, April 9, in Oriental hall, Masonic Temple, Miss Kilbourne presiding. A discussion upon the questions: 1. In addition to the actual work of the school room, what should be taken into consideration in determining a teacher's efficiency? 2. What should be the basis for promotion in the salary schedule? had been made a special order of business, and the general interest of the teachers had caused a large attendance.

The discussion was deferred until other business had been disposed of.

A communication from the Illinois Federation of Women's Clubs was read, asking that a delegate be sent to the conference of clubs of the First District. Miss Alice Keary was elected delegate and all members attending the conference were instructed to vote for a continuance of the District Federation.

A second communication from the Illinois Federation of Women's clubs asked that the president of the Teachers' Federation act as alternate to the biennial to be held at St. Louis May 17-25. Miss Kilbourne was requested by the Federation to accept.

The minutes of the previous meeting were approved, and the Woman's Suffrage Bill, which is to be presented to the next term of the legislature, was indorsed

It is impossible to print a complete report of the discussion, but the members favored a high professional standard, both for their own sakes and for the schools. Opposition to promotional examinations for increase of salary on the ground that they do not measure either a teacher's efficiency in her work or her scholarship was unanimous. A secret marking system was opposed because it defeats the only good purpose which marking might serve, that is the attraction of the attention of the teacher to her own shortcomings in order that she may overcome them. A teacher is entitled to just and intelligent criticism.

A teacher who speaks in epigrams said, "The first thing to be considered in determining the efficiency of a teacher is the efficiency of the principal."

Another said: "That supervision is inefficient which fails to discover scholarship."

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BRICKS WITHOUT STRAW.

More than a thousand years ago—
Shadows of time, how the days go by—
There was a man I used to know—
May strange seem but you'll see it's so
After I tell you the reason why—
Worked in a brickyard same as you
And all of us have to do;
Mixed in the trouble and worry and strife,
The mirth and the other things of life;
Stirred in the hopes and the pains and fears,
Kneaded the mud with his sweat and his tears
Humanest mass that ever you saw.
"Poor bricks!" said the man, "but I have no straw!"

Up to his knees in the miry pit,
A pygmy's way, but a giant's grit:
His back was a chain of throbbing aches,
Lifting the mold with its earthen cakes;
Elbows rusty as hinges of steel.
Knees so lame he could hardly kneel;
Mud so stiff it would clog a plow
And couldn't be stirred with a wheel nohow;
Nights as short as the days were long;
Nothing seemed right, but everything wrong.
"Best I can do," said the man; "but, pshaw,
You can't make bricks when you have no straw!"

Taskmasters pitiless lashed the man.
"Can't," sobbed Weakness, but Courage cried
"Can!"
"Don't," said Despair, but Duty cried "Do!"
"All right," said the man, "I'll worry her through.
Can't do much, and I reckon you'll see
Bricks won't be just what they ought to be,
Ain't nigh so good as I know I could make
If I just had straw, but you'll have to take
The best I can do for the work's own sake."
He finished his tale of brick and then
Went home to rest, and sons of men
Looked on his perfect work and saw,
He'd have spoiled the brick had he put in straw.
—Robert J. Burdette.

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The North American Review,

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, APRIL 22, 1904. No. 21.

TEACHER REFUSES TO TAKE RE-EXAMINATION.

IS SUSPENDED BY BOARD OF EDUCATION.

Brings Suit Against Board.

Miss Elizabeth A. Allen, a training teacher in the Normal School in Hoboken, New Jersey, and one of the best known teachers in the State, refused to comply with the regulation of the Board of Education of Hoboken requiring teachers to be re-examined and was suspended for refusing.

Miss Allen has taken the matter to the Courts and we print here an article from the Elizabeth, N. J., paper commenting on her suit.

Since Miss Allen began her suit a taxpayer of Hoboken instituted legal proceedings against the Board of Education to ascertain whether a New Jersey Board of Education is warranted by law in using the taxpayer's money to maintain Normal Extension Courses for teachers. The teachers of Hoboken are obliged to take these courses and the re-examinations.

Following is the article:

HOBOKEN BOARD AND MISS ALLEN.

To the Editor of The Evening Times:

Sir: The suspension of Miss Elizabeth A. Allen of Hoboken by the Board of Education of that city raises a number of questions of practical interest to every teacher in the State. To make plain the principles involved, the facts should be briefly reviewed. In December last the Board of Education in Hoboken undertook to establish a college extension course for the purpose, it would appear, of instructing the Hoboken teachers in English composition. It directed that all teachers should attend the course. By a subsequent resolution it was ordered that all requirements of the lecturer in charge should be obligatory upon the teachers the same as the mandates of the board. One of the lecturer's requirements was that each teacher should write and submit to him for correction and comment "themes" upon such subjects as he might select. These "themes" were to be 500 words in length, and during the first part of the course were to be submitted weekly. Later on, two themes per week were to be required. The course was to extend over a period of five months. It seems that Miss Allen refused to recognize the right of the board to compel teachers to submit to these requirements, and her suspension followed. The fact that writs of certiorari at once issued to review the action of the board, indicates that Miss Allen's position was taken under advice of counsel, and presumably she expects to be sustained by the Courts. Without attempting to anticipate the determination of the Courts, it may not be amiss to point out certain reasons for believing that the board has acted in the premises in excess of its powers, and that Miss Allen was therefore justified in the stand she has taken.

From an early period the statutes of this State have required those desiring to teach in our public schools to submit to certain tests before they should be eligible to appointment as teachers. Under authority of these laws there has existed an elaborate system of examinations as a result of which certificates are issued, which, within the limits of their respective grades and districts, are declared by law to be valid as licenses to teach "in any school in the State." These certificates constitute the statutory evidence at once of the teacher's competency to teach and of her eligibility to appointment "in any school in the State." It ought to be plain that a teacher possessing such a license cannot be required to submit to further tests concerning the matters included within her certificate, i. e., concerning her qualifications as a teacher. If boards of education can compel her to do so, then they must be above the legislature, for in that event they have power to say that that which the legislature has said is a valid license to teach is not a valid license to teach. Of what value then are State, county or city certificates? Admit this power, and every teacher in the State, no matter what grade certificates he may hold, may be kept continually at school, pursuing "college extension courses," "post-graduate courses," and what not; writing "themes," doing "sums," and exercises of all kinds, with the result that the certificates which mean so much to the teacher are rendered valueless, and the statute providing for a license to teach valid "in any school in the State," is in effect repealed. It may well be doubted whether boards of education have any such power. One thing, then, that Miss Allen is fighting for is to preserve for teachers' certificates that force and validity which the legislature intended they should have when it enacted that they should be valid licenses to teach "in any school in the State."

Another aspect of the question remains to be noticed. It must not be forgotten that these "themes" constitute property belonging to those who produce them, which cannot be taken without their consent.

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The existence of a property right in literary productions is well settled, and such rights are within the protection of the Constitution as fully as property of a more tangible character. A board of education has no more right to require a teacher to deliver up a "theme" produced by her than it has to compel her to surrender any other property which she may possess, and any order requiring her to do so is beyond its power and void.

Again, what power has the board to compel her to produce the "themes" in the first instance? It is not pretended that the teacher's contract binds her to produce literary property at the command of the board. Her functions are to teach; not to create literature. But if this assumed power does not rest upon contract, what basis has it? Manifestly none, unless the status of a teacher in the public schools is a form of qualified slavery. Indeed this pretended power to compel a teacher to produce "themes" is not different in kind but in degree only from the power to exact involuntary servitude of any kind. Hence, whether viewed from the standpoint of a mere property right, or regarded as involving the higher considerations of personal liberty, the assumed power is seen to conflict with constitutional principles of the most fundamental nature.

It is in defense of these principles and to ascertain whether school teachers in New Jersey have any rights which boards of education are bound to respect, that Miss Allen has taken this stand. She should have the moral and, if necessary, the material support of every teacher in the State. It is their battle, as much as her own, that she is fighting.—Elizabeth (N. J.) Evening Times.

PURPOSE OF THE SCHOOLS.

The letter of a parent to a school principal and the comments on it of one of the associate superintendents, published in the Eagle on Friday, go close to the heart of the school problem for the city. The parent wanted his son excused from construction drawing in order that the boy might have more time to devote to drill in arithmetic. He wrote a note to the teacher, in which he referred to construction drawing as "cutting out pasteboard and daubing it with paint" and spoke of boys wasting their school time on "side issues" which seemed to him "an outrage." The letter was turned over to the principal. The principal could do nothing in the case, because "The studies laid down by the Board of Education had to be strictly carried out." Then the parent sent his letter to the Eagle and an Eagle reporter took it to an associate superintendent. The associate superintendent supported the position of the principal, as he had to do under the system. The superintendent admitted that "personally" he thought too much time was devoted to the trimmings of education, and that other school men felt that the course was not quite what it should be, but that none of them could see any way to change it. The possibility which those teachers seem to have considered is an elective system, which they regard as impracticable for public schools, because young children are not fit to elect what they wish to study, and in many cases the parents are no better fitted.

That is the root of the whole trouble with the public schools. There is a school population of 600,000 in New York, and under this system every one of these children must be forced through the same course of study, without deviation or shadow of turning. Of course, there is in this school army a great variety of taste and talent as well as a wide diversity in the manner of life which these children will pursue when they leave school, but all that counts as nothing against the fetish for uniformity and regularity. One boy has the means to go through a high school and college. Against him stand ten who must begin to earn money as soon as the compulsory education laws will permit. A few girls have literary or artistic tastes which they will develop after leaving the public school. Against them as a hundred to one are the girls who will marry at about twenty and thereafter devote themselves to their homes and the care of their families. But never mind what the children are going to do in the world. To make your school machine run smoothly the graduate of every grammar school must be fitted to pass entrance examinations into any of the high schools; otherwise your system of promotion gets out of gear. To make the parts of your school machinery interchangeable it is necessary that every child should be taught the same thing in the same grade up to the high school. The child who speaks German or Italian or Yiddish at home must be taught English, civil government and American history on the same basis as the child of a son or daughter of the revolution and the child of the immigrant is expected to learn these things just as rapidly as the American child who is born to half of them without any conscious acquisition at all.

This system of uniformity would be bad enough if it were gauged to the needs of the child who can get no education except in the public school, and who starts where the immigrant's child starts in knowledge of the country, and its ways. That would be a hardship on the children of the well-to-do who would need to secure some sort of private instruction to fit them for college. But that hardship would fall upon a minority and the schools would be free to fit adequately for American citizenship that great army of children who have no other fitting school. But in fact the whole force of the public school system is trained toward one object only; the sending of as large a number of high school graduates as possible to college. Our high schools are first of all collegiate fitting schools. Our grammar schools are merely or chiefly preparations for our high schools. And in order to get the students into college young enough, the work of this whole twelve years of college preparation is gauged up to the capacity of the brightest students from the homes of highest intelligence. The children who are not bright enough to keep up with that procession or who cannot get help enough at home to do the work must go out into the world with the first part of a bungled fit for college buzzing in their heads. It is a beautiful system for the children of the well-to-do and the intelligent and it saves heavy bills for college preparation in families which could pay them. But it is cruelly unjust to the children of the poor and to those who are helpless save for the public schools.

But unjust and defective as this system is it will go on unchanged for one generation at least. Dr.

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Maxwell believes in it and Dr. Maxwell is in absolute and autocratic command of the public schools of New York. What William H. Maxwell does to those schools is right, not on any abstract grounds, but because Maxwell does it. Perhaps, by the thirtieth century or in the millennium, we may have reached a point where certain schools will be set apart for children who do not expect to go through a high school and at least one high school for those who do not expect to go to training school or to college. If we get such schools their course of study may be adapted to the needs of their particular pupils. Until that time comes we shall go on steering our great army of children toward the colleges and seeing three-quarters of them fall by the way, not able to get to college and not fitted for anything else. Under that condition resignation is imperative, although it may be difficult.—Editorial in Brooklyn Eagle, Sunday, April 10.

N. E. A. PROGRAM

GENERAL SESSIONS.

All General Sessions in Festival Hall.

TUESDAY, JUNE 28, 9:30 A. M.

Music.

Invocation.

Addresses of Welcome—

Hon. A. M. Dockery, Governor of Missouri.

Hon. W. T. Carrington, Superintendent of Public Instruction of the State of Missouri.

Hon. Rolla Wells, Mayor of the City of St. Louis.

F. Louis Soldan, Superintendent of Instruction, public schools, St. Louis.

Hon. David R. Francis, President Louisiana Purchase Exposition.

Howard J. Rogers, Chief of Department of Education and Director of Congresses, Louisiana Purchase Exposition.

W. S. Chaplin, Chancellor of Washington University, St. Louis.

Responses—

Hon. W. T. Harris, Commissioner of Education of the United States, Washington, D. C.

Charles W. Dabney, President of the University of Tennessee, Knoxville, Tenn.

Music.

1. President's Address—John W. Cook, President of the Northern Illinois State Normal School, De Kalb, Ill.
2. The Place of the Church in American Education—Edmund J. James, President of Northwestern University, Evanston, Ill.

Appointment of Committee on Resolutions.

WEDNESDAY, JUNE 29, 9:15 A. M.

Music.

Prayer.

1. Popular Education in England—(Speaker to be supplied).
2. Educational Possibilities for the Country Child in the United States—O. J. Kern, Superintendend of Schools of Winnebago County, Rockford, Ill.

Music.

3. The Educational Needs of the South—John Herbert Phillips, Superintendent of Schools, Birmingham, Ala.
4. Education in the Philippines—E. B. Bryan, former Superintendent of Education, Philippine Islands, Bloomington, Ind.
5. Our Educational Creed—Z. X. Snyder, President of State Normal School, Greeley, Colo.

WEDNESDAY, JUNE 29, 5:45-6:30 P. M.—VESPER MEETING.

Art Exhibits in the Exposition—Halsey C. Ives, Chief of Department of Art, Louisiana Purchase Exposition.

Appointment of Committee on Nominations.

THURSDAY, JUNE 30, 9:15 A. M.

Music.

Prayer.

1. The New Departure in Secondary Education—J. J. Sheppard, Principal of High School of Commerce, New York City.
2. Elementary Education in France—(Speaker to be supplied).

Music.

3. Education in Porto Rico—Samuel M. Lindsay, Commissioner of Education, San Juan, Porto Rico.
4. Education of the Southern Negro—Booker T. Washington, President of Normal and Industrial Institute, Tuskegee, Ala.

THURSDAY, JUNE 30, 12:00 M.

Annual Meeting of Active Members for Election of Officers and Other Business.

THURSDAY, JUNE 30, 5:45-6:30 P. M.—VESPER MEETING.

Architecture of the Exposition—E. L. Masqueray, Chief of Design, Louisiana Purchase Exposition.

FRIDAY, JULY 1, 9:15 A. M.

Music.

Prayer.

1. The Place of the Small College—George A. Gates, President of Pomona College, Claremont, Cal.
2. The Preparation of Teachers in Germany—(Speaker to be supplied).

Music.

3. Why Should Teachers Organize?—Miss Margaret A. Haley, President of the National Federation of Teachers, Chicago, Ill.
4. The Limitation of the Superintendent's Authority and of the Teacher's Independence—Aaron Gove, Superintendent of City Schools, Denver, Colo.

FRIDAY, JULY 1, 5:45-6:30 P. M.

Sculpture and Decoration at the Exposition—Karl T. F. Bitter, Director of Sculpture, Louisiana Purchase Exposition.

Report of the Committee on Resolutions.

Closing Exercises.

The old ways are the best, provided we keep on running in them instead of sitting down as stumbling blocks.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

THE N. E. A. PROGRAM FOR 1904.

The President of the National Educational Association, John W. Cook of Illionis, is not disappointing expectation; his preliminary programme, recently issued, is less conspicuous for his omissions than last year's. According to this announcement, Booker T. Washington will handle "Education of the Southern Negro," and Margaret A. Haley will give "The Argument for the Teachers' Federation." Mr. Washington, it will be recalled, had no place on the Boston programme in 1903, but was inserted as an afterthought in response to popular clamor. Miss Haley was refused a hearing before the National Educational Association, though the National Federation of Teachers, of which she is President, sought it zealously in behalf of the cause she had pioneered. A special meeting was therefore held at Chickering Hall during the convention week, and the claims of the Federation to recognition as a forceful body, were indirectly much in evidence. At that time, subjects ruled out of the National Educational Association programme, but of deepest interest to the rank and file, were vigorously handled; but the best outcome of the meeting was the compacting of the Federation, and the infusion of spirit into a living and growing organism.

One claim of the Federation, that for recognition on the National Educational Association programme, has now been met in the letter of invitation to Miss Haley, asking her "to prepare an address on the whole subject of teachers' unions." It is safe to say that she will handle the theme vitally. In 1900 she led the Chicago Teachers' Federation in a notable victory, securing the enforcement of the revenue laws as the result of the now historic tax fight. She is now leading that body in the teachers' salary suit, a sequel to the tax fight, of far-reaching import; less for the money issue involved than for fundamental principles at stake. She marshalled the same forces in the initial step so widely commented upon by the press—their affiliation with the Federation of Labor; the result of which is on record in the passage by the Illonois Legislature of a child labor bill, a prison labor bill and a bill for municipal ownership of street railways, the latter this week adopted by referendum. It was this "Mueller law" that was indorsed by Chicago citizens five to one April 5. At the same election the Chicago Teachers' Federation witnessed the triumph of another reform movement strenuously advocated by them and in the trend of the times—i. e., an elective School Board, instead of one appointed by the Mayor. The vote on the "little ballot" stood two to one for the elective board.

Meanwhile, the makers of the programme for the national meeting at St. Louis in June—a programme yet to be revised and completed—will do well to heed a demand, modest as yet, but bound to become insistent, that certain subjects of vital importance to nine-tenths of the constituency, the grade teachers, be considered: viz: salaries, tenure of office, pensions, number of pupils to a teacher and the right of the teacher to a voice in all educational matters. The committee appointed last July to investigate the condition of teachers throughout the United States, especially in the matter of salaries, will doubtless report through its Chairman, Carroll D. Wright. The subject should have prominent place on the programme, as the one now at the front, and of practical importance. Educational journals have exploited it during the current year to a degree unparalled, and still the interest grows.—Boston Transcript.

THE INDUSTRIAL CONFERENCE AT THE WOMAN'S CLUB.

The most significant event in the recent conference on "Women in Industry" under the auspices of the Chicago Woman's Club was the sharp conflict between Mr. Job, Secretary of the Employers' Association, who spoke against "Women in Trades Unions," and Miss Jane Addams, Miss Gertrude Barnum, Miss Anna Nichols and others, who defended the Trades Unions for Women. The newspaper reports stating that Mr. Job was completely routed by the women gives new interest to the work these women are doing to organize working women, hence we publish in this issue the circular issued by the "Women's Trades Union League of Illinois."

THE WOMAN'S TRADES-UNION LEAGUE OF ILLINOIS.

The burdens of the present industrial system fall most heavily upon its weakest members—women and children—who work the longest hours, receive the lowest wages and perform the least skilled and most monotonous tasks. They have entered industrial life so recently that they do not easily see how much of their disadvantage is due to lack of organization; nor do they realize that they are gradually becoming a menace to the whole working class. Besides occupying a subordinate industrial position, they are without the protection of the ballot and are not the equals of men before the law.

The more experienced and thoughtful working women have come to realize that their hope lies in organization, and this belief is largely shared by another class of women who are not wage earners, but who are unwilling that those who toil should suffer from unjust conditions.

These women are determined that the future of their children shall not be dominated by such conditions as obtain at present. They realize that the status of women cannot improve until they are all of one mind as to the necessity of upholding each other in the struggle for wider opportunities.

Knowing that these opportunities can be secured only by an enlightened insistence upon the rights,

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duties and privileges of all who do the work of the world, Trades Unionists and their sympathizers have formed the Woman's Trades-Union League.

The National League was organized in Boston, November 14, 1903, just after the convention of the American Federation of Labor, and with hearty endorsement of several officers of that body who were present at the meeting.

The Illinois branch of the League was formed in Chicago, January 4. 1904, with the following officers:

President—Miss Mary McDowell, 4638 Ashland avenue, Chicago.

Vice-President—Miss Maude Sutter, 6817 Lincoln street, Chicago (Business Agent Woman's Union of A. M. C. & B. W.).

Secretary—Miss Gertrude Barnum, Room 532, Tribune Building, Chicago.

Treasurer—Mrs. Ellen M. Henrotin, 251 Goethe street, Chicago.

Executive Board (serving with officers named above)—Miss Jane Addams, Hull-House, Chicago; Mrs. Nellie B. Parker, Galesburg, Ill. (Secretary of Central Trades and Labor Assembly); Miss Ellen Lindstrom, 345 North Clark street, Chicago (Executive Board United Garment Workers); Miss Margaret Hoblitt, 345 North Clark street, Chicago.

OBJECTS.

The objects of the Illinois W. T. U. L. are:

1. To assist the National or Local Secretaries of Trades-Unions in organizing women.
2. To furnish speakers and entertainment at the request of Women's Unions.
3. To send new members to the Woman's Union Label League.
4. To make public the conditions under which women are working.
5. In general, to aid in bettering conditions of working women.

THE NATIONAL MUNICIPAL LEAGUE.

The National Municipal League will hold its tenth annual meeting in Chicago, April 27, 28 and 29, at the Northwestern University Building, 87 Lake Street, the City Club of Chicago being host.

OBJECTS OF THE NATIONAL MUNICIPAL LEAGUE.

First—To multiply the numbers, harmonize the methods and combine the forces of all who realize that it is only by united action and organization that good citizens can secure the adoption of good laws and the selection of men of trained ability and proved integrity for all municipal positions, or prevent the success of incompetent or corrupt candidates for public office.

Second—To promote the thorough investigation and discussion of the conditions and details of civic administration, and of the methods for selecting and appointing officials in American cities, and of laws and ordinances relating to such subjects.

Third—To provide for such meetings and conferences and for the preparation and circulation of such addresses and other literature as may seem likely to advance the cause of good city government.

The first session will begin at 2:30 p. m., Wednesday afternoon, April 27. After the address of welcome and response Clinton Rogers Woodruff of Philadelphia, Secretary, will make the report of the year's work. Following this will be the Treasurer's report, the report of the Committee on Nominations, then follows "The Denver Situation and the Rush Amendment," by Prof. F. H. H. Roberts, of the University of Denver.

The next on the programme will be the Hon. Charles Nagel. He will speak on the St. Louis School Board.

[The St. Louis School Board, according to President Eliot of Harvard, is one of the best in the United States from the point of view of form and organization, as well as of actual accomplishment. St. Louis has been so conspicuously before the public during the past few years because of the corruption of its Council, that it will be interesting to have a paper showing what the people of St. Louis can do in the way of honest and successful administration of important public functions.

Mr. Nagel is a prominent lawyer of the city and was a member of Council when the boodle ordinances were passed. It is to his credit that he not only voted against these, but used his influence to defeat them, without avail, however, because the forces of corruption at that time were too strong for even so courageous and resourceful a man as Mr. Nagel to overcome.]

The afternoon programme will close with a paper by Dr. Ellis P. Oberholtzer of Philadelphia. He will give "Home Rule Provisions in American Municipal Charters."

At the evening session, which will begin at 8 o'clock, the subject of "Municipal Taxation," by Lawson Purdy, Secretary of the Tax Reform Association of New York, will be the first paper.

Next follows "Chicago's Tax Problem" by Chicago speakers.

Thursday morning session will open at 10 o'clock, the Thursday afternoon at 2:30 and Thursday evening at 8 o'clock. Friday morning at 10 o'clock, the afternoon session will open at 2:30 at the University of Chicago, and at 7 there will be a dinner given to the delegates.

We regret that lack of space forbids our giving the programme in full.

The regular meeting of the Chicago Teachers' Federation will be held at Fullerton Hall Saturday, May 14, at 10:30 a. m.

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ANNOUNCEMENTS.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, May 2, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.
194 Oakwood Blvd.

REPORT OF THE MILONIAN SOCIETY ON "SYSTEM."

"Only yesterday I was reading one of the numerous complaints against our modern educational flim-flam. Miss Edith Barnett's essay thinks our educational trouble is that we have forgotten how to work. She says 'school doesn't teach its graduates to set tasks for themselves. It teaches them to work only when tasks are set for them.' A Chicago principal, writing in one of the school journals, says that the elaboration of school system has removed from principals and teachers the habit of cutting out work for themselves. It has emphasized an idea that one's time belongs to one's boss. While we are working on one thing the disheartening suspicion comes into our heads that perhaps our superiors would not think we are making the best distribution of our time by doing that particular kind of work at that particular moment. One dreads to be found doing something that a certain superintendent deems of secondary importance. I once heard a schoolmaster say that as compared with modern school keeping under a system the creation was easy because God knew He had no critic superior to Himself. One reason why He was able to rest on the seventh day was because He saw that His work was good and no district superintendent could come in and rate it B. Dunkly's work was self-imposed. This, Marcel says, is the only kind of labor that makes man great. I heard Theodore Williams say in a sermon last Sunday that the man who gets more joy out of doing his work well than in getting his pay for it is very much of an exception these days. Well, Dunkly is very much of an exception. My Chicago writer to whom I just alluded, says this is not due to a natural dying out of virtue, but to an artificial stifling of it by organization, administration, and system. It is true of hand labor, it is true of business. We feel it no less true of school teaching. Such elaborate machines have been constructed to make us work that—wonder of wonders—we work less than we used to. Two men with shovels have been soldiering away the whole afternoon in front of my house, making a slight alteration in the gutter. One fat boss, with his hands in his pockets, has been overseeing them. When I was a boy one foreman would keep twenty men hustling, while he himself worked with a shovel, too. Those were the days of the Dunklys. Our Leonardo persisted down into modern times like one of the giants from before the flood, big enough to wade through the degenerate deluge and to go on working."—Brooklyn Eagle.

We should miss a great deal that is valuable in human nature if we confined our attention exclusively to important personages.—Hamerton.

Do You Intend to Visit the World's Fair?

If so we wish to call your attention to the Christian Endeaver Hotel & Auditorium Co., who have erected a mammoth hotel just opposite the entrance to the grounds and will make reduced rate of $1.00 per day for room or $2.00 per day for room and board, providing parties hold Charter certificate which cost is $1.00 and is transferable. Pamphlets and all information can be had at their Chicago office, 1408 Monadnock Bldg., Tel. Harrison, 3735.

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The North American Review,

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$35 Winter Jackets, 7.95—The season's best styles, too, and just the thing for the remaining cold days of this winter. Will be acceptable next winter, when the same garment would cost you many times the price we're asking now. They embrace our entire stock of women's winter coats, divided into two lots, priced at **7.95** and **$2** respectively.

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Chicago Teachers' Federation
Bulletin

Vol. 3. CHICAGO, MAY 6, 1904. No. 22.

THOMAS BRENAN.

Died, Saturday, April 30, 1904.

A few days ago sorrowfully we laid to rest all that was mortal of our dearly beloved friend, Thomas Brenan, who, for more than a quarter of a century as a member of the Board of Education, had devoted himself so faithfully to the interests of the school children of Chicago and their teachers. Our city mourns as an almost irreparable loss, his withdrawal from amongst us, but we, the teachers of Chicago, his children by adoption, feel more keenly, perhaps, than most how grievous the loss we have sustained.

Tenderhearted and gentle himself, Mr. Brenan always felt that more could be accomplished by love than by fear, a sentiment which impelled him to work effectually against corporal punishment in the schools. Pure-minded, noble-hearted, wise above many in his knowledge of men and things, no one ever sought his counsel without feeling that in a just cause Mr. Brenan was a tower of strength. Appreciating this fact and realizing as they ever did that he held his high office as a sacred trust, the teachers of Chicago learned to depend on him as their champion when occasion demanded.

Never perhaps did he exercise his fine sense of justice with as far-reaching effect as in 1899, when an attempt was made to drop a large number of the teaching corps. Under the rules of the Board of Education, these teachers were entitled to a notification that such action was contemplated before any such drastic measures could be taken. On investigation, Mr. Brenan, learning that the rules of the Board had been disregarded, declared the whole proceeding an outrage, and prevented this wholesale dismissal of teachers. Since that time, no teacher has been removed without proper notification. His fine sense of justice and long experience in dealing with teachers enabled him to discern the peculiarities in conditions which caused complaints either from principal or teacher, and seldom, if ever, was he at a loss for a solution of the difficulty. His sympathies once aroused, untiringly he labored until he succeeded in relieving the distress which had so confidently appealed to him. This same sense of justice made him a strong defender of equal rights for men and women in the schools.

And now, dear friend, to whom we pay this faint tribute of grateful love and respect, adieu, and when the shadows gather and the All-Wise Father decrees that we, too, shall tarry here no longer, well will it be with us if our "Welcome Home" will be like thine, "thou, good and faithful servant."

At the meeting of the Board of Managers of the Chicago Teachers' Federation, Monday, May 2, the following resolution was adopted and ordered sent to the press and to the friends with whom Mr. Brenan had made his home for many years:

Whereas, It has pleased God in his infinite wisdom, to translate from this world to the perfect life, our revered and beloved friend, Thomas Brenan;

Be it resolved, That in his death our city has lost a beneficent and gracious presence, but that the inspiration of his noble character and his unselfish and untiring zeal in the service of the community to which he devoted his life have left an impress on the hearts of the multitude which will never lose its influence; and that in his death we, the teachers in the public schools, mourn the loss of one who held the interests of the schools as a sacred trust and stood in the front ranks in every movement to protect the rights and promote the welfare of pupils and teachers.

SAYS COMMERCIAL INTERESTS ARE PAUPERIZING THE SCHOOLS.

ONE-MAN POWER DEPLORABLE.

Centralization of Power, Unless Soon Defeated, Bound to Lower Educational Standard, Educator Asserts.

(Report of an Interview With Margaret A. Haley, in Brooklyn Eagle, April 24.)

Miss Haley's work now, as she sees it, is to secure the recognition of the individual teacher in the school system and as opposed to making him, or her, a part of a machine, devoid of initiative, individuality and power to develop these two qualities in the pupils in his or her charge.

"The situation in Chicago," she said, "as far as the relation of the teacher to the system is concerned, is not peculiar to Chicago, but is general throughout the country. The tendency in the field of education to-day is the same as the tendency in the commercial, the financial and the political world —that of concentration of power in one man or one set of men. This centralization of power has the effect of bringing to the top captains with untold power for good or ill to those under them and to those dependent upon them.

"With this exaltation of the few is a corresponding lowering of the many. Men under these great captains of industry, finance and politics become mere automatons, without individuality, without initiative. The business is managed by a series of minor officers, who, in their turn, manage another series of officers and employes, who are made by this system mere parts of the machine.

"What has been true for so long of the industrial

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and financial world is becoming true of the educational world. There is a vast difference, however, between the effects of the system as applied to the two spheres. Perhaps a workman can produce just as good shoes as a part of a machine as he can working from his own initiative. Certain it is he can produce more of them. A bricklayer can lay just as many bricks, and probably more, under a boss than he can without one. But children are neither shoes nor bricks. The system which works in the first case will not work in the second. What those in command have failed to realize, and what the parents of children have failed to realize, strange as it may seem, is that children have souls.

"The system of one-man absolute power, when applied to education, destroys not only the worker, but also the product. It is a recognized fact that a man working as a part of a machine loses his power of invention—that is, the power of expressing his individuality. He no longer is a thinking being; he is a machine, which requires so much fuel, so much rest, each day in order to keep up his utility to the highest point. He may, however, produce just as good work when the work is purely mechanical as he would if he were not so situated. It is the worker alone who suffers in this case. But look at the teacher, under similar circumstances.

"In her case, her individuality, and with it, of course, her power of making it felt upon those intrusted to her, is lost. Not only the worker but the work is destroyed; not only is the producer made simply a part of a machine of production, but the product is spoiled. And how different is this product from that of the industrial world! The system of one man, boss power, in education is knocking the very foundation from under the structure of education. It is taking the very vitality out of it. The people do not as yet seem to have grasped this fact. They have looked upon the process going on under their very eyes with something very akin to indifference.

"The recognition by the teacher in Chicago of this fact and the showing of it plainly to the labor interests of the city was what brought the two interests together. The laborer went through the process of being made into a machine years ago, and recognized the more far reaching consequences of having the field of education subjected to the same influences. It was for this reason that our appeal to the labor unions of Chicago, in our efforts to release ourselves from this pernicious influence, brought forth the most hearty sympathy and cooperation.

"The teaching profession has been averse to making demonstration of any kind, and has rather held aloof from identifying itself with the laborer. But the time has come when appeals must be made direct to the voter, and the labor interest is the largest organized power in the country. A successful appeal to the laborer gives the appellant great power. In our case we appealed to the laborer through his child. We succeeded in making him realize that the future of his child was at stake, and we now have him allied with us in our fight to free ourselves from the one-man power, from being made into a part of a machine.

"The problem which is confronting the teacher now is one which is vital to the parents and children, and the sad thing about it is that the parents have not realized it. They are coming to realize it now, and are showing by their acts that they have a very clear view of it. I refer, of course, to the vote only a few weeks ago in Chicago, where the people declared for the election of the Board of Education by the people as against the appointing of it by the mayor, by a vote of 2 to 1.

"The proposition is simply this: The large commercial interests, with few exceptions, do not favor the education of the masses beyond what is required in laboring for them. This means that any education beyond a knowledge of the rudiments is considered by them unnecessary. Indeed, in some cases I know it to be a fact that large factory owners think the higher education—by that I mean the high school education—is harmful to children. These interests are going to control the Board of Education, if they can, and it is easy enough to do it when the board is appointed. The campaign funds depend largely upon the contributions from the commercial interests, and a Board of Education which will be favorable to any proposition favored by these interests is sure to be appointed.

"What is the result? We have a board of education in Chicago which is pauperizing the schools. It is running the schools on a starvation basis, a basis which makes them unfit places for children. This is illustrated by the increased and increasing growth of private schools. Children of the well-to-do are taken out of public schools and placed in private schools and the large commercial interests which are to blame for this condition of affairs, are contented. It is just what they have been wishing for and they are continually working for a continuance of the policy which brings about the condition. Why? When the schools are left only to the poorer classes, they may be run upon any plan the representatives of these interests see fit to adopt through their puppet board of education.

"You can easily see from this why it is that the fight of the teacher for a recognition of her rights and a recognition of her individuality is vital to the people, and why the people are taking up her fight and making it their own. If you make the school teacher mechanical, she teaches in a mechanical manner and turns out mechanical pupils. It can work out in no other way. If you crowd pupils into rooms until there is no opportunity to do the work you cannot expect the product of the work to be of a very high standard. The one-man system is doing this for Chicago and will continue to do it until the one-man system is no more.

"I think I have made clear to you, then, just what the fight of the teacher is. She is fighting the tendency toward pauperizing the public schools, she is fighting the tendency toward making the school system mechanical and forcing her to work under that system, she is fighting a school system which has for its sole end and purpose the turning out of factory hands. If she secures a recognition of her individuality and freedom she will have won the fight, for that will mean the abolition of the one-man power.

"You can see what it means, this turning the schools into a manufactory of factory hands. You cannot turn out freedom-loving, enlightened, self-governing men by means of the factory system of education. A teacher who is not herself free cannot teach freedom. A slave can teach nothing but slavery. The schools under the one-man system are governed with almost military rule. It is a system

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of petty tyranny. When you take from the teacher the power to think out and put into effect her solution of problems of education, you take away the best part of her.

"The idea with the majority of people seems to be that education is something to be superimposed. The pupil is given to the teacher and she must force something into him. People work on the plan that human nature is essentially wrong and will go wrong, if allowed to run its true course. They fail to see the analogy between the soul of a child and other works of nature. They fail to see in the child anything like the flower which, if allowed to grow, will bloom, and, if curbed and hampered, will become a stunted thing. It seems to me and it is the motive of our fight in Chicago, that the teacher must take a child and develop what is in him, and not force something into him which is perhaps contrary to his nature. System and an iron clad course laid down by persons who are not themselves in sympathy with the education of the masses curb these efforts. The teacher must take forty or sixty pupils and apply to everyone the same course of study, when in many cases an entirely different line of work is required.

"No," said Miss Haley, in response to a question. "I do not think that a board of education elected by the people would cut down the expenses of running the schools to a dangerous limit, nearly as quickly as a board under the influence of corporations not in favor of public education would do it.

"We in Chicago are fighting for a more democratic system of administration of school affairs. The teachers are the educators and the others are the helpers—or should be. Under the one-man system you have a superintendent dominating, who is selected by a board of education, which is itself dominated by interests inimical to the public schools and "these others" cease to be helpers, they become irritators. We do not want conformity, uniformity and superimposition in education. All that is like giving a physician a patient, and along with it giving him a formula which has been used in fifty other cases and must be used in this, whether or not the cases are similar. We are rapidly coming to the time, and, indeed, we have arrived at it in most of our large cities, when the cut-and-dried in the public schools is the dominating feature. We teachers in Chicago, together with progressive teachers all over the country, believe this to be contrary to all that is democratic. We believe that the system is deadening to the schools, and we are fighting it and will continue to fight it until there is no hope, or until we have succeeded. No, I would not care to express an opinion in respect to New York. I do not know enough of the workings of the system here. I do know, however, that if the teacher is not allowed full opportunity for the exercise of her individuality and initiative, she is not working up to her full capacity of efficiency, and, indeed, she is falling far, far below it."

Miss Haley spoke last evening in Cooper Union before the People's Institute. A large audience attended the meeting and Miss Haley was enthusiastically received. She gave a history of her fight in Chicago up to the time she left there a few days ago. She was many times interrupted by the applause which followed some clever sally, and clearly had her audience with her throughout her discourse. Tuesday she will speak before the federation of New York Women's Clubs, and Sunday afternoon she will address a meeting in the Central Federated Union on Rivington street, Manhattan. Miss Haley is in New York under the auspices of the Woman's Henry George Clubs.

SEVENTH ANNUAL CONFERENCE.

Of the National Congress of Mothers and Fifth Annual Meeting of the Illinois Congress of Mothers in Chicago, May 11, 12, 13 and 14, 1904.

Wednesday Evening, May 11th, 7:45 P. M.
Fullerton Hall, Art Institute.

Invocation—Dr. Frank Gunsaulus.
Soprano Solo—Miss Greta Masson.
Greetings: Gov. Richard Yates.
Mayor Carter Harrison.
Supt. E. G. Cooley.
Mrs. Chas. Henrotin.
Mrs. W. S. Hefferan.
Response: Mrs. Frederick Schoff,
President National Congress of Mothers.
Address: Prof. Edward Howard Griggs—"Principles of Government in the Home and School."

Thursday Morning, 10 O'clock.
Chicago Woman's Club, 9th Floor, Fine Arts Bldg.

Reports of Officers and Committees.
Review of Conditions of Defective, Dependent and Delinquent Children.
Conference led by Mr. Hastings Hart.

Thursday Afternoon, 2 O'clock'
Chicago Woman's Club, 9th Floor, Fine Arts Bldg.

Soprano Solo—Mrs. Sanger Steel.

Conference on Moral and Religious Education.

Address—Miss Margaret Evans.
"Public Education and Morality."
Address—Prof. George A. Coe.
"The Bible in the Schools."
Address—Mrs. Theodore Birney.
"Mothers' Mistakes."

4:30—Reception to National Congress.

Thursday Evening, 8 O'clock.
Fullerton Hall, Art Institute.

Invocation—
Children's Chorus led by Prof. William L. Tomlins.
President's Address—Mrs. Frederic Schoff.
Conference on "Menaces to Sanctity of the Home."
Address: Uniform Divorce Laws.
Mr. F. A. Lewis of Philadelphia.
Discussion by eminent divines and jurists.

Friday Morning, 10 O'clock.
Chicago Woman's Club, 9th Floor, Fine Arts Bldg.

Conference of State Presidents on "The Child: What the Congress is doing for him in Home, School and State."
Address—Mrs. Florence Kelley.
"The Working Child."
Address—Prof. Wm. L. Tomlins.
"Music in Education."

Friday Afternoon, 2 O'clock.
Chicago Woman's Club, 9th Floor, Fine Arts Bldg.

Annual Meeting of Illinois Congress of Mothers.
Reports of Committees.
Reports of Delegates.
Election of Officers.

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

CHICAGO PROBLEM.—IX.

Every time Chicago has approached the application of the aristocratic idea it has been with the assumption that the teachers are all wrong, that something is needed to weed them out, to tone them up. A crack whip has been sought, some one who knows it all, some body to save expense, to hustle children together, an economic representative of the better classes. This has been the atmosphere about the aristocratic idea in Chicago. Instead of being put forth as a means of securing tenure for teachers, pensions, higher salaries, and better conditions all for the good of the children, the reverse has been the attitude.

Of course, this has not been said in so many words, but it has been arrayed against everything for which the teachers as a whole have stood. Just the reverse of the attitude in other cities. The one city in all the world where aristocracy is an impossibility is the only city in America in which there has been an aggressive effort to enthrone it.

This is the most unaccountable condition of things, inexplicable from any standpoint, and yet Chicago's entire future is involved in the complications growing out of this state of things. Any possible understanding of the situation necessitates a close study of the growth of the system.

The school system is young and complex in its origin. George Howland was the genius of the school life until within fifteen years. He was in every way a great man, a rare scholar, a born teacher, an honor student in college, a college professor, a poet, widely ready in philosophy and psychology, a long-time principal of the Chicago high school, and longest-time superintendent of schools in the city. He went to the high school when it was in its infancy, and when he left the superintendency practically all the annexation had been made, and to all intents and purposes the city was as large as it is to-day. Practically there were as many high schools and grammar schools as now. In his day the schools, the teachers, and the management were as near the people as anything known in the country. Friction was so slight and infrequent as not to irritate. The school board, the superintendent, the assistants, the special supervisors, principals, the teachers, the press, the public had grown up together, had worked with a common purpose and for a common cause. His specialists in music and art and his assistants were men and women of national prominence, leaders in the press and on the platform. His own annual addresses to the teachers were classics, and formed the only volume of addresses ever published in the famous Appleton International Education Series, edited by United States Commissioner Harris, and the most masterful volume of addresses of a superintendent yet published. His teachers came from the schools, they were helped, adapted, and adjusted to their work, and inspiration was the watchword of superintendent, assistants, specialists, principals, and teachers, inspiration of all for all. This was the condition in Chicago when the idea of aristocracy in school management struck the country east and west.

GROWING PROBLEM.

Everybody knows that tax-dodging is a habit with some and a science with others. The assessing of a tax on personal property is an inducement to personal dishonesty.

There should be minds wise enough to formulate a remedy and lawmakers able enough to carry out the plan. Certainly the arrangement at present in force is no more than a farce.

It cannot safely be left to the people themselves. France taxed windows, and many of her citizens deprived themselves of light and air and risked sickness and death to save the tax. Tax windows and doors to-day, and the same situation will arise. Humanity has not changed.

Here is a great problem for a really great mind. Why can not we have a system that will do away with perjury, put an end to the tax inquisitor, and force everybody to bear his just proportion of the public burden?

It is the most important question confronting the public of America to-day, and its importance increases with increasing wealth.—Chicago Evening Journal, April 29.

A TEACHER HONORED

Wednesday, April 20th, witnessed an occasion, unique, at least in the annals of the Sherman School. By means of pictures, statuary, plants and flags, the empty kindergarten room had been transformed into a banquet hall. Down the center stretched a long table whose expanse of snowy linen was relieved by long graceful sprays of asparagus fern intermingled with red carnations.

Shortly after 4 o'clock, the teachers of the school, led by the principal, Mr. Regan and the guest of honor, marched with the sound of the piano to their places, designated by cards, at the table. From the head of the table smiled Miss Margaret Byrne's gentle face with its halo of silver hair. For the event was all in her honor, as an expression of the love and esteem in which she is held by her coworkers. On the obverse side of each card was a bit of wisdom, more or less relevant to the occasion, whose reading aloud furnished mirth enough to serve as a relish for the feast which followed.

At its close, Mr. Regan gave a short address with "Faithfulness" as its theme. He cited from history instances to prove that faithfulness is essential to success, however much one may possess of talent or even genius. This trait the speaker declared was a leading one in Miss Byrne's character, as had been evidenced by prompt, regular attendance and devotion to the interests of the thousands of pupils who had come under her instruction in the forty and more years she had been engaged in school work. In conclusion Mr. Regan presented

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MISS MARGARET BYRNE

to Miss Byrne a picture, Lost, by Schenk, the gift of the faculty of the Sherman School.

Miss Byrne's reply was characteristic in its ingenuousness. Who but Miss Byrne would ever have said, "If the children had not been so good, I could not have gotten along so well." By request Miss Byrne also gave several reminiscences of early days in her teaching experience and of her recent trip to Texas. The afternoon closed with several musical numbers by the teachers, including the singing of "Auld Lang Syne" by all present.

Miss Byrne was born in Utica, N. Y. When but a young child she moved with her parents to a farm in northern Illinois, where she received her early education in a country school.

She belongs to a family of educators, being a sister of the late Miss Sarah Byrne of the Lake High and of John Byrne, who was principal of the Auburn Park school at the time of his death.

Miss Byrne began her work as a teacher in 1861. Her early work was chiefly in Cook county, having taught at Sag, Lemont and Hastings during the time of ex-Superintendent John F. Eberhart's supervision, which she recalls with great pleasure. She moved to Englewood about 1870, after which she became a student at the Cook County Normal and graduating in the early seventies. Since then she has taught continuously, first in the Graham, then the Oak Ridge and lastly in the Sherman, from which she resigned January, 1904.

She had taught for more than fifteen years at the latter school. Always gentle, faithful, motherly, she has greatly endeared herself to her pupils, her fellow-teachers and the community, who unite in wishing her many years of enjoyment of her well-earned rest.

ANNOUNCEMENTS.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, May 16, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.
194 Oakwood Blvd.

The regular meeting of the Chicago Teachers' Federation will be held at Fullerton Hall Saturday, May 14, at 10:30 a. m.

CHICAGO TEACHERS' CLUB.

will give a luncheon Saturday, May 14, 1:00 p. m., at the Randolph Lunch Club, 82 East Randolph street. Plates, 35 cents.

Miss Mary McDowell of the University of Chicago Settlement, will give an address on the subject, "Every Teacher a Social Center." Election of officers. Admission to non-members, 15 cents.

MARY E. REYNOLDS, President.
EMILY A. HAYWARD, Corresponding Secretary.

(Continued from page 3.)

Friday Evening, 8 O'clock.
Fullerton Hall, Art Institute.

Invocation—
Chorus—Boy Choir of Grace Episcopal Church.
Harrison Wild, Director.
Address—Hon Ben B. Lindsey of Denver.
"Why There Is a Boy Problem."
Discussion—Mr. Amos Butler, Ind. State Board of Charities; Miss Mary McDowell, Mrs. Martha Falconer.

Saturday Morning, 9:30 O'clock.
Mandel Hall, University of Chicago.

Invocation—Dr. Charles R. Henderson.
Music—Girl's Glee Club U. of C.
Greeting.
Address—Supt. James L. Hughes of Toronto.
"Education for the Art of Life."
Discussion—Hon. Alfred Bayliss, State Supt of Schools.
Mrs. E. R. Weeks, Pres. Missouri Congress of Mothers.
Mrs. E. C. Grice, Pres. New Jersey Congress of Mothers.
1:30 P. M.—Luncheon at Hotel Del Prado to National Officers, Delegates and Guests.

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THE PENALTY OF THE SYSTEMATIC LIFE.

The effect on nerves of the systematic life, more especially in its minor, even trivial, details, was strikingly pictured in a paper by Dr. O. T. Osborne of the Yale medical school faculty, read at the last meeting in Washington of the American Therapeutic Society. Stated technically, the penalty is "nervous disturbances of the heart and debility of the heart muscle, hastening a degeneration of the circulatory system that comes normally only late in life." The unremitting persistency of effort to be "on time" throughout the working, if not the waking hours, rising, breakfasting, reading the newspaper, reaching the office, keeping a series of engagements, each within an allotted minimum, or doing the daily stint of routine work, all "according to schedule," means an unceased strain on the human machine. The effect, accustomed to it as we are, is not recognized until brought home by some unexpected outbreak of irritation, often entirely disproportionate to the cause.—Scribner's Magazine.

APPLE-PIE ORDER.

Many will be surprised to learn from the following paragraph that a person who keeps things in "apple-pie order" is not to be so much admired as generally supposed.

The story goes that an old lady of Windsor was in the habit of making seven apple pies every Saturday for use during the following week, and she labeled a pie for each day of the week. Now, as the pies were exactly alike, and made at the same time, there was no reason at all why she should not have taken any one pie on any day, the labeling being, of course, a sheer waste of time. The old lady's absurd habit became well known, and thus it came about that any man who was methodical to the point of foolishness was said to keep things in "apple-pie order." If, then, you want to be considered wise you must leave "apple-pie order" severely alone.

THE UNSOPHISTICATED MUZHIK.

Charlemagne Tower, the American ambassador to Russia, tells this story about a muzhik (Russian peasant):

This native fellow is something like a boy and something like an Irishman. He is, as a rule, very simple, very kind.

A typical muzhik entered one day a railroad station. He approached the agent, and asked when a certain train would leave for a certain place. The agent told him distinctly, and, seeming satisfied, he departed. But a moment later he was back again, and again he asked the agent the same question.

"Why," the agent exclaimed, "I told you that only a minute ago!"

"You did, truly," the muzhik answered, "but it isn't myself that wants to know this time. It's my mate outside."

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THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

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The North American Review,

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Chicago Teachers' Federation Bulletin

Vol. 3. CHICAGO, MAY 13, 1904. No. 23.

Chicago Teachers' Federation 437 Unity bldg

BUSINESS AS TREASON.

Excerpts from "Enemies of the Republic" by Lincoln Steffins.

Every time I attempted to trace to its sources the political corruption of a city ring, the stream of pollution branched off in the most unexpected directions and spread out in a network of veins and arteries so complex that hardly any part of the body politic seemed clear of it. It flowed out of the majority party into the minority; out of politics into vice and crime; out of business into politics, and back into business; from the boss, down through the police to the prostitute, and up through the practice of law, into the courts; and big throbbing arteries ran out through the country over the State to the Nation—and back. No wonder cities can't get municipal reform! No wonder Minneapolis, having cleaned out its police ring of vice grafters, now discovers boodle in the council! No wonder Chicago, with council-reform and boodle beaten, finds itself a Minneapolis of police and administrative graft! No wonder Pittsburg, when it broke out of its local ring, fell, amazed, into a State ring! No wonder New York, with good government, votes itself back into Tammany Hall!

They are on the wrong track; we are, all of us, on the wrong track. You can't reform a city by reforming part of it. You can't reform a city alone. You can't reform politics alone. And as for corruption and the understanding ing thereof, we cannot run 'round and 'round in municipal rings and understand ring corruption; it isn't a ring thing. We cannot remain in one city, or ten, and comprehend municipal corruption; it isn't a local thing. We cannot "stick to a party," and follow party corruption; it isn't a partisan thing. And I have found that I cannot confine myself to politics and grasp all the ramifications of political corruption; it isn't political corruption. It's corruption. The corruption of our American politics is our American corruption, political, but financial and industrial, too. Miss Tarbell is showing it in the trust, Mr. Baker in the labor union, and my gropings into the misgovernment of cities have drawn me everywhere, but, always, always out of politics into business, and out of the cities into the state. Business started the corruption of politics in Pittsburg; upholds it in Philadelphia; boomed with it in Chicago and withered with its reform; and in New York, business financed the return of Tammany Hall. Here, then, is our guide out of the labyrinth. Not the political ring, but big business, —that is the crux of the situation. Our political corruption is a system, a regularly established custom of the country, by which our political leaders are hired, by bribery, by the license to loot, and by quiet moral support to conduct the government of city, state, and nation, not for the common good, but for the special interests of private business. Not the politician, then, not the bribe-taker, but the bribe-giver, the man we are so proud of, our successful business man—he is the source and the sustenance of our bad government. The captain of industry is the man to catch. His is the trail to follow.

We have struck that trail before. Whenever we followed the successful politician, his tracks led us into it, but also they led us out of the cities—from Pittsburg to the State Legislature at Harrisburg; from Philadelphia, through Pennsylvania, to the National Legislature at Washington. To go on was to go into state and national politics, and I was after the political corruption of the city ring men. Now I know that these are all one. The trail of the political leader and the trail of the commercial leader are parallels which mark the plain, main road that leads off the dead level of the cities, up through the States into the United States, out of the political ring into the System, the living System of our actual government. The highway of corruption is the "road to success."

Almost any State would start us right, but Missouri is the most promising. Joseph W. Folk, the Circuit Attorney of St. Louis, has not only laid wide open the road out there; he knows it is the way of a system. He didn't at first. He, too, thought he was fighting political corruption, and that the whole of it was the St. Louis ring. But he got the ring. Mr. Folk has convicted the boss and members of the "boodle combine" that was selling out his city; yet the ring does not break. Why? Because back of the boodlers stand the big business men who are buying the city up. But Folk got the business men, too: Charles H. Turner, president of the Suburban Railway Company, president of the Commonwealth Trust Company; Philip Stock, secretary of the St. Louis Brewery Association; Ellis Wainwright, the millionaire brewer; George J. Kobusch, president of the St. Louis Car Company; Robert N. Snyder, banker and promoter, of Kansas City and New York; John Scullen, ex-president of street railways, a director then and now of steam railways, a director then and now of the Louisiana Purchase Exposition. These are not "low-down politicians"; they are "respectable business men." Having discovered early that boodlers flew in pairs; that wherever there was a bribe-taker, there also was a bribe-giver, Folk hunted them in pairs. And in pairs he brought them down.

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That's what's the matter. "That man Folk" is attacking the System. If he had confined his chase to that unprotected bird, the petty boodler, all might have been well. Indeed, there was a time, just before the first trial of the boss, Col. Ed. Butler, when the ring was in a panic and everybody ran. If he had stayed his hand then, Folk could have been governor of Missouri, the leader of his party, and a very rich man. But he would not stop. These were not the things he was after. At that moment he was after Boss Butler; and he got him.

"And the conviction of Butler," he said recently, "is the point where we passed out of the ring into the System."

Butler was not only the boss of the ring; he was the tool of the System. He was the man through whom the St. Louis business man did business with the combine, and Folk hadn't caught all the business men involved. The first time I met him, early in his work, he was puzzled by the opposition or silence of officials and citizens, who, he thought, should have been on his side. The next time I saw him this mystery was clearing. One by one those people were turning up in this deal or 'way back of that one. He could not reach them; he can never reach them all; but there they were, and they, their relatives, their friends, their lawyers, their business and social associates—"nobody can realize," says Mr. Folk, "the infinite ramifications of this thing"—they, and "this thing," the "vested interest" of St. Louis, are the St. Louis System. * * *

The lid was off Missouri. The stone Mr. Folk had had so long to leave unturned, was lifted. What was under it? Squirming in the light and writhing off into their dark holes, were state senators and state officers, state committee-men, and party leaders, but also there were the Western Union Telegraph Company, the Missouri Pacific Railroad, the St. Louis and San Francisco, the Iron Mountain and Southern, the Wabash; Mr. Folk's old friend, the St. Louis Transit Company; the breweries, the stock yards, the telephone companies; business men of St. Louis, St. Joseph, and Kansas City—the big business of the whole State. There they were, the "contemptible bribe-taker" and the very "respectable" bribe-giver, all doing business together. So they will still travel in pairs; and the highway still lay between the deadly parallels—business and politics. The System was indeed bigger than St. Louis; it was the System of Missouri.

There is nothing partisan about graft. Only the people are loyal to party. The "hated" trusts, all big grafters, go with the majority. In Democratic Missouri, the Democracy is the party of "capital." The Democratic political leaders, crying down the trusts, corner the voters like wheat, form a political trust, and sell out the sovereignty of the people to the corporation lobby. And the lobby runs the state, not only in the interest of its principals, but against the interest of the people. Once, when an election bill was up—the bill to turn over the cities to the Democrats—citizens of Kansas City, Democrats among them, had to hire a lobbyist to fight it, and when this lobbyist found that the interest of his corporations required the passage of the bill, he sent back his fee with an explanation. And this story was told me as an example of the honesty of that lobbyist! Lieutenant-Governor Lee in his confession gave another such example. Public opinion forced out of committee, and was driving through the Senate, a bill to put a just tax on the franchises of public service corporations. The lobby dared not stop it. But Colonel Phelps took one day "his accustomed place" behind a curtain back of the Lieutenant-Governor's chair, and he wrote out amendment after amendment, passed them to Senator Frank Farris, who introduced them, and the lobby put them through, so that the bill passed, "smothered to death."

When Lieutenant-Governor Lee drew aside that curtain he revealed the real head of the government of Missouri. I mean this literally. I mean that this System I have been describing is a form of government; it is the government. We must not be confused by constitutions and charters. The constitution of Missouri describes a Governor and his duties, a legislature and the powers lodged in a Senate and a House of Representatives, etc., etc. This is the paper government. In Missouri this paper government has been superseded by an actual government, and this government is:—a lobby, with a combine of legislators, the Democratic State Committee, and state leaders and city bosses for agents. One bribe, two bribes, a hundred bribes might not be so bad, but what we have seen here is a System of bribery, corruption installed as the motive, the purpose, the spirit of a state government. A revolution has happened. Bribes, not bullets, were spent in it, and the fighting was slow and quiet, but victory seemed sure; the bribe-takers were betraying the government of the people to an oligarchy of bribe-givers, when Joseph Folk realized the truth.

"Bribery," he declared, "is treason, and a boodler is a traitor."

"Bosh!" cried the lawyers. "Poppy-cock," the cynics sneered, and the courts rule out the cases. "Bribery," said Judge Priest, at the trial of the banker, Snyder, "is, at the most, a conventional crime." "Corruption is an occasional offense," the ring orators proclaim, but they answer themselves, for they say also, "corruption is not a vice only of Missouri, it is everywhere."

"It is everywhere," Folk answers, and because he has realized that, because he realized that boodling is the custom and that the "occasional" boodler who sells his vote, is selling the state and altering the very form of our government, he has declared boodle to be a political issue. And because the people do not see it so, and because he saw that no matter how many individual boodlers he might catch, he, the Circuit Attorney of St. Louis, could not stop boodling even in St. Louis, Mr. Folk announced himself a candidate for governor and is now appealing his case to the people, who alone can stop it. His party shrieked and raged, but because it is his party, because he thinks his party is the party of the people, and because his party is the responsible, the boodle, party in his state, he made the issue first in his own party. He has asked his people to take back the control of it and clean it up.

Thus, at last, is raised in St. Louis and Missouri the plain, great question: Do the people rule? Will they, can they rule? And the answer of Missouri will be national, almost racial in importance. Both the Democracy and the democracy are being put to the test out there.

But Missouri cannot decide alone. "Corruption is everywhere." The highway of corruption which

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Folk has taken as the road to political reform, goes far beyond Missouri. When he and Attorney-General Crow lifted the lid off Missouri, they disturbed the lid over the United States, and they saw wiggling among their domestic industries and state officials, three "foreign trusts"—the American Sugar Refining Company, the American Book Company, and the Royal Baking Powder Company. These are national concerns; they operate all over the United States; and they are purely commercial enterprises with probably purely commercial methods. What they do, therefore, is business pure and simple; their way will be the way of business. But off behind them slunk a United States Senator, the Honorable William J. Stone. He was on the same road. So they still run in pairs, and the road to success still lies between the two parallels, and it leads straight to Washington, where, in political infinity, as it were, in that chamber of the bosses, the United States Senate, the parallels seem to meet. * * *

But what of the captain of industry? What of the Royal Baking Powder Company, what of the Gould railroads, what of the breweries? What of Ellis Wainwright and George J. Kobusch and John Scullen? What of all the rest of the big business men? They are the sources of our political corruption. What of the System back of the corrupt rings? That is the sustenance of our political degradation. Ellis Wainwright, a fugitive from justice, dines in Paris with the American ambassador, who is negotiating a treaty for the extradition of bribers. A group of the ablest criminal lawyers in New York, at a hearing before Governor Odell at Albany, could not speak of John A. Lee without twisting their faces into ludicrous scorn; but they were defending William Ziegler from extradition to Missouri. And John Scullen!—I cited once, as an example of the shamelessness of St. Louis, the fact that Turner, the State's witness in the boodle cases, was still president of his trust company. When I returned to the city, some honest business men told me triumphantly that Turner had had to resign.

"Is John Scullen still a director of the World's Fair?" I asked.

He was, they said. "Then why has Turner been punished?" I inquired. "Was it because he boodled, or because he was a traitor to the System and peached?"

"Because he peached, I guess," was the answer, and there lies the bitter truth. There is no public opinion to punish the business boodler, and that is why Joseph W. Folk had to go into politics and run for governor out in the state with "boodle" for the sole issue. He is laying down as a political platform the doctrine of the new patriotism, that corruption is treason; that the man who, elected to maintain the institutions of a government by the people, sells them out, is a traitor; whether he be a constable, a legislator, a judge, or a boss, his act is not alone bribery, but treason. His appeal is to the politician, the people, and the business man, all three, and there is hope in all three. The politician is not without patriotic sentiment: Ed. Butler does not mean harm to his country; he is only trying to make money at his business. And as for the business man ——

One night at a banquet of politicians, I was seated beside a man who had grown rich by unswerving loyalty to a corrupt ring—"the party organization," he would have called it—which had done more permanent harm to his country than a European army could do in two wars. He was not a politician, but a business man; not a boodler, but the backer of boodlers, and his conversation was a defense of "poor human nature," till the orchestra struck up a patriotic air. That moved him deeply.

"Isn't it beautiful!" he exclaimed; and when the boodlers joined in the chorus, he murmured, "Beautiful, beautiful," then leaned over and with tears in his eyes he said:

"Ah, but the tune for me, the song I love, is 'My Country 'tis of Thee.'"

I believe this man thinks he is patriotic. I believe H. O. Havemeyer thinks his success is success, not one kind of success, but success, not alone his, but public "prosperity." And William Ziegler, who is spending millions to plant the American flag first at the North Pole, I am sure he regards himself as a peculiarly patriotic American—and he is. They all are, according to their light, honorable men and patriotic citizens. They simply do not know what patriotism is. They know what treason is in war; it is going over to the enemy, like Benedict Arnold, and fighting in the open against your country. In peace and in secret to seize, not forts but cities and states, and destroy, not buildings and men but the fundamental institutions of your country and the saving character of American manhood—that is not treason. That is politics, and politics is business, and business, you know, is business.

"Do you really call it wrong to buy a switch?" asked a St. Louis business man. "Even if it is necessary to your business?"

"Say," said a politician, "if a rich mogul comes along and shakes his swag in your face and asks for a switch that he has a right to get, because he needs it in his business, wouldn't you grab off a piece? On the level, now, wouldn't you?"

They answer each other, these two, and each can judge the other, but neither can see himself as he is or the enormity of his crime. And "that man Folk," rising out of the wrecked machinery of justice in Missouri, may lead his people to see that the corruption of their government is not merely corruption, but a revolutionary process making for a new form of government; and the people of Missouri, rising out of the wrecked machinery of the government of Missouri, may teach their politicians a lesson in liberty and honor. But that is not enough. That will reach neither the source nor the head of the evil. Some power greater than Folk, greater than that of the people of Missouri, must rise to bring home to the captain of industry the truth: That business, important as it is, is not sacred; that not everything that pays is right; that, if bribery is treason, if the corrupt politician is a traitor, then the corrupting business man is an enemy of the republic. No matter how many bonds he may float in war, or how much he may give for charity and education, if he corrupt the sources of law and of justice, his business is not success but—treason and a people's failure.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

TEACHERS' SALARY SUIT.

On May 7 the attorneys for the Board of Education filed the last of their briefs in the teachers' salary suit. The teachers' attorneys expect to file the remainder of theirs within the time allotted them by the court, that is, five days after the filing of the final briefs by the board's attorneys. The whole matter will be in the hands of the court by the end of this week, and a decision may be reached within ten days or two weeks, though it may be longer. The time allowed by the court for the filing of all briefs was twenty-five days from the date of closing the hearing, it will be seventy days instead of twenty-five.

LINCOLN STEFFIN'S ARTICLE.

Lincoln Steffin's article in the April McClure's on "Enemies of the Republic" has caused so much comment that we print portions of it in this issue for the benefit of such readers of the Bulletin as may have missed the magazine article.

It is unquestionably the most remarkable article of its kind that has ever been written, and though Mr. Steffins has sounded an alarm that would ordinarily have caused him to be placed in the category of "alarmists," no one has dared to apply that title to him or to deny the justice of his arraignment of the "Good Business Interests" and the "System."

No teacher can afford to leave this article unread.

TOO MANY WOMEN TEACHERS, SO SAY THE MEN TEACHERS.

The report of the Mosley Educational Commission of England to the effect that only men should be employed as teachers for boys above ten years of age has been followed by a similar report from the Male Teachers' Association of New York City.

The evils resulting from the employment of so many women teachers, according to these superior male teachers, are many. Prof. Armstrong of London tells us that woman, having been the slave of man through her entire existence, is incapable of teaching boys, but is all right for girls. We wonder how such inferior mothers can produce such wonderful sons, and especially when we consider that a boy inherits, as a rule, the personal and intellectual traits of the mother and the daughter those of the father.

The New York Association complains that the "feminizing of the teaching force" is the cause of there being so few boys in the high schools, that the maintenance of so many unmarried teachers tends to decrease the number who marry, thus preventing them from undertaking their natural work in the world, that men appeal to the boys' sense of justice and right, while the woman appeals to the child through sentiment.

They complain of the loss of social standing on account of teaching being a feminized profession. The lower wages paid women teachers is the reason for their being employed, but they point out that the loss to the boy in self reliance, courage, high purpose and manly character, far outweighs the less wages paid the women. They recommend the increase of their own salaries, but not those of the women, to the end that men can afford to devote their life to the profession.

We wonder it has never occurred to these men that the easiest and most effectual way of ridding themselves of the women teachers is to put all their force into securing the passage of a law requiring equal pay for equal work in the public schools irrespective of sex, and then if the people prefer to have men teachers over their boys, there will not be this barrier of wages. It would then be the one best fitted to fill the position, rather than the one who could be obtained for the least money, who would secure the position. The women I know would be only too glad to take their chances on this basis.

This remarkable report closes by saying it is wrong to give education over to a class. If this association thinks it wrong to give education over to a class I would like to ask what they think about giving our government over to a class. Women are obliged to submit to a far greater wrong through having the government, which they not only help to support but whose laws they must obey, given over entirely to a class, and one of the injustices to which they must submit through this injustice is teaching in the public schools for from one-half to two-thirds the salary paid a man for the same work, but we never hear a word of protest from the Male Teachers' Association against this injustice. If they wish justice done to themselves they would better first exhibit a little of it toward their sister teachers.

ELNORA M. BABCOCK.

MAN WILL SOME DAY RECOGNIZE WOMAN AS HIS PEER.

Until woman has obtained "that right protective of all other rights—the ballot," this agitation must go on, absorbing the time and the energy of our best and strongest women. Who can measure the advantages that would result if the magnificent abilities of these women could be devoted to the needs of government, society, home, instead of being consumed in the struggle to obtain their birthright of individual freedom? Until this be gained we can never know, we cannot even prophesy, the capacity and power of woman for the uplifting of humanity. It may be delayed longer than we think, it may be here sooner than we expect, but the day will come when man will recognize woman as his peer, not only at the fireside, but in the councils of the nation. Then, and not until then, will there be the perfect comradeship, the ideal union between the sexes, that shall result in the highest development of the race. What this shall be we may not attempt to define, but this we know, that only good can come to the individual or to the nation through the rendering of exact justice. SUSAN B. ANTHONY.

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BOARD OF EDUCATION WED. MAY 11, 1904.

RESIGNATION OF PRESIDENT HARRIS.

Clayton Mark was elected President, to take the place of Graham H. Harris, who resigned from that position, owing to the pressure of private business.

Resolutions of regret for Thomas Brenan were adopted by a standing vote and ordered spread upon the minutes. Meeting adjourned.

TEACHER'S CERTIFICATE REVOKED.

The following reports were adopted:

The Committee on School Management reports that it is in receipt of the following report from the Superintendent of Schools, and recommends concurrence therein:

"The Superintendent of Schools respectfully reports that Williamina G. Swanson, a former teacher in the Chicago public schools, who resigned June 28, 1901, asked for a reappointment on September 8, 1903, was placed on the list for appointment on October 7, 1903, and on October 20, 1903, was assigned to the Fernwood School.

"Mrs. Swanson was asked at the time of her application to make the statement concerning her marriage and the date of birth of her youngest child, in view of the fact that the rules prohibit the appointment of any woman with a child under two years of age. Mrs. Swanson omitted any statement as to the age of her child, although there is a blank for such statement on the information form which all candidates are required to fill out, thus leaving us to infer that she had no child. It has come to the notice of the Superintendent that Mrs. Swanson's youngest child will not be two years of age until December 7, 1904. Mrs. Swanson has been directed to retire from the school.

"The rules of the Board of Education provide that the certificate of any teacher shall not be valid at any time unless the teacher shall, within three years, have taught as a regularly assigned teacher in a school of equal grade. Mrs. Swanson's certificate would have expired on June 28, 1904, provided she had not taught as a regularly assigned teacher; and, in view of the fact that she has been teaching since October 20, 1903, in violation of the rules of the board, the Superintendent recommends that such teaching shall not be considered as teaching in a regularly assigned position within the meaning of the rule relating to validity of certificates."

MISS LUTIGER'S SALARY ALLOWED.

That Mary E. Lutiger, a teacher of the Chalmers School, who was injured in the Iroquois fire, be granted a "leave of absence," with salary, for three months.

The Superintendent recommended that the following schedule of salaries be adopted for teachers of physical culture and teachers of manual training in elementary schools:

Second Group—	
First year	$750
Second year	800
Third year	850
Fourth year	925
Fifth year	1,000
First Group—	
First year	$1,100
Second year	1,200
Third year	1,300
Fourth year	1,400

This salary schedule would require a total service of nine years before a teacher could reach the maximum of the First Group—$1,400.

The Superintendent further recommends that salaries of teachers now employed in the departments of physical culture and manual training in the elementary schools shall not be reduced by reason of the adoption of a new schedule, but that teachers should be permitted to advance thereon to the next higher salary when they shall have served a year at the salaries they are now receiving, and provided that no teacher shall advance to the First Group or advance upon the salary schedule of the First Group without passing the promotional examination."

Adopted.

The Committee on School Management recommends that the following named graduates of the Chicago Normal School who have successfully completed the four months' cadet service required by the rules, be placed on the list for appointment to positions in the elementary schools, in accordance with the rules: Katherine A. Davey, Lorna Lydiard, Nellie T. McGowan, Celia M. Rosenblatt.

That the following named former teachers in the Chicago public schools, who hold valid certificates, be placed on the list for appointment to positions in the elementary schools in accordance with the rules: Mary L. Anderson, Margaret Brookhouse, Grace C. Fleming, Georgiana S. Mann, Frances Rix.

That Harriet A. Eckhardt, a teacher in the W. C. Goudy School be elected to the position of teacher in charge of the Edgewater Branch of the Goudy School, which is located more than a half mile away from the main building; and that her salary be increased $75 per year in advance of the schedule of teachers in the elementary schools, in accordance with the rules of the Board of Education, such advance to date from the beginning of the school month of May, 1904.

That Agnes M. Mason, who has completed satisfactorily a term of four months' substituting in the high schools, and who has had six years' experience

ANNOUNCEMENTS.

The regular meeting of the Chicago Teachers' Federation will be held at Fullerton Hall Saturday, May 14, at 10:30 a. m.

FLORENCE E. TENNERRY,
Cor. Secretary.
194 Oakwood Blvd.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, May 16, at 4 p. m., in Room 437, Unity Bldg.

CHICAGO TEACHERS' CLUB.

will give a luncheon Saturday, May 14, 1:00 p. m., at the Randolph Lunch Club, 82 East Randolph street. Plates, 35 cents.

Miss Mary McDowell of the University of Chicago Settlement, will give an address on the subject, "Every Teacher a Social Center." Election of officers. Admission to non-members, 15 cents.

MARY E. REYNOLDS, President.
443 W. 64th St.

EMILY A. HAYWARD,
Corresponding Secretary.

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in high school work, be elected teacher in the Medill High School—salary third group, fourth year, ten hundred and fifty dollars per annum, to date from May 1, 1904.

That Marie E. Holy, who has served satisfactorily for four months as teacher of manual training in the elementary schools, be elected to the position of teacher of manual training in the elementary schools, to date from May 2, 1904, and that her salary be fixed at the first year of the second group of salaries of teachers of manual training—seven hundred and fifty dollars—to date from May 2, 1904.

That Susanna A. Shanklin and Lucy V. Hosman, who have served satisfactorily for four months as teachers of cooking in the elementary schools, and that Teresa Anderson, who has served satisfactorily for four months as teacher of sewing in the elementary schools, be elected to the position of teachers of cooking and sewing in the elementary schools, to date from May 2, 1904, and that the salary of Susanna A. Shanklin be fixed at the second year of the second group of salaries of teachers of household arts—eight hundred dollars; and that the salary of Lucy V. Mosman and Teresa Anderson be fixed at the first year of the second group of salaries of teachers of household arts—seven hundred and fifty dollars—to date from May 2, 1904.

That Eda H. McCollister and Claire C. Lund, transferred from the elementary schools to the department of physical culture in the elementary schools and elected teachers of physical culture at the last meeting of the board, be paid the salary of the first year of the second group of salaries of teachers of physical culture, $750.00, to advance thereon to the second year on the date at which their salaries as elementary teachers would have advanced to the second year.

That Mary A. Weisman, a teacher in the Medill High School, whose certificate is only for teaching stenography and typewriting in the high schools, has not sufficient work in those subjects to complete her program, and that the teacher of stenography in the Marshall High School is on a leave of absence. The Superintendent therefore reports that he has transferred Mrs. Weisman to the Marshall High School for half a day's work each day.

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THE FAIR, Chicago

New Spring Suit, 12.75

One of the new Etons with a strikingly pretty neck effect which consists of a plain short-scalloped band, tastefully ornamented with buttons. Novelty braid with glint of scarlet gives a suggestion of the military suit. Has graduated panel waist front; 3 box plaits, extending half way down the sleeves, end prettily in a puff. Fine quality of etamine cheviot, in black, blue and the popular golden brown, **12.75.**

12.75

Others at the same price, in the new short jacket style, tucked and trimmed with taffeta silk, fancy braid and novelty buttons; some plaited. They're made of imported men's suitings, in black, blue and brown, **12.75.**

Lot 1 comprises short and long coats, fine satin lined, made of excellent quality kersey, odds & ends of last season's selling. Have been selling regularly up to as high as $35, your choice at **7.95.**

7.95

Lot 2 includes many of the short winter coats—kerseys and zibelines, in blue, black and castor, a splendid assortment and have been selling up to $10. You can't afford to miss this sale; your choice, **$2.**

$2

$35 Winter Jackets, 7.95—The season's best styles, too, and just the thing for the remaining cold days of this winter. Will be acceptable next winter, when the same garment would cost you many times the price we're asking now. They embrace our entire stock of women's winter coats, divided into two lots, priced at **7.95** and **$2** respectively.

7.95

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, MAY 20, 1904. No. 24.

MISS ALLEN'S CASE HEARD.

Court Declares Her Suspension Illegal.

Miss Elizabeth A. Allen, the principal of the Hoboken Training School, who was suspended by the president of the Board of Education because of her refusal to obey the order of the board and write theses relative to lectures given by a New York professor named Abbott, with several hundred school teachers from different sections of the state, were in the supreme court this morning when argument was heard on the different writs of certiorari applied for by counsel in the case.

In the gathering were members of the Jersey City Teachers' Club and Teachers' Association, the Newark Teachers' Guild, Elizabeth Teachers' Club and Primary Principals' Association.

Prominent among those present were Principal Otto Schulte of Newark, Dr. Hart, president of the Political Study Club of Jersey City, and Dr. Mary Hussey of Orange. All took a deep interest in the proceedings, as did the many politicians and others present.

The result of the legal battle waged by ex-Justice Gilbert Collins, representing Miss Allen, and Corporation Attorney James F. Minturn and W. Holt Apgar, who appeared for the Hoboken Board of Education, was that Miss Allen's suspension was set aside as illegally made, the statute providing that such suspension could only be valid when ordered by the superintendent of education, which order should be approved by the president of the Board of Education.

In the matter of the suspension of Miss Allen, Lawyer Apgar insisted that the law conferred on the Board of Education the power to make rules for the government of their subordinates. One of these rules, he said, gave the power of suspension to the president of the board.

Justice Collins said that such power in usurpation of the statutes could not be conferred, because the law provided that suspensions of teachers could only be made by the superintendent with the approval of the president of the Board of Education. The testimony adduced showed that no such course had been followed.

Justice Dixon, after hearing argument, decided that it was within the scope of the powers of the Board of Education to establish a lecture course and pay for the same out of the general fund under their control.

As to the right of the board to compel the attendance of teachers at these lectures and write theses the court held that the question should be decided first by appeal to the state educational authorities, and, if the decision was unfavorable to the teachers they could appeal to the courts.

The first argument was on the application for a writ to review the action of the board in appropriating $500 to pay the lecturer. The corporation attorney insisted that the board had the power to do this under section 51 of the laws of 1902.

Ex-Justice Collins maintained that it was a misappropriation of the public moneys in that it was to be used for the education of teachers, whereas the law provided that funds raised for school purposes should be used only for the education of children.

Mr. Minturn replied that in reality the work of educating the teachers was to provide for the education of the children.

Justice Dixon, after a careful examination of the laws referred to by counsel, dismissed the application, although stating that he did not regard the lecturer as a teacher within the meaning of the law.

Counsel for the prosecution in the next argument said the Board of Education had no right to ask teachers to do anything that was not within the range of their employment, and to compel them to write the theses asked for was certainly not within such range. As told above, the court decided that that question was one for appeal to the state educational authorities.—Hoboken Observer, May 14.

REPORT OF COMMITTEE ON SCHOOLS OF CHICAGO FEDERATION OF LABOR.

Adopted May 15, 1904.

Your committee recommends that the following provisions be endorsed as essentials in any bill providing for an elected Board of Education for Chicago to be enacted by the legislature in compliance with the vote of 117,617 in favor to 57,792 against, or more than two to one in favor of an elective Board of Education:

1. Nomination to be by petition only.
2. Election at large.
3. Special election held for the purpose of electing a Board of Education.

Your committee further recommends that the report be received as progress and that the committee be authorized and directed to bring the facts concerning the needs of the public schools to the attention of the affiliated local unions and other organizations interested in the welfare of the schools and to urge the passage of a bill providing for an elected Board of Education.

The committee takes pleasure in reporting that it has secured a list of speakers competent to present this matter who will gladly visit the local unions for the purpose, and the committee recommends

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that the Chicago Federation of Labor invite the co-operation of the local unions in securing to these speakers opportunity to place the matter before their members.

THE ST. LOUIS SCHOOL BOARD.

An Instance of Successful Home Rule.

Paper Read by Charles Nagel Before National Municipal League in Chicago April 28, 1904.

(The St. Louis Board of Education is elected by the people.)

The implied assertion that our city is the happy possessor of any institution which may serve as an instance of successful home rule, must be received by the majority of my listeners with more or less surprise. Even those who are not altogether unfamiliar with the facts that have suggested this particular subject, may at first have been impressed more with the boldness than with the happiness of the selection.

It is certainly true that St. Louis has for some time past enjoyed a political reputation, which is not obscured by its negative qualities. "Shameless" St. Louis has become a common characterization; while the individual citizen away from home has become reconciled to the playful inquiry whether he is in search of a technicality to escape extradition papers.

Of our reputation it may be truly said that it would be difficult to point to an accusation that has not been made, and that having been made has not been believed.

It is certainly no purpose of mine to deny the existence of extended corruption in our assemblies; and certainly not to deny the community's responsibility for such a condition. But at the same time it seems right on this occasion to say that the entire body politic is not therefore infected.

Unexpectedly, in the midst of our confusion, when no voice from our midst could have found a hearing, there came the simple but effective statement from President Eliot of Harvard, that he believes the St. Louis School Board to be the best Board of Education in the United States. Here, then, is a distinct branch of government, charged with the care of school interests of St. Louis.

The provisions of the St. Louis law are simple; but the fundamental principles, while few in number, constitute a radical departure from the views accepted up to that time. The rule of ward representation is abandoned, as having no proper application to a system which, in the nature of things, cannot have peculiar local interests to understand or to serve. The board consists of twelve members, and these are elected at large. Every two years four members are elected, so that it is never within the power of a combination, whether of political forces or otherwise, to secure control in any one election. The absence of easy opportunity in itself thus materially decreases the danger of temptation.

In point of economy the results are most surprising. Experience, care and wisdom, such as are usually found only in large financial enterprises, have been employed to husband the finances. By the purchase of property in anticipation of actual needs, by prudent investment, and by business-like expenditure, the board has managed, in a comparatively short period of time, to raise the finances of our schools to a position which is well calculated to meet, if it does not actually meet, the reasonable demands of our community. Perhaps the most eloquent endorsement of this financial administration is to be found in the fact that by popular vote the board was given authority to increase the school tax from four mills on each dollar to six mills.

I do not feel competent to speak of the results which have been secured in the field of education proper. But it goes without saying that a management, which is in other respects so admirable, under which the employment of teachers must necessarily be governed by consideration of public interest and welfare alone, and the advantages of whose facilities are in many respects so apparent, cannot but have exerted a powerful influence upon the educational features as well. It is safe to say that this board has not failed in the chief purpose of a public school system, and that our schools occupy a position in the front rank. Again, we need not depend upon our own approval, but may confidently rely upon the word of distinguished men who are as competent as they are impartial.

For seven years this system has worked admirably —each year furnishing new proof of its wisdom. The only provision in the law looking to a preservation of the non-partisan character of the board is the oath which every member is required to take. But so perfectly has the spirit which gave life to this law been observed in its administration, that while at the first election the Republican and Democratic parties were represented in the proportion of eight to four; since then newly elected members have by common consent been equally divided. And what is more important, the selections so made have in themselves, as a rule, been guarantees against partisan abuse of any kind. Furthermore, the four committees under the provisions of the by-laws, have been so arranged, and the manner of bringing all business to the attention of members in anticipation of meetings has been such, that otherwise busy men have been able to give the required time and attention to this board. Business is customarily transacted by unanimous action, at sessions that do not occupy more than an hour.

The question is naturally asked: How was this accomplished? How was it possible in the very year and month of the inauguration of the city government to which we are chiefly indebted for our present disrepute, to induce the state legislature to enact such a law by the consent of the city's own representatives?

To repeat, it was done without agitation or antagonisms. There was no attempt to monopolize credit for the change by person or party, or to throw the burden of discredit upon any one organization, thereby forcing it in an effort at self-defense to go to the rescue of those who were assailed. The very opposite course was pursued.

A more important question may be: How was it possible to retain this law without substantial opposition, in the face of the many and varied legislative attacks that have in the meantime been made upon the city's right to local self-government.

In answer I should say that the very character of the institution ought to arouse the moral sentiment of the public against an attempt to bring it within partisan control. This was true when within two years after the inauguration of this system such an attack was made, and this would be still more true

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now, when public sentiment is asserting itself against the partisan control of even police and election regulations.

But, above all, I should say that we are indebted to the wisdom and the moderation of the members themselves. In the administration of the law, they have observed the same policy which made the enactment of the law possible.

By wise consent the members have accomplished what no law could enforce. In preferring neither political organization, they have given satisfactory recognition to both. In claiming particular credit for no person and no party, they have made the entire board the easy recipient of the public's common approval.

It is an unmixed privilege and pleasure to be called upon to speak of an organization, in which the triumph of the cause so happily measures the merits of the members. Steady, well considered, sane work is so much more effective than heated and spasmodic revolt, which may be inspired in part by resentment, in part by hero worship, and which, as it impatiently presses on to its immediate goal, is almost sure to invite the opposition that must destroy it.

It goes without saying that no law can perpetuate itself; and I need not add that I do not contend for the absolute perfection of this particular law. I believe that it is well calculated to give opportunity to such men as every great city without question can produce; and that it merits the approval which most competent authorities have expressed. I am especially interested, however, to bring to public attention the fact that in spite of our unhappy reputation abroad, we not only have first-class citizens, but we have them in charge of our public education, and, as a result, we may point to a splendid instance of successful home rule. If occasion called for it, the Public Library Board might with perfect confidence, be referred to as another.

Without wishing, therefore, to underestimate the importance of our new school board law, I am disposed to think that the character of the men who have constituted the board has been the important factor. Unwillingness to permit any man to use the school board's work as his platform for political preferment, and thereby to drag the board's trust into the arena of partisan contention, has been, and, in my judgment, will be, the chief guaranty for the continued successful operation of a system under which, in a measure at least, the reputation of the city of St. Louis has been redeemed.

JOHN D. ROCKEFELLER.

Petroleum's Queerest By Product.

John D. Rockefeller has been telling John D. Rockefeller, Jr.'s Sunday school class once more how to succeed in life. Mr. Rockefeller the elder, in his latest address, went minutely into the details of the business training he received from his father—how at ten years of age he had the responsibility of buying the family's wood, and at fourteen made all the contracts for building a house. Then came a clerkship in a store and ardent devotion to his employer's interests. Next Mr. Rockefeller set up in business for himself, and by giving his mind day and night to money-making, succeeded.

By the time Mr. Rockefeller got the chance to go into oil he had been thoroughly drilled as a business man and was qualified to take advantage of every opportunity offered him.

That is the lesson which this remarkable Sunday school address is designed to enforce.

Of course, Mr. Rockefeller did not tell the young men to whom he was speaking how he managed, through secret and unlawful arrangements with railroad companies, and otherwise, to corner the oil of the country. That is a branch of industry which he leaves to Henry Demarest Lloyd, Ida M. Tarbell and the records of courts and congressional investigating committees to deal with. It does not serve the purposes very well of a gentleman who is bent on mingling pious counsel with commercial instruction.

The most interesting thing about Mr. Rockefeller is not his vast wealth. He is in possession of treasures more valuable to him than his money. One of these treasures is a conscience made to order, which never rings a reproach when its questioning button is pressed by his own hand.

Nature has been kind to Mr. Rockefeller also in leaving the sense of humor out of his composition; therefore, he is free from fear of the laughter of the scornful when he rises in the role of the venerable sage bestowing wisdom gratis on the rising generation.

It was Oliver Wendell Holmes who said that the sectarian student while reading history has a third eyelid, like a hen's, which falls automatically between his mind and the inconvenient facts encountered.

Mr. Rockefeller in viewing his career has the use of an eyelid of that kind, and he keeps it well oiled.

Thus is he able to say with sincerity things about himself and the morality of his performances that take away the breath of the well informed and cause most of them to decide that he is a hypocrite of unsurpassed effrontery.

Mr. Rockefeller, we should say, is not a hypocrite. He is merely a man, with a peculiar sort of mind that from his earliest years has been taught to believe only what he desires it to believe. It is a mind which, however obedient and serviceable in business, and as a personal comfort, is wholly atrophied on the intellectual side. Its owner is as incapable of thinking clearly and honestly about himself and what he has done and is doing in the world as a Chinese woman whose feet were bound in the cradle is of walking like a normal woman.

"I think," said this self-mutilated mental and moral cripple to his son's Sunday school, "that money is a good thing to have, if we know how to use it properly. But I think it very harmful to many people, because they do not know how to use it properly."

Therefore the good and kind and pious Mr. Rockefeller has taken away from these foolish people the money that he saw would do them only harm if he allowed them to keep it.

Petroleum has yielded many curious by-products, but none half so wonderful as the chief of the Standard Oil Trust when he offers himself, in evident good faith, as a Christian teacher.—Editorial, Chicago Examiner, May 16.

THE DIPLOMAT.

She—"Your dog was trying to bite me, sir!"

He (raising his hat)—"Yes, madam; he has a sweet tooth!"

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

MISS ELIZABETH A. ALLEN'S CASE IN COURT.

There will be an argument before Justice Dixon, in the Court House, on Saturday, at 10 o'clock, that interests every public school teacher in the country and one that will be looked for by teachers from Eastport to San Diego.

The question to be decided is the status of public school teachers. Have they any rights that any Board of Education is obliged to recognize?

The particular case which opens up the possibility for a ruling by the Supreme Court was raised by the Hoboken Board of Education. It hired a man from New York to deliver lectures at night on pedagogy and ordered the teachers to attend the lectures, to take notes on them and to prepare theses on the matter presented.

A good many of the teachers rebelled against this imposition, but it finally fell to the share of Miss Elizabeth A. Allen to make the stand on behalf of all teachers and the Board of Education suspended her. Now the board is charged with spending money provided for the instruction of children in this fad business and with imposing night work on the teachers after they have earned their salary in the class rooms.

Former Justice Gilbert Collins will appear for Miss Allen and the Board of Education will be represented by Corporation Attorney Minturn of Hoboken and Holt Apgar of Trenton.

It is believed that the argument will illuminate the school question and the status of teachers in a new and entertaining manner. As many of the school teachers as can do so should attend this argument. It will give them some new ideas about their standing before the law. There will be room for a large number of spectators.

Miss Elizabeth A. Allen is well known all over this country and in educational circles in Europe, both as a teacher and an author of school books. Her labor for the State Retirement Fund and her ability as a platform speaker have given her a great deal of prominence and few teachers have had difficulty in this state without calling on Miss Allen for aid and advice. She has been selected by the teachers as their advocate for years and much of the prominence she has acquired has been forced upon her vicariously.

It seems odd that this well known, gifted woman should be persecuted by a lot of men whose names are unknown, but such is life. Conspicuous ability makes a target for those who lack ability.—Editorial, Hoboken Evening Journal, May 13.

NOMINATIONS FOR PENSION TRUSTEES.

The nominations for Pension Trustees were made by the various districts, Saturday morning, May 14, at 10 a. m. The following nominations have been reported to Secretary Lewis E. Larson at time of going to press: Mrs. Serena Hogan Hayes, Mrs. Ida L. Morton Fursman, Mr. Charles I. Parker and Miss Catharine Goggin. Mrs. Hayes is trustee at the present time and Mrs. Fursman, then Mrs. Morton, was one of the nominees last year.

RESIGNS FROM NOMINATION.

I wish to thank the friends whose votes placed me in nomination as Pension Trustee and assure them that their nomination is appreciated. I beg leave however, to decline the honor, as, if elected, I should be unable to serve. Sincerely,

CATHARINE GOGGIN.

THE ST LOUIS SCHOOL BOARD.

The paper by Mr. Charles Nagel of the St. Louis School Board, portions of which are printed in this issue, is of interest to the people of Chicago, who have voted two to one in favor of an elected Board of Education.

This paper was read before the National Municipal League at its annual convention in Chicago last month. Mr. Nagel, who is a St. Louis man, tells us, that the St. Louis School Board, since 1897, has given splendid satisfaction, President Eliot declaring it to be the best in the United States. It is elected by the people, the election being at large since 1897, instead of by wards as formerly, and consists of twelve members, four of whom are elected every two years at the regular municipal election.

The Chicago Federation of Labor at its last meeting, May 15, adopted the report of its special committee on schools, recommending a bill providing that the Chicago Board of Education be elected at large, at a special election held for the purpose, all nominations to be by petition only.

If St. Louis, with only one of these safeguards around an elected Board of Education, can secure such splendid results, what could not Chicago do with all three?

SAMUEL GOMPERS BELIEVES THAT WOMEN SHOULD BE ENFRANCHISED.

I am in entire sympathy with the movement for the enfranchisement of women and to accord to womankind the legal, natural and dignified position of equality to which by every human impulse and conception she is entitled to occupy.

The American Federation of Labor, representing the organized labor movement of the wage earners of our country, stands committeed to the principle of securing equal pay and equal consideration of women to men. We not only declare for this, but bear burdens and make sacrifices for their achievement, conscious that they make for the advantage and benefit of all.

The application of the equality of rights in the economic and political affairs of our country and our states, will raise the conception of our common duty and redound to the lasting benefit of humanity.

SAMUEL GOMPERS,
President American Federation of Labor.

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"CONSTRUCTIVE" SAFETY IN THE SCHOOLS.

How can a four-story building be converted into a three-story building? By removing the top story. Not at all. By lowering the floor of the basement.

Sixty-four of the Chicago public school buildings consist of three stories and a basement and under the law the basement counts as a story. Hence, to conform with the legal regulations concerning four-story structures, all these buildings must have fire-escapes. Certain members of the buildings and grounds committee of the Board of Education, however, have discovered a simple and inexpensive method of reducing the number of stories of these structures and thus avoiding the cost of fire-escapes. If the basements are excavated so that their floors are six inches below the present level they cease to be "basements" and become "cellars." A "cellar" does not count as a story. Thus, by a little digging, the entire sixty-four four-story school buildings can be brought within the three-story class. The buildings immediately become safe and fire-escapes are not needed.

These facts having been established, it would seem to be pitiful weakness for any building owner who may be bothered by the ordinance regulations to fail to follow the argument to its logical conclusion. If lowering a basement six inches is equivalent to taking off one story, lowering it twelve inches logically should count as the removal of two stories. Another six inches off the floor and three stories would be gone. Thus a four-story building, after a two-foot excavation in the basement, will not be even one story high. It will, in fact, be entirely under ground and exempt from all kinds of annoying ordinances. To the ignorant and uninitiated the building will look just as big and loom just as high in air as it did before, but it will not be a building at all.

Unfortunately for the success of the building committee's brilliant idea, the parents who have children in the public schools will fail to see the force of its reasoning. They may admit that the four-story structures are "constructively" only three stories high, but they demand something more than "constructive" safety provisions for the lives of their children.—Editorial, Chicago News, May 16.

MISS MARY M'DOWELL.

At Chicago Teachers' Club, Saturday, May 14, 1904.

Miss Mary McDowell of the University Settlement spoke to the members and friends of the Chicago Teachers' Club on the necessity of the women who had more or less leisure, among whom she classed the teachers of the public schools, recognizing their duty toward the army of women in the industrial world, whose work has made it possible for other women to enjoy the greater opportunities which are made attainable by removing from the homes the manufacture of many of the necessities and luxuries of life.

Miss McDowell spoke of the material conditions surrounding the women who work in shops and factories and of the improvement in hours and working conditions which have been secured by organization, and urged that teachers keep constantly in mind the ideals of life amid the sordid commercialism of the age. She spoke of the Union Label League movement and what it represented, and said that teachers could do much to assist in increasing the use of the label. She also urged a closer acquaintance with the parents of the pupils, and pointed out the civic benefits which would result if foreigners, both adult and children, could be given their first lessons on the principles of our government and the duties of citizens through our public schools.

HEAD ASSISTANTS' ASSOCIATION.

The regular meeting of the Head Assistants' Association will be held at the Sherman House, Saturday, May 21, 1904. A "progressive" luncheon will be served at one o'clock, followed by a discussion of "A New and Secure Pension Law." Miss Grace Reed, Mrs. Serena Hayes Hogan, pension trustees, and Mr. Lewis E. Larson, secretary of the Board of Education will speak on phases of this important subject. All head assistants are urged to attend.

CAROLINE M. TOWLES, Pres.
EVA B. CROWE, Cor. Sec.

Dear Friend: The annual reunion of the Chicago Normal School Alumni Association will be held at the Normal School on Saturday, June 4, 1904.

Luncheon will be served at one o'clock, followed by addresses by Superintendent E. G. Cooley, Arnold Tompkins and Jenkin Lloyd Jones. Come with your friends, hear brief toasts by representatives of each class and join in singing our old school songs.

As an active member of the Alumni Association you are urged to extend this notice to graduates and friends of the school. Please remit dues (50c) promptly and indicate on the face of the coin card whether or not you expect to be present. Luncheon tickets will be 50 cents.

We hope for your active support in making this meeting a success.

Very sincerely,

JOHN W. JOHNSON, President.
MARGURET MONSON, Vice-President.
ALICE L. NICHOLS, Secretary.
EDWARD A. JACKSON, Treasurer.

The World's Work contains some amusing selections from school exercises, among which are these:

"Apherbility is the state of being an apherbile."

"Serenade, a greenness as of grass."

"Reverberation is when it is made again into a verb."

"The equator is a menagerie lion running around between the north and south poles."

"They climbed Vesuvius to see the creator smoking."

"We celebrate the Fourth of July because Jesus bids us."

"Vengeance. Def'n, a mean desire to pay back. Illus'n, 'Vengeance is mine; I will repay, saith the Lord.'"

"Ingenious, a stupid person, from in, not, and genious, a smart person."

"Discretion, a difference of sex between animals."

"The early Briton wore a skin, he tied it at the waist. He wore legions on his legs. He had eyes of a blue shade, which plainly showed his semi-civilization. He wore on his feet mocassions or scandals."

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NATIONAL EDUCATIONAL ASSOCIATION.

Saint Louis Missouri, June 27 to July 1, 1904.

Accommodations—Headquarters Hotel, "The Inside Inn."

The rate to N. E. A. members (not including admissions) will be a uniform rate of $2.50 per day on 1,200 rooms, without bath, and a uniform rate of $4.00 per day on 300 rooms, with bath, two persons in each room, and three or more in some of the largest rooms.

Among the other hotels are the Christian Endeavor, Grand View, Fraternal, Epworth, Hamilton, Beresford, Monmouth Inn, Forest Park, University, Oliver's Country Inn, Saunders Flats, Monticello, etc., many of which are located within easy walking distance of the Exposition grounds. The rates in these hotels are from $1.00 per day upward, for each person, European plan, not less than two in a room. Besides the large number of hotels, lodgings can be secured in a number of private homes.

ADVANCE ASSIGNMENTS TO LODGINGS.

Advance assignments may be secured by application to W. A. Carpenter, Secretary of Local Committee, Board of Education Rooms, 9th and Locust streets. Applicants for rooms should state definitely the number of party, character of accommodations desired, duration of stay and price they are willing to pay. It should not be expected that rooms can be obtained for less than 75c or $1.00 each for two persons in a room.

In all cases membership certificates in the N. E. A. must be presented at time of settlement of bill. After arrival in St. Louis *no assignments will be made until after membership registration.*

RAILROADS TO ST. LOUIS.

The Alton, Illinois Central and Wabash are the roads running to St. Louis, and the distance varies only a half-dozen miles. The most desirable way of going is by daylight, through the state, reaching St. Louis in sufficient time to permit one to go to lodging and obtain baggage before night. It is impossible at this date to say what will be the rate at the close of June, but reductions are looked for.

IF I CAN SUCCEED

in making clear to you what is meant by LOANS BY CORRESPONDENCE you will never borrow on any other plan. Address E. B., Federation Bulletin, 437 Unity Bldg.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, MAY 27, 1904. No. 25.

NEW RESPONSIBILITIES OF JOURNALISM; OR, THE REIGN OF THE COMMON PEOPLE.

Address National Editorial Association, St. Louis, May 16, 1904.

By Dr. A. E. Winship, Boston, Mass.

Journalism now has an opportunity to do what the state, the school, and the church have failed to do for humanity by helping to enthrone the common people, who have not come into their inheritance since his satanic majesty first interfered with family affairs.

Americans have worked the wrong social vein, and the time is at hand when they must choose whether they will strike pay ore or abandon the lead. We have put as much capital of head and heart into prospecting as is worth while. The world will not be permanently buncoed by great expectations.

No people in the world worship and curse those at the top so universally as do Americans. No American youth is worth while who does not register a daily vow, sacred or profane, to preside over something, from a railroad corporation to a labor organization, from a bank to a saloon. The schools teach it and the pulpits preach it; only the men who get there tell the other fellows that it's not worth while. President Roosevelt writes and leads the strenuous life, but he presents his cabinet with "The Simple Life."

We have carried this too far. The pearl is precious, but represents a wound, and a thousand oysters chafe under these wounds where one nurses, heals, and polishes it into a gem. It is noble when a wound occurs to transform it into a pearl, but it is not worth while to make a thousand wounds for the sake of an occasional precious gem.

It has taken more than a third of a century of freedom to produce one Booker T. Washington, and no one can guess how long it will take to produce another, but he would have been a curse to his race if his experience had led every descendant of a slave to think life a failure unless he equaled this notable leader.

Taken all in all, the wisest and best are not at the top. Hood and Shasta, Rainier and Baker are so beautiful in the poise with which they wear their bridal veil while the morning stars sing a wedding march, that it is worth while to cross the continnent to behold them; but there is nothing useful or precious in their snow-draped peaks. The iron and copper, the silver and gold are never at the top of the mountain.

The most glorious thing about Booker T. Washington is that he is the one man who is teaching that it is infinitely better to run a farm than to run for office.

There are three distinct classes of Americans.

First, those at the top, who, by fair means or foul, get there or die in the attempt.

Second, those at the bottom, who because they cannot get there are against all who do. They are the unhealed wounds of society they live to tackle and throw everyone who is trying for a touchdown.

Third, the common people, who have too much self-respect to be disreputable, and too much common sense to pose as thoroughbreds.

All classes of workers for the world's uplifting have been on the wrong trail. Is that audacious? It is time to be audacious. Until recently no physician or scientist ever suspicioned the presence of microbes. With them there was no germ disease. No physician was heterodox enough to be so audacious as to hint at the real cause of the untimely death of the multitude. Even Hahnemann, who had superabundance of audacity in streaks, never ventured to dream of the real cause, and the time has come for some twentieth century audacity in social therapeutics.

We have treated as the common people whoever are not among the elect. We could see the towering peaks all right but all the rest were common people. The time has come to see and to say that the difference between the common people and those below is greater than between them and those above. At the top is scum as well as cream, and below are the bilious elements of human nature, the bilge water of the ship of state; the sewage of the body politic. For them to assume that they are the common people is more absurd than for a Louisville maiden to assume the role of one of Newport's four hundred.

We have been misled in America because it is so easy for unexpected transformations in social, political, and industrial life. There are dikes in human life as in the geological realm; there are rifts in the clouds above, and the unexpected coming together of the rent strata causes explosions that we have been unable to explain. The occasional transference of an individual from the bottom to the top, or from the top to the bottom, does not change the general condition. In cities, in factory towns, and in the breeding places of vice in rural districts are to be found licentious, murderous vermin reeking with the germs of social typhoid and political tuberculosis. Call these common people! Not until miasma is pure oxygen; not until the sun shines in Mammoth Cave. Let the common people disown all alliance with the evil elements above and below and enter upon their mission to humanity.

The great output of evil among the lowest class is

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often from a sense of helplessness and hopelessness simply because they cannot be at the top. A bright lad was found in one of the darkest dives off the Bowery at one o'clock in the morning awaiting a desperado just out of Sing Sing, whose burglarous gang he wished to join. When remonstrated with, he said to William R. George of George Jr. Republic fame, "I'd rather be a leader among burglars than to be a chump, wouldn't you?" The premium we pay for high life is largely the re-enforcement of bank breakers and railroad wreckers of the disreputable type. In the same way we make classic embezzlers and grafters, gilt-edged libertines and gamblers. Any ambitious man who beholds the way we glorify dazzling success has to be well poised if he would not deliberately accept a few years of social adoration, drinking to the limit the champagne of fame, willing to pay for it by exposure and suicide rather than be a chump. Many a man says, "Better a few years of the intoxication of success rather than the humdrum of dull routine." Not a few would accept the situation deliberately if they could see the pictorial write-up of their fall as the sequel of the glorification of their success.

Cursed be the day when we began to teach that no one should be satisfied with anything that he has, but be ever craving with passionate zest something beyond. There is no future worth while except to him who is thankful for every attainment, grateful for every vantage ground. The common people are the grateful, earnest, restful men and women, too aspiring not to do their best, too sensible to be insane with hopless passions.

Humanity's future for good or ill depends upon the triumph or defeat of the effort to evolve the common people. In the battle royal that is before us both aristocracy and the slums will combine to prevent the reign of the common people.

From the dawn of creation the common people have never been more than an incident. Human nature always provided a generous supply of bad men. Whether we accept the epic of Finland, the traditions of China and India, the mythology of Greece, or the Hebrew story, we find at the basis of all human life very bad men and women who have served some supreme evil personality. All traditions begin with some power above the human that tempted Eve to eat the apple because it was good when it should not have been. It did her no recorded harm, but hurt later on. There has always been a wicked brother to kill Abel and raise Cain generally. The bad men of the world have no conscience; know no law; they are and have always been serpents in civil, industrial, and social life.

These have never been permitted to work out their evil designs to the limit. There has always been a promise of the seed of woman to bruise the serpent's head. There have always been men willing to accept responsibility for thwarting the machinations of the devil. From time immemorial some of the worst have been held in check by some of the best. Every struggle in human life has been between the self-constituted few and the self-debased many. There has always been a great gulf fixed between the top and the bottom in society.

The wonder is not that there are dangerous classes, but that they are not the more considerable element, that they are not more dangerous. Turned loose upon the prairies and ranches they become the common people as readily as bile is transformed from a poison to a food when it is given something to emulsify.

From the first it has been accepted that to the few good belonged the responsibility of looking after the many bad. Goodness is always assumed by the favored few, though they are not always good. Theirs has always been the power and the glory, whether they enjoy it by physical might, by inheritance, or by the conceit of divine right. They have assumed the right to maintain supremacy at whatever cost. This has sometimes been patriarchal, sometimes regal, and sometimes prophetical. The eldest son inherited all privileges, all power and responsibility, regardless of capacity or character.

The evolution of the common people was a necessity whenever the divine right of inheritance was questioned. The successful challenging of this right might never have come; certainly not in centuries, had not the New World been kept in waiting for a new civilization in which the common people was a possibility. Humanly speaking, they are merely an incident, an accident, but in the higher economy they must mean something infinitely more.

It is four hundred years since America appeared in the gray dawn of civilization; three centuries since the germ of the common people was warmed to life on the Mayflower; and a century and a quarter since they budded in Independence hall, but even now in very limited areas is there a recognized and influential common people even in the Unite States. They were not evolved for their own sake; they did not fruit from a theory; they came from a condition. Whenever and wherever the right of the few to inherit power, to usurp it or maintain it, has been questioned, there has been a necessity for a body of not dangerous persons to act as a buffer between the insecure few and the dangerous many. Originally the only characteristic of the common people was negative. They simply were not dangerous. They were a convenient neutral ground between the bad and the best.

Speaking roughly, in every one thousand voters in the best areas, about three hundred can be classed as dangerous, about one hundred as theoretically or practically devoted to the public welfare, while there are six hundred who are safe, industrious, and good, but with an alarming mind-their-own-business sentiment.

American politics consists in working these six hundred. The favored few in leadership find it politic to frighten the common people into a belief that their interests are jeopardized by the encroachment of the bad, that their savings and their employment will be sacrificed by the success of the lowest classes. On the other hand, this lower element works overhours in the effort to make the common people believe that laws, wages, hours, court decisions, and other conditions imposed by the few are a grievous wrong to the humble classes. The best appeal to the self-interest of the common people, and the worst appeal to their sympathy. Sympathy for the poor man's dinner pail has elected one president, and the fear of halving the dollar of the common people has elected two. The six hundred always do the electing, but never do the planning. Leadership comes from the top or from the bottom, but the common people furnish the votes.

The same conditions exist in the industrial and commercial world. In matters religious the case is no different. In social relations and in educational

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affairs everywhere the top and the bottom are afraid of the common people.

Now as in the past the forces depended upon to adjust the relations of the worst to the best are civilization through statesmanship, education through the school, and religion through the church. Civilization has confined its mission to lifting the bad as high as necessary to prevent their being dangerous. The church has sought to prevent sinners from going to Hades, but has persistently impressed upon the public that very few are in the inner sanctuary. The school has been proud if it lessened never so little the percentage of illiteracy. Nowhere even in America has there been a well-defined purpose to give civic, social, industrial or ecclesiastical power to the common people.

America's permanence is dependent upon the honest, absolute reign of the common people. There is as much need of their independence of the few as of their superiority to the bad. There is no hope for America if the few are permitted to patronize the common people. If they come into their inheritance, the statesmen, the church, and the school must have immediate and courageous assistance. This they are likely to get from journalism in the twentieth century, and there is no other source of recruiting apparent.

There is nothing in America which the common people so completely own as the press. If they should fail to buy papers for three months they would drive two-thirds of all the daily papers into bankruptcy. In the very large cities there is one daily that could live on the patronage of aristocracy, and one could live on the patronage of the sewage classes, but the others live on and are owned by the common people, who buy four-fifths of the edition, do nine-tenths of the reading, and give nineteen-twentieths of the value to the advertising.

The aristocrats buy little because of advertisements outside of their pet paper, and they read little but the headlines and the finanacial page in any other daily. The sewage element buys nothing because it is advertised, except such vicious things as are made for them and are advertised almost exclusively in their own class of papers. The common people buy practically the entire edition of two-thirds the daily papers, and nearly all the local weekly papers. The aristocrats make great claim to control of the dailies because they pay for the advertisements. This is false conceit. They will not advertise to please their dearest friend where the common people do not buy and read. There is no large city that has not seen many daily papers lose fortunes simply because some publisher ventured to think that he owned his own paper and could afford to have his own sweet will about the way it was managed. Within a quarter of a century one important Eastern city has seen four great daily paper plants that had each made a fortune for its owner become wrecks that were with difficulty raised from a watery grave, and all because the owners had forgotten that the majority interest was held by the silent partner, the common people.

American journalism was primarily a scheme for letting the aristocrats know what the sewage element was doing that it ought not to be doing.

It was a short step from this to telling the common people what the aristocrats were doing that other people could not hope to do. In brief, journalism became a convenient means of letting the good know how best the best were and how bad the bad were for the purpose of impressing the wholly neglected common people with the glories of the top and the horrors of the bottom.

This inevitably led to two classes of influential journals; those which served the best and those which attacked them.

For the first time in American history some city dailies are giving attention to the common people. Until within ten years and less, a good young man could never hope to see his name in a city daily. A young woman might do many creditable things without journalistic recognition; she might even make a brilliant record in college without acknowledgment in the press; but let her elope with one of the waiters in the dining room, and she would see her picture in the paper and an extended story of every phase of her life.

This is rapidly changing, and the great city dailies are chronicling the coming and going of the common people, portraying the boys in their amateur athletic sports, and the girls in their graduating attire. A hundred times as much journalistic attention is given the common people by the city dailies as ten years ago; comparatively few great dailies now worship aristocracy in finance or society.

Yellow journalism with all its terrors has an important mission. Its sensational attacks on capital and on the ruling elements in municipal and national politics were in part atoned for by its heroic and noble championship of the public schools—always ignored by the great dailies previously—by its remarkable attacks on the rum power and its unholy alliances, while its advertising columns were not infrequently entirely free from disreputable ads that disgraced many aristocratic dailies. This class of journals has been what the March wind and mud are as the forerunner of a delicious spring after the terrors of a frigid winter. True, it has sometimes been so breezy as to be blizzardy; so pessimistic as to be miasmatic but at the same time it must not be forgotten what we owe to it, when we enjoy the rich, velvet lawns and the fragrant bloom of the new journalism which is no longer cold snow-white, but delicately blushed like the blossoms of the orchard.

"Yellow journals are re(a)d and this makes white journals blue" was the way the New England manager of the Associated Press stated the color effect in journalism at a banquet in 1898. They have certainly made the white journals hustle until their transformation gives them a charming blush as the result of the exercise, a rich natural bloom infinitely better than the powder or pallor of aristocracy, the paint or pimples of the sewer class.

Is it an unreasonable hope that the new journalism, as sweet as June, as tonic as October, as free from the fetters of tradition as the noble wild stallion of the plains, as tractable as the thoroughbred; not churchly but reverent; not cranky in deformation, but ardent in reformation, neither fawning at the feet of aristocrats, nor trembling in the presence of the slums, will be the safe and heroic leader of the common people?

Not till then will voting be intelligent and independent, and all the votes freely cast and fairly counted; all property be justly taxed, and all taxes honestly and fully collected, and right theories be right conditions.

Aristocracy of wealth, society, and education will then keep step with the common people, and the sewer element will be sterilized.

It may be spoken reverently, the new journalism must be a new gospel for humanity.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

ELECTION OF THE SCHOOL BOARD.

Steps were taken at the last meeting of the Chicago Federation of Labor to execute the mandate of the people on the referendum with reference to electing the Chicago school board. At this referendum (pp. 7, 19) the vote stood 57,792 against and 117,617 in favor of popular election of the board, a majority for the proposition of over 58,000 in a total vote of 172,000. A committee on the condition of the schools, appointed by the Federation, has now reported a recommendation that members of the board be elected at large; that they be elected at a special election called for the purpose, like that for the election of judges; and that candidates be nominated by petition only.

This recommendation is a wise one. As at present chosen, the school board, when not the plaything of "business" interests that starve the schools by false economies for the benefit of monopolies, is part of the stock in trade of spoilsmen in politics. It flip-flops alternately from "business" graft to political push and pull. The only remedy for the evil is the one proposed by the committee of the Federation of Labor. Elect the board, and all appointive influences are removed. Elect it on a ticket at large, and log rolling between representatives of wards and districts is eliminated. Elect it at a special election, and public attention is concentrated upon school questions. Nominate only by petition, and partisan boss-ship is reduced to the minimum.

Naturally enough, however, the beneficiaries of mismanagement, whether allied to the "business" graft faction or the political spoils faction, are opposed to any kind of popular election of the board, and they offer plausible objections. Yet an elective school board has proved so successful in St. Louis that President Eliot of Harvard declares his belief that the St. Louis school board is the best board of education in the United States. If an elective board can succeed so well in that city of "business" graft and political spoils, why not try the experiment in Chicago?—The Public (Chicago) May 21.

IN MEMORIAM.

Miss Belle Simpson, for a few years a teacher at the Motley School, died May 17, 1904, of pneumonia. Her brave, calm, conscious waiting for the end through forty-eight hours in which she was concerned only in thoughts and plans for loved ones, attest her character.

WOMEN'S CLUBS GROWING MORE LIBERAL.

Mrs. May Alden Ward, president of the Massachusetts State Federation of Women's Clubs, said at the recent festival of the New England Woman Suffrage Association:

"A great change is coming over the clubs in regard to woman suffrage. Only four or five years ago, when it was proposed that our State Federation should recommend women to use their school vote, the idea was considered so alarming that a special meeting of the State Board was called, and there was much opposition; and the proposal was only carried at last by the argument that school suffrage was an accomplished fact, and that we must accept its responsibilities. Two years ago, the State Federation devoted a day to the question, How to increase women's school vote, without objection from anybody?

"In looking over the program for the biennial of the General Federation at St. Louis, I am struck by the change in the subjects to be considered; they are so much more serious and solid than they used to be. Many are legislative and legal. I see that Mrs. Sarah Platt Decker is to give an address on, 'What the Ballot Can Do for Working Women.' That would not have been possible two years ago.

"The clubs are helping the suffrage movement by awakening the civic conscience in women. We now have committees on child labor, on legislation affecting working women, etc., and the more the club women get interested in these questions, the more they learn to desire the ballot."

To the Editor:

The enclosed verses were written last Friday by a quiet, thoughtful colored boy in sixth grade. The teacher took the class to the woods Thursday afternoon, and on Friday asked them to write an account of their outing. I enclose you Shannon's. It seems to me to have the true ring. I enjoyed it, and thought you would. How would it look in the BULLETIN?

MEMORIES OF SPRING.

Sweet May is here,
The sky is clear,
The flowers are showing,
The birds are singing,
To greet sweet May.

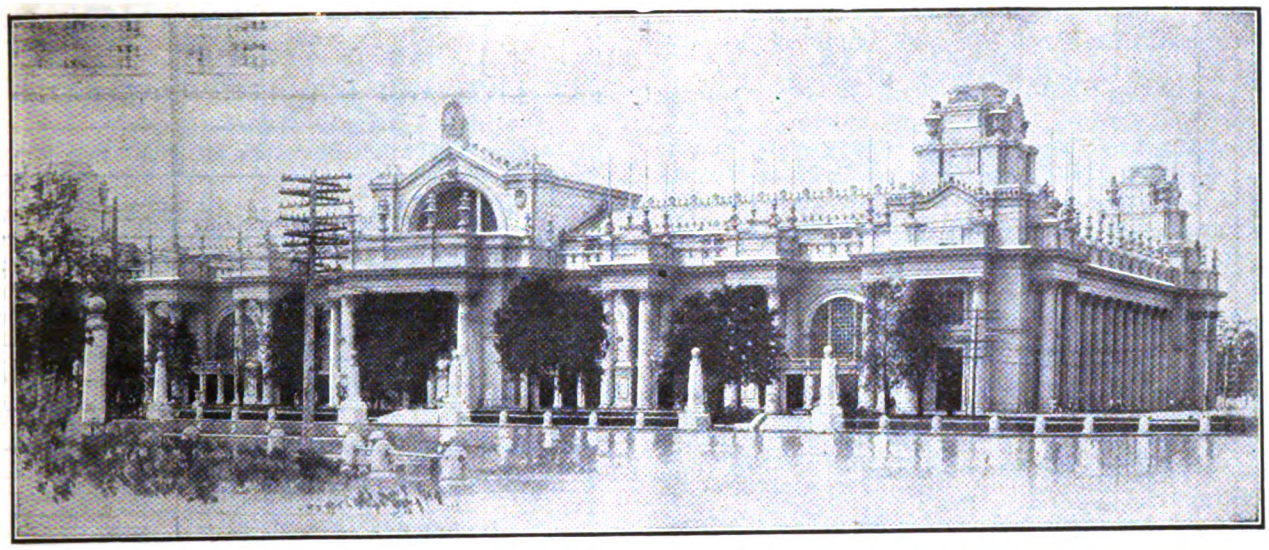
The triliums are showing
Their three great leaves;
The violets are dressed in blue,
And Jack-in-the-pulpit preaches to-day
Not only to me but to you.

Down on the sides of the long, winding river,
There where the lilies grow,
And back in the woods
Where the blue bells hide,
There's a story yet untold.

The robin, in his cheerful way,
Pipes his cheerful song;
The brooks and rivers in their joy
Merrily slip along.

W. R. SHANNON GRAHAM.

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EDUCATIONAL BUILDING, ST. LOUIS EXPOSITION.

NATIONAL EDUCATIONAL ASSOCIATION.

To Editors of the United States:

Gentlemen:—Several newspapers, acting under misinformation, have made the assertion that the hotels of St. Louis have placed a prohibitive rate upon World's Fair visitors. The alleged mouthpiece of this misinformation has made public denial, but it is feared the denial may not have received so wide circulation as the statement it controverts.

As the Local Executive Committee of the National Educational Association is under obligations to provide entertainment, at reasonable rates, for the 50,000 or more members of the Forty-third annual convention of the association, which is to be held here from June 27 to July 1, this committee, necessarily, is well informed of the local rooming conditions. It offers you its assurance that ample accommodations, of good character, may be had at moderate prices.

So great has been the addition made to the hotel capacity within the past few months and so general has been the opening of private houses to visitors, since the opening of the Fair, that were there a hundred thousand N. E. A. members to provide with rooms, instead of fifty thousand, no hesitancy would be felt in guaranteeing the rooms when needed.

In several instances a flat rate of $1 a day has been given in hotels where bookings have been made provisionally for at least 15,000 persons who will attend the N. E. A. convention.

Inspected rooms, in first-class localities, have been listed by us, largely through teachers in the public schools, and more are being listed. Already accommodations of this desirable sort are assured for fully 35,000. The charge to N. E. A. certificate holders will be from 75 cents to $1 a day for rooms alone. Breakfast and room will cost from $1 to $1.50. Room, breakfast and supper will be supplied for from $1.50 to $1.75.

It is expected that the St. Louis convention of the N. E. A. will be the largest and most profitable gathering of educators ever held. Will you kindly make public the provisions herewith outlined, that none may be deterred from coming through fear of extortion.

Yours very truly,
W. H. CHAPLIN,
Chairman Local Executive Committee, N. E. A.
W. A. CARPENTER,
Local Secretary.

SPECIAL MEETING OF THE CHICAGO TEACHERS' FEDERATION.

May 25, 1904.

There will be a special meeting of the Chicago Teachers' Federation at Handel Hall, Saturday, May 28, 10:30 a. m.

LOUIE L. KILBOURN,
President.

EXCURSION TO STARVED ROCK BENEFIT OF PENSION FUND

An excursion to Starved Rock is being planned for Saturday, June 11, to benefit the Teachers' Pension Fund. Fare, $1.50. Trains leave Rock Island Depot at 8 and 10 a. m., stopping at Englewood Station. One thousand people are necessary to secure the above arrangements. Before making any arrangement, we must know definitely on how many to count. This is quite an opportunity, the regular fare being $5.00. Please send as soon as possible, names and address of all in your school and outside friends who will join in the excursion to

STATIA G. ROCHFORD,
5735 Indiana Ave.
Chairman District 11, Pension Com.

See Federation Bulletin for further notice.

BOARD OF EDUCATION.

Wed. May 25, 1904.

The Committee on School Management made the following recommendations:

That the name of Mary A. Fletcher, a former teacher who holds a valid certificate, be placed on the list for appointment to a position in the elementary schools, in accordance with the rules.

That through error in the principal's report, Mary J. Armstrong, teacher in the Walter Scott School,

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was paid on the schedule of salaries as a grammar grade teacher when she had only fourth grade pupils for the following time: School month of October, after October 13, 1903; all of the school month of November and December, 1903; all of the school month of January, 1904; school month of March, after March 15, 1904, and all of the school month of April, 1904, and that the secretary be instructed to deduct such excess pay from the salary of Miss Armstrong on the pay roll for the month of May, 1904.

That it is in receipt of the following report from the Superintendent of Schools:

"The Superintendent of Schools respectfully calls the attention of the committee to the fact that there will be serious difficulty in holding our commencement exercises in the school halls, on account of the present regulations. It is earnestly requested that some measures be taken promptly to meet this emergency."

That the Superintendent of Schools be authorized to consider each request on its own merits and grant permission to hold graduating exercises in other halls if in his judgment it appears necessary.

That the Superintendent has received from Mary Owens Kinsey a number of old school reports upon which Mrs. Owens places a price of $35.00.

These books are of great value to the Superintendent of Schools, and the committee recommends that a warrant in the sum of $35.00 be drawn to the order of Mrs. Kinsey for said books.

Recommendations were concurred in.

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HARVARD PIANOS

THE NORTH AMERICAN REVIEW

THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

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The North American Review,

FRANKLIN SQUARE, N. Y.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, JUNE 3, 1904. No. 26.

THE BETTER ORGANIZATION OF THE WORLD.

By Lucia Ames Mead, Boston.

"Organization" is the dominant word of the age. It represents a principle that has come to stay. Cities, states, nations, all kinds of industries, clubs, educational charities, athletics and social life are being organized. We are learning to work in orderly fashion together. We are finding that we are not each a separate unit like a marble in a box of marbles, but rather that we are like cells in a body and that when one part suffers all suffer. For a hundred years we have been training ourselves in organizing in small ways. We have now organized forty-five separate states, so that for three thousand miles from ocean to ocean there is peace between them, and every citizen is more proud of being an American and belonging to the great whole than of being a New Yorker, a Nebraskan or a Californian. The decade is not far distant when we shall find that the largest organism to which we owe allegiance is not the United States, but the great world—that we are not, first of all, Frenchmen, Englishmen, Japanese or Americans, but we are first of all citizens of the world; first of all, members of humanity—God's children. The time is coming rapidly when we shall organize the world on much the same plan that we have organized our forty-five states; when a World Court will settle difficulties between the states, when a World Legislature will make laws about those general questions of money and postage, sanitation and commerce that our Congress now makes for our forty-five states, and when armies will gradually disappear and there will be no more fighting between countries than there is between New Yorkers and Vermonters. You and I will never live to see all this; but we shall see a good many steps toward it, and perhaps a century hence the world will be so organized that nations will no more think of settling their quarrels by killing off in war innocent private soldiers who never have caused the quarrel, than your brother and mine to-day think of settling their quarrels by a duel. For war is nothing but a duel on a gigantic scale. It never settles who is right, only who is stronger. Sometimes the victorious side is right, as the North was in our Civil war; sometimes it is in the wrong, as we were in our Mexican war. In one respect a duel is much more fair and less absurd than war, for the duelists fight voluntarily, whereas, in every country on the continent of Europe, every soldier is forced into the army and fights by compulsion, though he may know nothing of what he is fighting for. Standing armies will cease thousands of years before we can do away with militia and police and thousands of years before men have ceased to be cruel and treacherous. Universal peace will not mean that we have reached the millennium, but merely that the world is organized effectively.

One of the most hopeful signs of peace is that the laboring classes throughout the world are growing bitterly hostile to war. They know that they must not only give their lives and limbs, but they must suffer for a generation after the war in payment of war taxes. To-day, forty years after our Civil war, we are paying hundreds of millions of dollars annually for it in addition to the colossal sums we have already paid and the million precious young lives lost. War always takes the strong and young and leaves the older and feebler to do their work and raise up a new generation. For one fraction of what the war cost we could have bought up every slave and freed him and kept friends with the South.

The steps necessary to the organization of the world must be carefully studied, for war will never cease until we get a substitute for it; that substitute must be a rational way of preventing friction and of settling quarrels. The first tremendous stride forward was the Tsar's calling together at the Hague in May, 1899, the representatives of twenty-six nations to discuss a plan for promoting the peace of the world. He had good reason to desire it, as most of his subjects are desperately poor, many on the verge of famine, and out of their family income of not over $250 a year must pay nearly a quarter in taxes chiefly to keep up great armaments. The distinguished diplomats who met for three months at the Hague at first were suspicious of each other and expected to accomplish nothing, but a few earnest ones changed the tone of the assembly and set all seriously to work. Gradual, proportionate disarmament, which the Tsar so much desired, was not thought feasible at the time, but the establishment of a world Court at the Hague to which all cases might be sent was a great and splendid achievement of this Conference. A judge of the Supreme Court of New York, who had longed for years for the establishment of just such a court, said in 1897, that no one now living could ever hope to see it realized. In five years after that dismal prophecy this Permanent Tribunal of the Nations had been established and had actually tried its first case at the Hague. It is to the credit of President Roosevelt that he sent the first case and set the court to trying a quarrel between the United States

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and Mexico. As I write, several nations are waiting for the decision of the third case carried to this court; and Mr. Carnegie's great gift of one and a half million dollars to erect a noble building for the court and provide a great law library have added to its prestige.

The next step forward is the establishment of a World Congress. Last winter, the Massachusetts legislature, by a joint resolution, unanimously passed, requested our Congress to authorize President Roosevelt to invite the nations of the world to form a Stated International Congress. This would have only advisory powers. Its recommendations would be sent back to the nations represented in it for their approval before they became law, and it would be very far from being like our United States Congress; but it would be an immense step toward such a Congress which must some day come when we begin to realize the frightful waste and friction that occur when nations are unorganized. There can be no possible objection to this forward step; it would cost little—merely the salaries of a few delegates once in three or four or five years as the case might be. Probably such a congress would meet in some such place as Geneva or Brussels and for months the wisest men we could send would talk over the questions that left unsettled often lead to war. In the last hundred years there have been thirty occasional international congresses and it is high time that we made them a regular institution.

Not one man in a thousand, not one woman in ten thousand has any conception of how the hard earned money of the world is being wasted in the multiplication of armaments. An insane ambition has seized a part of the American nation to have a navy proportionate to our size and wealth and importance. The navy that we ought to have is simply one proportioned to our needs. Our needs are less than those of any other people. We have no enemies on this continent and are protected on two sides by vast oceans. No nation, not even Germany, against whom our jingo press has been striving to stir up animosity, would be able to effect much against us with a hostile fleet far from its base of supplies. To attempt it would cost such an incredible sum that no nation could succeed. Smokeless powder, long-range, rapid-firing guns and other modern implements of warfare have revolutionized war within a generation. A defensive power can now hold its ground against an attacking party ten times its size. In the Boer war England spent a sum of money equal to a thousand million days' labor at one dollar a day, and it took her two years and eight months to kill less than 5,000 Boer soldiers in the field. She lost over 20,000 of her own men and set back indefinitely education, reform and progress at home. To-day South Africa is full not only of Dutchmen but of men of English blood who are becoming embittered against England. She has lost in every way, and only the mine owners, many of whom are not Englishmen, have made any material gains. If such was the result of trying to conquer a weak people, what would ensue if the conquest of a strong people like ourselves were attempted by a nation far beyond the sea? Of all nations we can best afford to lead the rest in an attempt at gradual, proportionate disarmament, which will lift the frightful burden of taxation from the shoulders of the European peasant and will leave us relatively just as strong as we were before. The craze for a huge navy is based on ignorance and senseless fear mixed with a false national pride. Infinitely more effective than expensive battleships, each of which costs more than all the land and buildings of Harvard University, is the signing of the arbitration treaties with every nation, thus agreeing to send all differences that might arise between us to the World Court.—The Rostrum April, 1904.

A DEMOCRATIC ARITHMETIC.

By Oscar L. Triggs.

"The Quincy Graphic Arithmetic" is a small, very innocent looking book selling for 15 cents. In truth this insignificant volume is revolutionary. It is virtually an attack upon the established educational system. It is one of the first school books written intentionally for democracy.

These statements need explanation. Mr. Mackintosh, the author, declares with a good deal of truth that the arithmetics and algebras now in use are full of hoary lies, illogical definitions and impossible explanations. The false statements found therein are taught to children from generation to generation, without fundamental inquiry, simply because they are traditional and belong to the established order. The teaching of mathematics is to-day almost purely monarchical in character. Mathematics is popularly supposed to develop the reasoning powers, but as a matter of fact it throws the logical mind into confusion and really stultifies the intellect by maintaining an unreasonable system by force of authority. Mathematics offers, therefore, the most vulnerable point of attack on existing educational methods. I am not able myself to enter into the controversy, but I think I see the bearing of the discussion.

Almost any other subject might have been chosen for correction, but Mr. Mackintosh is simply striking at a weak point in the system in his approach to an assault upon the next great stronghold of monarchical methods—the examination. The examination was designed primarily by priests and rulers to keep their subjects within the prescribed limits of thought and conduct. The examination was the police force set over the intellect to keep it in subjection. It is still employed in the educational system wherever "the powers that be" desire to preserve "vested interests." It is still an effective method of preventing individual thinking, in other words, of producing uniformity.

At the present time the universities control the lower schools by means of the examination. The examination stands in the way of reform at any point in the system. Mr. Mackintosh's arithmetic has little chance of being generally accepted, because superintendents of schools will say: "It is our business to prepare for college examinations. It is necessary that we teach that which is approved."

The examination has placed limitations about the kindergarten, prevented the introduction of art and manual training, and interfered with the adoption of laboratory methods. In the colleges it has materialized the whole course of instruction so that literature and other idealistic subjects receive but scant recognition.

In some such terms Mr. Mackintosh's case would be stated. But it is apparent further that the attack

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upon the examination is but an incident of a larger intention, namely, to democratize education. Now the two words which are suggested by the mention of democratic education are industrialism and research, indicative of its substance and method. The first of these implies that education, like freedom, is won by effort and is not merely communicated. Education is character. Character, we know, is a result of doing; hence the necessity of industrialism. Research then is the true method of education. Nature, life and their institutionalized forms are laboratories for the child's activities. The kindergarten, instead of bowing in subjection to the authority imposed by the higher grades, should give the method to the higher stages. The child should be in the laboratory and engage in research from the beginning of life to the end.

Mr. Mackintosh's whole course of reasoning would be disclosed, I imagine, in this series: First, industrialism and research are essential to a democratic educational order; second, these cannot prevail so long as examinational systems are in force; third, any break in any part of the examinational system will meet with resistance from vested interests; fourth, mathematics, because of basal untruths, offers the most vulnerable point of attack upon the system. And so we come back to this little 15-cent Quincy Arithmetic.

There is no greater responsibility placed upon literary men to-day than this of writing the text-books of democracy. I am most familiar with the text-books of literature which publishers force into the hands of teachers. What is given? One page of "notes" to a page of text. What are these precious "notes" for? For the purpose of an examination. What texts are used? Those prescribed by a "Committee of Ten." Ten men have been found who are willing to usurp the rights that belong to ten thousand, ten men who are virtually traitors in the camp of democracy. By rights every school should write its own text-books. Better still, there should be no text-books, but each child in every school should establish original relations with nature, life, literature and history. In a true democracy the school even would not be necessary, since then life itself would be fully educative.

But there is no reason to despair of democracy. Nothing can long retard its progress. Democracy will conquer our political plutocracy; it will yet triumph over our academic materialism.

As a sign of the appearance of democracy in the established educational order reference may be made to a series of books called "Industrial and Social History Series," projected by Dr. Katherine Elizabeth Dopp, the first of which, "The Tree-Dwellers," has already been issued. I cannot attempt to give a resume of this remarkable work. Its aim is to make real in the child's experience the industrial and social history of primitive man. The first paragraph of the preface may be quoted: "The series of which this is the first volume is an attempt to meet a need that has been felt for several years by parents and physicians, as well as by teachers, supervisors and others who are actively interested in educational and social progress. The need of practical activity, which for long ages constituted the entire education of mankind, is at last recognized by the elementary school. It has been introduced in many places, and already results have been attained which demonstrate that it is possible to introduce practical activity in such a way as to afford the child a sound development—physically, intellectually and morally—and at the same time equip him for efficient social service. The question that is perplexing educators at the present time is, therefore, not one regarding the value of practical activity, but rather one of ways and means by which practical activity can be harnessed to the educational work."

This is taking a rather hopeful view of the educational situation, for it cannot be said that a very large number of educators are convinced as yet as to the value of practical activity, and where, one wonders, are the teachers who can apply with any understanding the means which Miss Dopp has worked out with such insight.—Chicago Examiner, April 30, 1904.

REFERENDUM LEAGUE PETITION.

The Referendum League has a new petition in circulation.

It is a state petition; that is, the voters of the entire state may sign it and if 100,000 signatures are secured it will be filed with the secretary of state on September 8, and the voters of the state will have the privilege of voting for or against the three questions on the "Little Ballot," at the state election.

Following is the petition:

To the Secretary of State, Springfield, Ill.:

We, the undersigned, registered voters of the State of Illinois, respectfully petition that the following questions of public policy be submitted to the voters of the State of Illinois, at the regular state election to be held in the said State of Illinois on Tuesday next after the first Monday of November, A. D. 1904, and file this, our petition, as provided by statute:

Direct Primaries.

Shall the State Legislature amend the Primary Election Law so as to provide for party primaries at which the voter will vote under the Australian ballot directly for the candidate whom he wishes nominated by his party, instead of voting for delegates to convention or caucus; the primaries, throughout the entire district affected by the offices for which nominations are to be made, to be held by all the parties conjointly at the same time and polling places. This law not to prevent the nomination of candidates by petition as now provided.

Peoples Vote.

Shall the State Legislature pass a law enabling the voters of any county, city, village or township, by majority vote, to veto any undesirable action of their respective law-making bodies (except emergency measures) whenever five per cent of the voters petition to have such action referred to popular vote. This law to apply only to such localities as may adopt the same.

Home Rule in Taxation.

Shall the State Legislature submit to the voters of the State of Illinois at the next following State election an amendment to the State Constitution, which will enable the voters of any county, city, village or township of the State of Illinois to adopt such system of assessing and levying taxes as the voters of any such county, city, village or township may determine.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

TEACHERS POOREST PAID WORKERS IN THE WORLD, SAYS PROF. JAMES.

St. Paul Federation Starts a Movement to Have Salaries Raised.

"More than 100,000 school teachers will this year quit an occupation which does not yield them a living wage," was the depressing announcement made yesterday afternoon by Prof. George F. James, dean of the department of pedagogy at the state university, in an address delivered at the Commercial club before the St. Paul Federation of Grade Teachers, upon the subject of "Teachers' Salaries."

Prof. James maintained that school teachers are not only underpaid but that they earn much less proportionately than they received eight years ago. He vigorously advocated an organized movement on the part of the teachers to secure higher salaries as the price of better work.

"Scores and hundreds of schools are this day closed in the most prosperous sections of this country," said the professor, "because the bare pittance offered will not attract teachers of any kind. Why, over at the university we often get applications for a high school teacher. He must teach several sciences, we are informed, and Greek or Latin; he ought to have a good voice and help in musical circles; and he certainly should be able to take charge of the boys' athletics. His salary? Well, they'll seldom offer more than $50 a month for ten months in the year. Yet the rawest laborer, with no head and only two hands, is assured daily by the Minneapolis employment agencies $52 a month for every month in the year.

"In a prosperous town in Massachusetts dressmakers are quoted at $3 a day and meals, but the best grade teachers in that town get less than $2 a day. In Ohio 24,000 school teachers are paid at the rate of 81 cents a day.

"Conditions are but little better in the West, and they are not improving. In the wealthy state of Wisconsin country teachers receive 16 per cent more pay than they received eight years ago, while the cost of living has risen 26 per cent; in Wisconsin cities the teacher's salary is 9 per cent less than it was eight years ago; that is, he is 35 per cent worse off.

"We are the worst paid workers in the world."

Prof. James admitted that a few teachers are wholly unfitted for their positions and that the teachers of any community never make a greater mistake than when they object to the incompetents being weeded out.

He urged united action for higher wages. He also advocated "a fair tenure of office," promotion by merit, and a pension system. He thought that not only the city school boards but the state government might be persuaded to add to the salaries of the city school teacher. The federal government would do more each year for education. Finally part of the many millions given each year to institutions of learning might be devoted, he believed, to the aid of teachers. He suggested that the St. Paul teachers contribute themselves part of a pension fund for their own benefit, and that they try to get the rest from the school board and from public-spirited citizens.

The Federation voted that committees be appointed by its president, Miss Jean MacMillan—one committee to investigate the general subject of raising salaries, and the other to protest before the school board against the board's action in withholding from kindergartens the advance of pay awarded to the grade teachers.—St. Paul Globe May 24.

ADVERTISING FOR TEACHERS.

The Superintendent of Schools of Chicago has sent an advertisement to all the education journals, stating that there is a scarcity of teachers in Chicago in all departments.

This is the first time in the history of the Board of Education that this has been done.

The announcements as sent out by Superintendent Cooley pertain to an examination for candidates for teachers to be held at the Richard T. Crane Manual Training high school, Oakley boulevard and Van Buren street, on June 27 and 28. The announcement states that examinations for the following positions will be held:

"Teachers in elementary schools, high schools, kindergartens, manual training. In elementary schools sewing teachers and physical culture teachers are especially needed.

"Examinations will be held at the time mentioned for nearly all classes of certificates given by the board of education, including certificates as principals of elementary schools, teachers in elementary schools, teachers of German in elementary schools, teachers in high schools, kindergartens, manual training in elementary schools, cooking in elementary schools, sewing in elementary schools, teachers for the deaf and drawing in elementary and high schools, teachers of physical culture, manual training in high schools, family instructors, assistant family instructors, military tactics and gymnastics and horticulture in the parental school."

SADIE A. WILLARD.

Died May 19, 1904.

From among us has gone one of God's chosen ones. In home, school and society those who knew her mourn, for she was always a factor wherever placed.

Faithful to the end she was an example of patience and cheerful endurance to her co-workers; a leader in all that was high and elevating to the children who came under her care and instruction. Each Columbus teacher feels a great loss has come into her life. One who loves us sees the light.

KATE A. REEDY.

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AN UNMANLY WAR ON WOMEN TEACHERS.

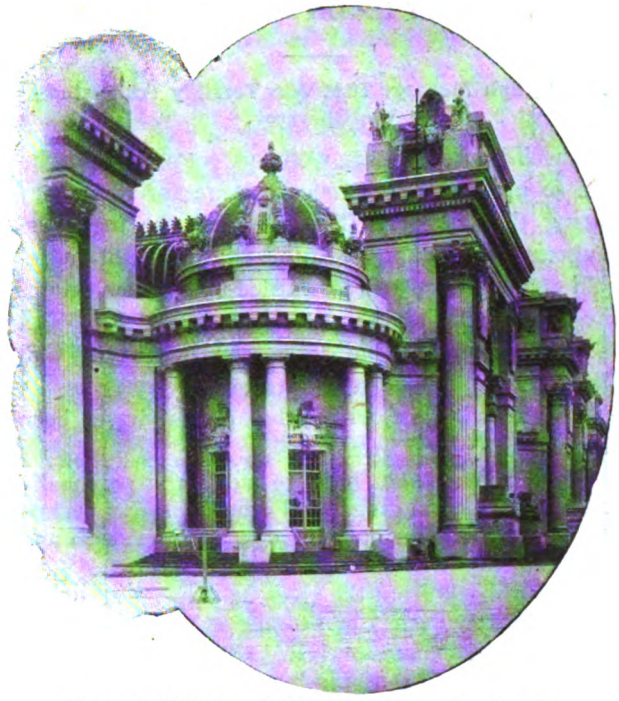
Patrons of public schools in all sections of the country are giving evidence of extraordinary demands upon women school teachers—if the conduct of school boards can be accepted as indicating the popular will. Why this should be so, or whether these demands are founded in justice and right, are not altogether clear to the average man.

In New England, the school boards recently decreed the length of the schoolma'am's rainy-day skirt, fixing its metes and bounds with mathematical exactness, so that its length should not stop short of the ankle. In San Francisco the board of education has ordered that no married woman shall be employed as a teacher. In New York city, the school board, after many years' trial of this rule, has just abolished it, the board having discovered that one of its best teachers has been married ten years to the janitor. But they are preparing something new in the way of rules that may tend to curb the matrimonial instinct of the schoolma'am, and it will likely be "something awful." In Chicago and Philadelphia there are indications of a movement to oust the woman teacher altogether, and install the "male man" in all his glorious authority. In Boston it is seriously proposed to inaugurate physical examinations, in order that those found guilty of a predisposition to hysterics or to be frightened by a mouse shall not be commissioned as teachers. Even the county school boards down East are scrutinizing with peculiar and terrorizing ferocity the application of every young woman who aspires to teach "the deestrick skule." There seems, in fact, to be a sudden movement against her in all parts of the country.

Now what have the women done or left undone to deserve all this insidious and unmanly hostility? Perhaps nine-tenths of the present generation of men owe the foundations of their educations and success in life to the woman teacher. She has proved herself competent and faithful in every department of school work. She has unhesitatingly taken up the burdens of the school room, and borne with patience and intelligence the duties assigned to her.

In what, then, is she lacking? Wherein has she failed to meet the expectations and even the demands of the public? Can it be that she is handsomer than she used to be? Or is she homelier? Or does that matter, either way? Does she dress better than in other days? If she does, her economy can be thanked, rather than any material increase in her wages, for man's criticism of her does not bear much relation to the amount he pays her in mere cash for a trust, a fidelity and a sacred responsibility that money could not adequately compensate.

Maybe she knows more than she used to know. Maybe she has developed so fast and become so devoted to her life-work that she makes just as good a principal as a teacher, and thereby switches herself into a high place and crowds a good man into something else. If that is the case, it is serious. Anyhow, it may account for some of the man-made movements against her progress and against her supremacy. But why should not woman be supremely competent in the schoolroom? It is the highest order of womanliness to teach; it is peculiarly her life work—her mission, if you please; therefore, give her more opportunity and a better



Corner Palace of Liberal Arts, St. Louis, Exposition.

living, instead of trying to throw in her way the meanest, smallest and most inexplicable obstacles.—Los Angeles Times.

ANNOUNCEMENTS.

EXCURSION TO STARVED ROCK BENEFIT OF PENSION FUND

An excursion to Starved Rock is being planned for Saturday, June 11, to benefit the Teachers' Pension Fund. Fare, $1.50. Trains leave Rock Island Depot at 8 and 10 a. m., stopping at Englewood Station. One thousand people are necessary to secure the above arrangements. Before making any arrangement, we must know definitely on how many to count. This is quite an opportunity, the regular fare being $5.00. Please send as soon as possible, names and address of all in your school and outside friends who will join in the excursion to

Tickets for Starved Rock Excursion June 11, now on sale at Rock Island Office, 91 Adams St., Cor. Dearborn St., beginning June 1st. All information given at office.

STATIA G. ROCHFORD,
5735 Indiana Ave.
Chairman District 11, Pension Com.

See Federation Bulletin for further notice.

No business will be transacted at the regular meeting of the Federation of June 11, owing to the excursion to Starved Rock for the benefit of the Pension Fund. The meeting will be formally called in compliance with the constitution.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, June 6, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.
194 Oakwood Blvd.

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NOT UP ON CLASSICS.

A Telegraph Message That Was Terribly Translated by the Operator.

A well-known literary woman went over to Michigan to prepare her summer cottage for occupancy during the summer. Before going she made arrangements with her husband to have a lot of household goods packed and forwarded by steamer, relates the Chicago Tribune.

For some reason the shipment was delayed, and she wrote inquiring the cause of the delay.

"Please wire me when the goods have been shipped," she said in conclusion.

The husband went hard to work and personally saw the books, hangings, and other property packed for the trip. Then he went down to the dock and saw them safely on board the boat.

Coming back from the river he stopped at a telegraph office and sent the message as requested.

"Lares and Penates on board boat," he said. "Will arrive to-morrow morning."

And this was the way the telegram read when the boy brought it to the waiting woman in the little Michigan town:

"Lard and peanuts on board boat. Will arrive to-morrow morning."

Captain—Sergeant, note down Private Grasgrum, —three days on bread and water for slovenly turn-out on parade.

Sergeant—Beg pardon, Captain, that won't make the slightest difference to him: he's a vegetarian.

Captain—Then give him three days on meat and soup.—Pick-Me-Up.

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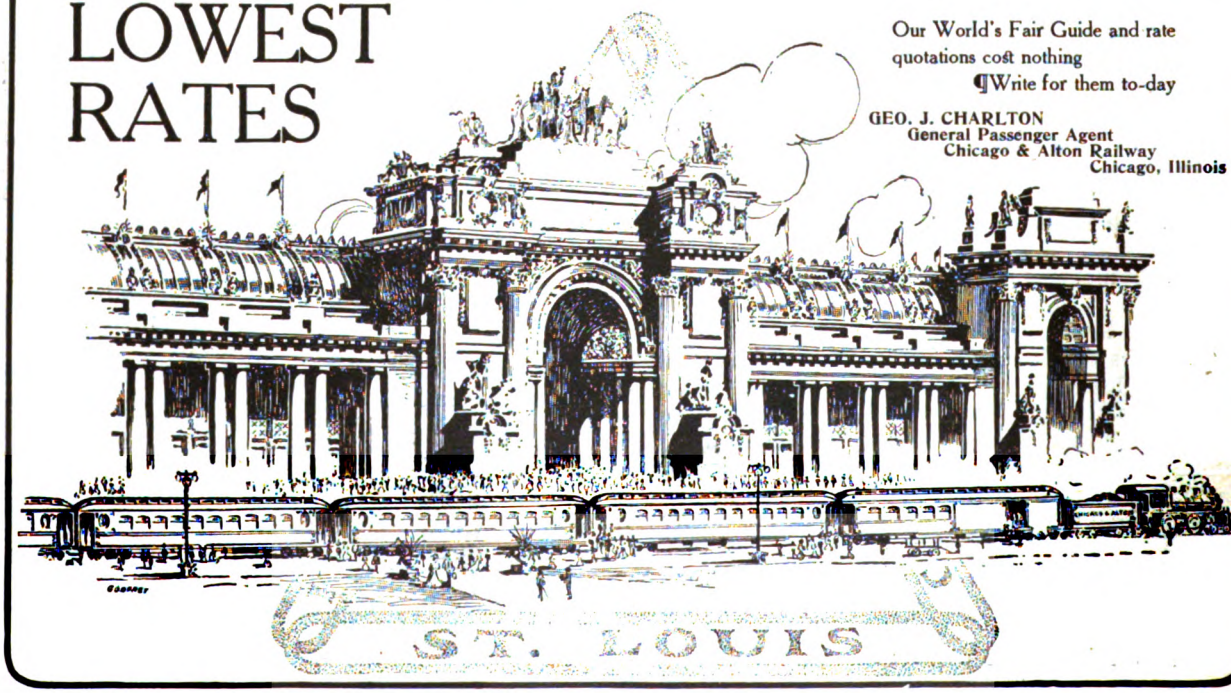
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THE NORTH AMERICAN REVIEW

THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

50 cents a copy; $5.00 a year

The North American Review,

FRANKLIN SQUARE, N. Y.

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Chicago Teachers' Federation
Bulletin

Vol. 3. CHICAGO, JUNE 10, 1904. No. 27.

BOARD OF EDUCATION.

Wednesday, June 8, 1904.

Admission of College Graduates.

The following resolution presented by Dr. Kuflewski was adopted:

"Whereas, There is at the present time a great demand for teachers in the elementary schools, and a considerable demand for teachers in the high schools; and

"Whereas, The present rules of the Board of Education as to admission to examinations seem to discriminate against graduates of colleges and universities; therefore, be it

"Resolved, That the present rules of the Board of Education, under which graduates of colleges are refused admission to our examinations for certificates to teach in the elementary and high schools, unless such graduates have at least two years' teaching experience, be suspended, so as to permit candidates to take the examinations on the 27th and 28th of June for certificates to teach in the elementary and high schools, on presentation of credentials, showing graduation from colleges of good standing. And it is further provided that on passing the examination named above, such candidates shall, after a four months' period of service as cadet or substitute, under the regulations governing such work in the Chicago schools, be eligible to appointment in the schools of Chicago."

The Committee on School Management presented the following reports:

County Graduates Admitted.

That all county graduates of the Normal School, who have completed the two-year course provided by the Board of Education of the City of Chicago, be given permission to take the elementary teachers' examination on June 27 and 28, 1904, and if successful in passing said examination they shall be awarded elementary teachers' certificates, and after four months' successful cadeting be assigned as elementary teachers in accordance with the rules.

Resignations.

That the Superintendent has received and accepted the resignations of teachers according to the attached list, since the date of his last report, and recommends concurrence in his action.

Anna R. Carroll, Carpenter.
Lillian M. Clow, Headley.
Alice T. Crane, Ellis Avenue.
Corra E. Elliott, Brown.
Caroline S. Foskette, Emerson.
Emma Atkinson Fyfe, Jefferson.
Elsie M. Howe, Pullman.
Anna C. Kearins, Sumner.
Nina Leubrie, Normal Practice.
Hannah Lundahl, Headley.
Olga E. Mortensen, Drummond.
Anna M. Mott, Pullman.
Mary Agnes Nellegan, Willard.
Julia D. Ingalls Oliver, Field.
Ivy Owens, Manual Training.
Adele R. Weisskopf, Jungman.
Hiram H. Shepard, Goudy.
Margaret M. White, LaFayette.
Margaret E. Woods, Motley.

"The Superintendent of Schools respectfully reports that he has placed the names of the following teachers on the unassigned list, in accordance with the rules:

"Lillie C. Barkell, Holden.
"Evelyn Bernson, Greenwood Avenue.
"Grace Q. Fleming, Greene.
"Katherine V. Gavin, Washington.
"Sarah A. Heineman, Brighton.
"Nell C. Jillson, Earle.
"Dila Kohn, McAllister.
"Lenore Lennes, Morse.
"Elizabeth A. Noel, Yates.
"Helen F. Roberts, McLaren.
"Margaret M. Siddall, Hammond."

"The Superintendent of Schools respectfully reports that last week he requested Mr. E. C. Delano, District Superintendent, to make a trip to Pontiac, Ill., to inspect the work of a teacher there who holds a Chicago principal's certificate, and recommends that the business manager be authorized to refund to Mr. Delano the expense of the trip, amounting to $5.05."

"The Superintendent of Schools respectfully reports that, owing to the very great increase in the number of inquiries concerning examinations for teachers to be held June 27 and 28, 1904, and the unusually large number of candidates for the Normal Entrance examination on June 13 and 14, the clerical work in the office has been greatly increased. Considerable relief in carrying on this work would be afforded by the employment of an additional office boy in the office of the Superintendent.

"The Superintendent, therefore, recommends that emergency authority be given for the employment of an additional office boy in the office of the Superintendent of Schools for one month, at a salary not to exceed twenty-five dollars ($25.00) per month; and that the President of the Board of Education be authorized to make requisition on the Civil Service Commission for such a boy, with authority to appoint some one temporarily until some one can be certified from the eligible list."

Reports concurred in.

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WHY AMERICA PROSPERS.

Its Women Are Educated.

President M. Carey Thomas of Bryn Mawr College addressed the General Federation of Women's Clubs at St. Louis the other day on "Educated Women in the 20th Century." Referring to that rather bigoted Englishman, a member of the Mosely Educational Commission, who lately prophesied that the United States will soon lose its intellectual and commercial rank among nations if it continues to employ women as school teachers and to educate girls with boys, President Thomas said:

"Those of us who understand American conditions better are beginning to realize that our success is due precisely to this fact, so bitterly resented by our English, German and French rivals, who are studying us to discover why our competition is driving their industrial products from the world, why we are the richest and most prosperous of nations. In the United States, for the first time in the history of the world, the girls of a great nation, especially the girls of the poorer classes, have received the same education as the boys, and the ladder leading, in Huxley's words, from the gutter to the university, is climbed as easily by a girl as by a boy.

"Although college education has affected as yet only a very few out of the great number of adult women in the United States, the free opportunities for secondary education have influenced the whole American people for nearly two-thirds of a century. The men of the poorer classes have had, as a rule, mothers as well educated as their fathers—indeed, better educated. To this, more than to any other single cause, I think may be attributed what by other nations is regarded as our phenomenal industrial progress. Our commercial rivals could probably take no one step that would so tend to place them on a level with American competition as to open to girls, without distinction, all their elementary and secondary schools for boys."

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RAISE SALARY OF SUPERINTENDENT OF SCHOOLS IN ST. PAUL.

Adoniram J. Smith Is Chosen to Succeed Himself for the Ensuing Two Years and His Salary Is Increased from $3,600 to $4,000—Assistant Superintendent J. D. Bond Is Likewise Re-Elected and His Pay Raised.

Adoniram J. Smith was yesterday re-elected superintendent of the public schools for a term of two years without opposition, and to make the tender the more acceptable the board raised his salary from $3,600 a year to $4,000.

J. D. Bond was also re-elected assistant superintendent of schools for two years, and his salary increased from $1,800 to $2,000 a year, the action being unanimous in this instance also. The increased expenditure thus provided for amounts to $600 per year.—St. Paul *Globe*, June 2, 1904.

WANT MORE SALARY.

Kindergarten Teachers Apply for Increase of Pay.

(St. Paul Globe, June 2, 1904.)

Miss Florence Rood, kindergarten directress of the Webster school; Miss Nina Whitman, kindergarten directress of the Hancock school, and Miss Antoinette Ford, first graduate teacher in the Irving school, appeared before the board of school inspectors yesterday and presented a request that the salaries of the kindergarten directresses be increased from $700 to $750 a year and the assistant kindergartners given $600, instead of $550. The request was referred to the committee on schools.

The delegation, which represented the Kindergartners' association and the Grade Teachers' federation, contended that the kindergarten directresses should be paid as much as the first grade teachers, in that they work as long hours and are compelled to undergo a preparation fully as severe as are the grade teachers. It was said that it is the general practice in cities of about the size of St. Paul to pay equal salaries, and that it is an unfair discrimination to pay the kindergartners less in St. Paul. In a statement presented to the board it was contended:

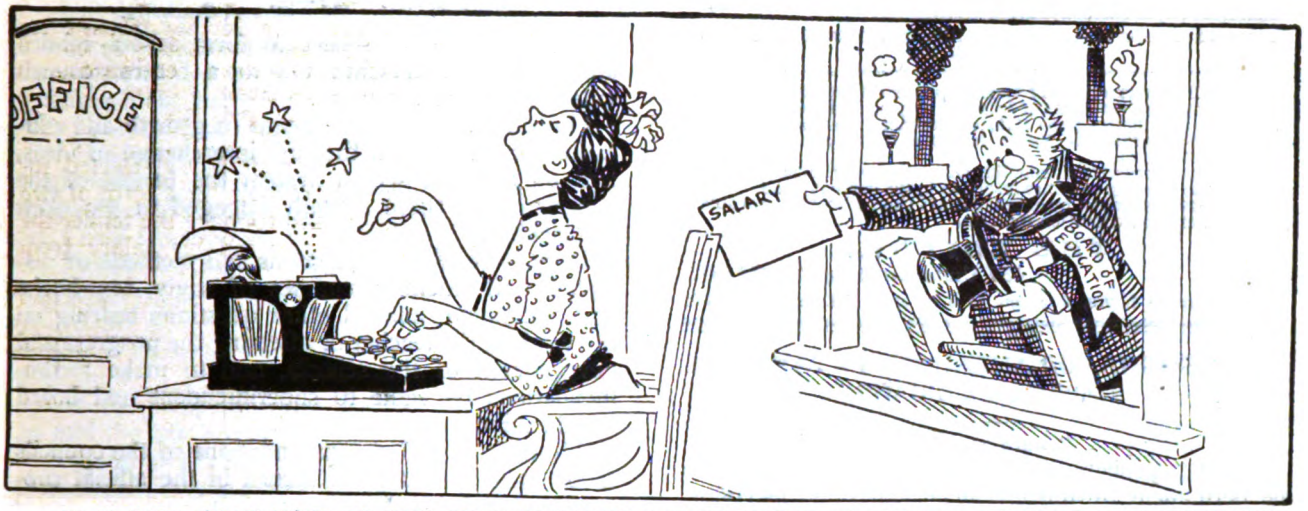
"It requires an education not only equal to that of the grade teachers to take up the kindergarten work, but specialization along certain lines. The kindergartners teach the same number of hours required in certain other grades. The difficulties found in teaching kindergarten are fully equal to those of other grades. The salaries are not sufficient to grant the expense for study and improvement desired."

It was argued that the kindergarten teachers must pass the same examination as do the primary teachers, and must in addition have a knowledge of music, both vocal and instrumental, and be thoroughly prepared in the theory and practice of kindergarten work. An average of one hour a day is required to prepare the industrial work for the pupils. The directresses of the kindergartens are frequently required to oversee the work of inexperienced assistants. Miss Whitman said:

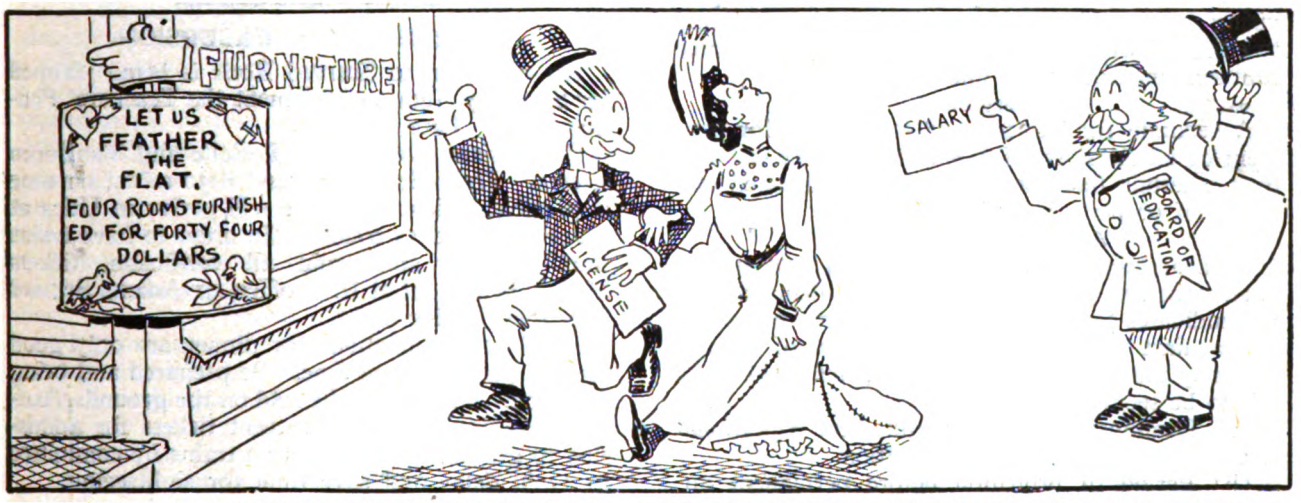
"Besides which, it must be remembered that it is necessary to put on the wraps and shoes of 100 or more pupils. This is in itself quite a task.—St. Paul *Globe*, June 2, 1904.

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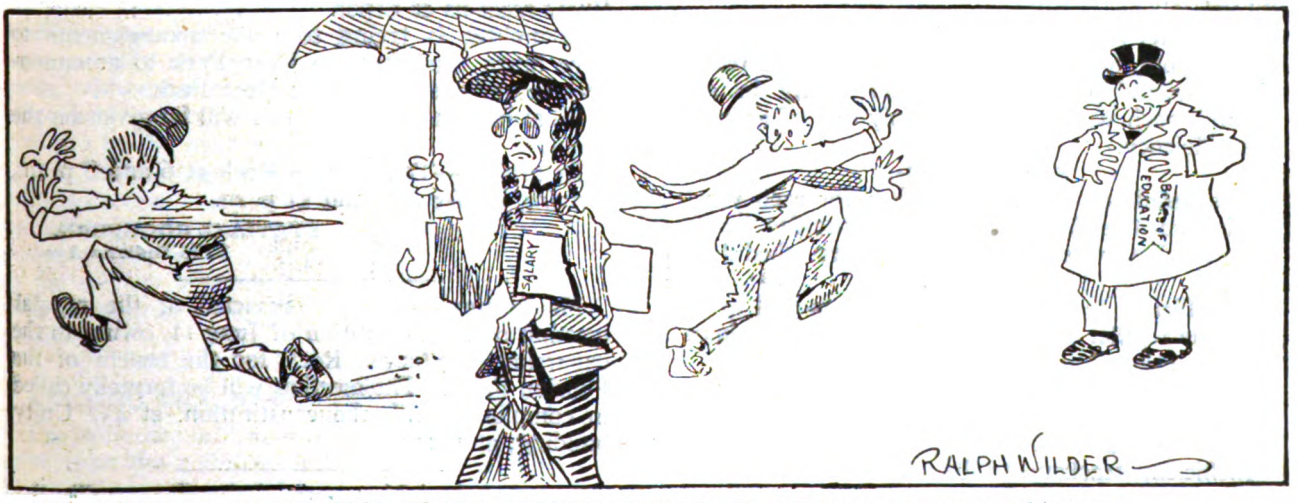
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AND HOPES BY ADVERTISING IN OUT-OF-TOWN PAPERS TO OVERCOME THIS DIFFICULTY.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

SUGGESTIONS FOR AMENDMENTS TO SCHOOL LAW FOR CHICAGO.

Tenure of Office.

After a probationary period, all appointments to be permanent during efficiency and good behavior.

Before suspension or dismissal, all permanent appointees to be entitled to a hearing before a trial commission composed of an equal number of representatives from the class-room teachers, the supervising force and the Board of Education, each body to elect its own representatives. (Supervising force to mean superintendents and principals.)

Salary Fund.

A separate fund to be used exclusively for payment of teachers' salaries, said fund to be not less than a certain fixed percentage of the assessed valuation of property in Chicago.

Entrance Qualifications.

Such a standard of scholarship and professional attainments, as entrance requirements, demanded of all candidates for appointment as will insure the service against the permanent appointment of the unscholarly and professionally incompetent and unfit, this to be secured by,

(a) Examination or other equivalent educational test before appointment on probation.

(b) Period of probation before permanent appointment under supervision competent to recognize and encourage scholarship and professional ability and with authority to eliminate the incompetent after reasonable trial in at least three different schools.

(c) After permanent appointment actual work in school room, under supervision competent to recognize scholarship and professional ability in and through such work, to be the only test of a teacher's efficiency.

Salary Schedule.

A schedule of salaries providing for each year's service, not less than the maximum specified for the same year's service in the present salary schedule.

Efficiency.

All efficient teachers to be entitled to and to receive the regular annual increase of salary till maximum in salary schedule is reached.

"Efficient teachers" to be held to mean all teachers against whom no charge of inefficiency or unfitness has been proven.

Inefficient teachers to be eliminated from the service by the superintendent after having had reasonable opportunity for improvement and a trial before the trial commission.

Maximum Number of Pupils.

The maximum number of pupils to each teacher not to exceed forty.

Representative Educational Councils.

Teachers in each school to form school council and to elect representatives to a central council (also to district councils).

Object.—To provide a means of growth and educational advancement through interchange of ideas, and to give the school system the benefit of the experience of those actually engaged in the work of teaching.

Duty.—To discuss questions and methods of discipline and teaching, courses of study, text-books and equipment, and all other questions bearing on the work of the teacher or affecting the progress and development of the schools, and to make recommendations on same to superintendent and board of education.

All findings and recommendations of the councils to be made a matter of record in the official proceedings of the board of education.

Definite provision to be made for time within the regular school hours for the meetings of the councils.

STARVED ROCK EXCURSION.

An excursion to Starved Rock is being planned for Saturday, June 11, to benefit the Teachers' Pension Fund. Fare, $1.50.

Rock Island Depot is at LaSalle and VanBuren streets. Trains leave at 8 and 8:30 a. m., on time if possible. If no delay we will arrive in Utica at between 11 and 12 o'clock. In order to have trains start promptly and avoid all confusion, tickets MUST be bought at R. I. office, 91 Adams St., *not later* than Friday night.

Hotel accommodations for dinner are only good for 100 people at one time. Be prepared and bring luncheon. Drinks may be sold on the grounds (coffee, soda, ice-cream). Ten-cent tickets for admission to grounds will be sold on trains by committee to avoid delay and save time for sightseeing.

Accommodations from Utica to Rock are as follows: Buses, 25 cents round trip, or steamer, 15 cents round trip, or half hour walk all the way. Steamer meets us at bridge, 3 blocks from depot. Buses meet us at depot.

Committee is trying to make arrangements to have buses run direct to Deer Park to accommodate those who wish to see Deer Park.

Final information about this will be given on the trains.

Returning.—Trains leave Rock at 6 and 8 p. m., arriving in city at 9 and 11 p. m.

STATIA G. ROCHFORD,
5735 Indiana Ave.

No business will be transacted at the regular meeting of the Federation of June 11, owing to the excursion to Starved Rock for the benefit of the Pension Fund. The meeting will be formally called in compliance with the constitution, at 437 Unity building, at 10:30.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, June 13, at 4 p. m., in Room 437, Unity Bldg.

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N. E. A.

ADVANCE ASSIGNMENT TO LODGING.

Anticipating the difficulty of securing good accommodations for teachers, and in holding them if unassigned, in competition with the demands of other World's Fair guests, it is urged as of the utmost importance that as many as possible secure assignments in advance by application, before June 15th, earlier if possible, to W. A. Carpenter, Secretary Local Committee, N. E. A., Board of Education Building, Ninth and Locust streets.

Extensive and carefully selected lists of hotels and private homes are now being prepared for this purpose. These lists are ready for advance assignments now.

With the co-operation of the Exposition authorities and the teachers of St. Louis a special canvass of the most desirable residence sections of the city, which fortunately are also the most accessible to the Exposition, will be made. Already a large list of private homes has been secured which are not open to the public generally and which have been tendered for certain convention bodies like the Federation of Women's Clubs, the National Educational Association, and the like. A special canvass of this list will be made by the lady teachers of St. Louis to determine the exact character and extent of accommodations, desirability, etc.

The most desirable residence districts in which accommodations will be secured are as follows: One, the smaller, southeast of the Exposition grounds, west of Grand avenue, in the vicinity of the Missouri Botanical Garden, reaching the Exposition grounds by the South Side entrances; the other, the larger, northeast and north of the grounds, extending west of Vandeventer Avenue, reaching the grounds at the North entrances. Some equally desirable places may be located in other sections.

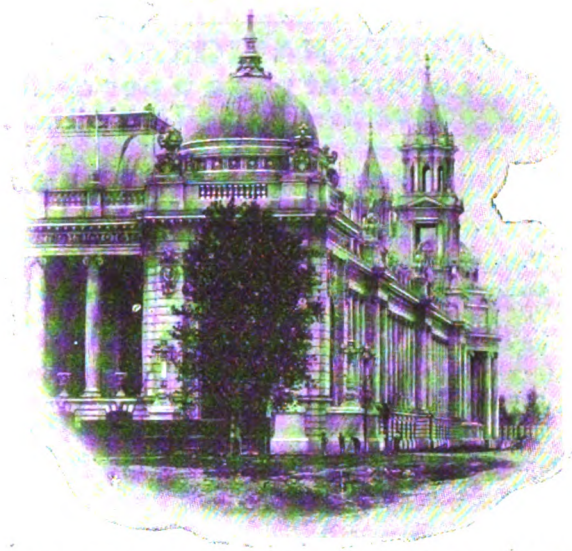
Applicants for rooms are invited to indicate choice of location if they so desire. They should state specifically number and sex of party, grouping of same, character of accommodations desired, and price they are willing to pay. It should not be expected that such rooms in private families as the Local Committee desire to recommend can be secured for less than 75 cents to $1.00 (and in some cases possibly more) for each of two persons in a room, with extra charge for meals, if desired. It is probable that the most expensive rooms will prove to be the most satisfactory.

The Local Committee will, however, spare no pains to secure the lowest possible rate with such special concessions as may be made to N. E. A. members, and will assign the most desirable rooms to the earliest applicants. It is again urged that entertainment be secured in advance and as early as possible.

CHICAGO TEACHERS' RELIEF SOCIETY.

The secretary will be at the board rooms to receive from the collectors the special assessment of $1.00 each member on Saturday, June 11, and Saturday, June 18, at 9 to 11:30 a. m.

L. J. QUANTRELL, Sec.
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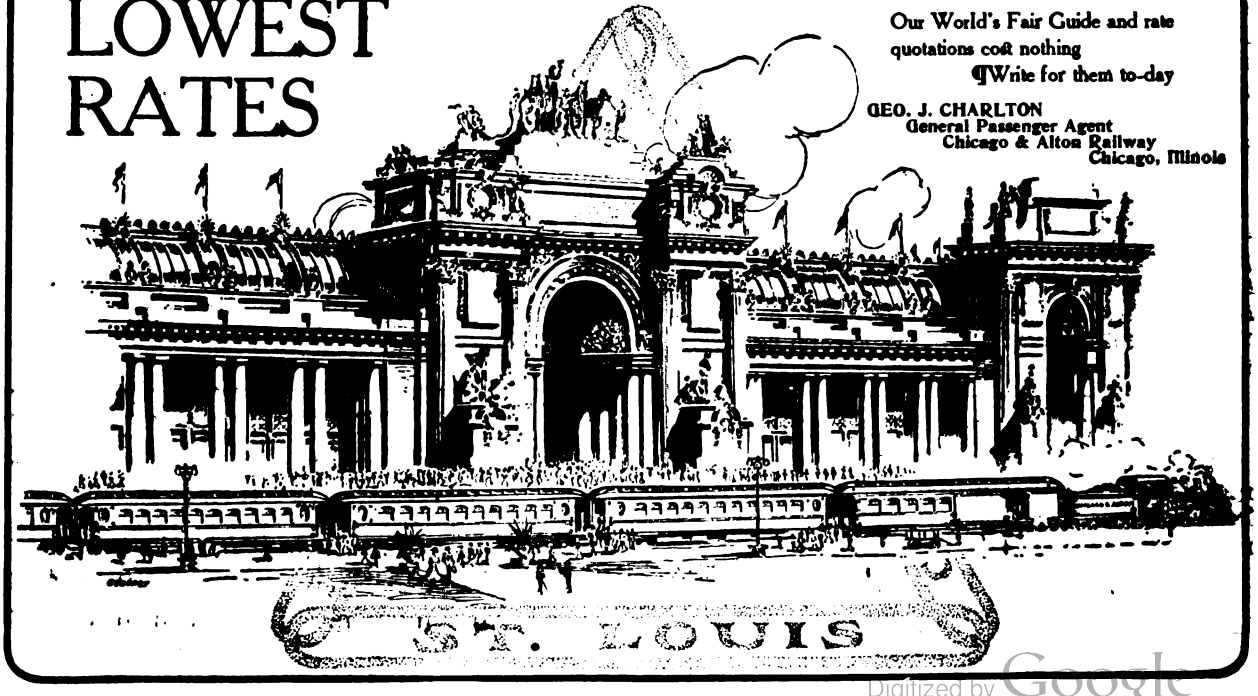
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THE
NORTH AMERICAN
REVIEW

THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

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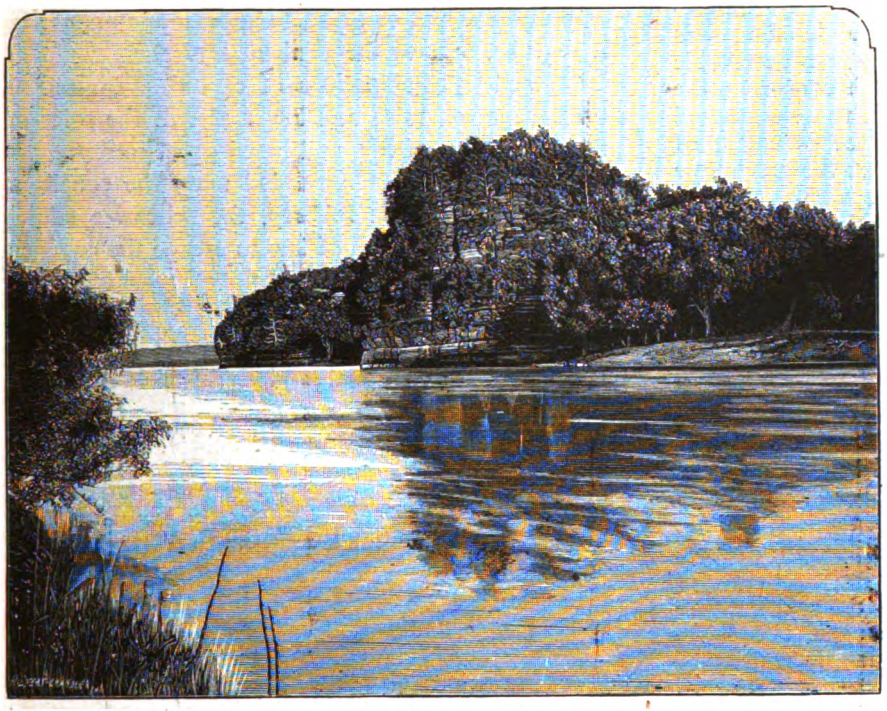
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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, JUNE 17, 1904. No. 28.



STARVED ROCK

TEACHERS AT STARVED ROCK

June could give no more beautiful day than she reserved for the teachers' excursion to Starved Rock last Saturday, and the teachers showed their appreciation by coming in crowds and bringing their friends.

Two long trains bearing twelve hundred and twenty-five people pulled out of the Rock Island depot between 8 and 9 o'clock in the morning. The party was taken through some of the most beautiful and typical scenery in Illinois. Low fertile prairies, limestone bluffs and quarries, mills overhung with toilers flew past the windows of the train. Thrifty little cities nodded "good-day" and "good-bye" to the flying party, and finally, about noon, Utica was reached.

Carriages took the party to the Rock, where lunch was spread upon the high grassy banks overlooking the Illinois river. After lunch the crowd dispersed and small parties spent the afternoon climbing the rocks, wandering through the canons, taking short boat trips or carriage rides to neighboring places of interest and beauty.

There is no spot in America more storied than the region about Starved Rock. Tales of romances and adventure, earnest religious zeal and cruel warfare cling about its streams and hills. Here it was that Marquette and Joliet landed in 1673 and began their work among the Illini in their great village of Kaskaskia; here it was that LaSalle and Tonti, impressed by the natural advantages of the steep-sided rock, established Fort St. Louis in 1681; and here it was that the last remnant of the Illini perished in 1770.

The name "Starved Rock" is a memory of that terrible siege. Pontiac, the great Pottowamie chief, had been killed by an Illini warrior, and his followers vowed a war of extermination upon the tribe of his murderer. For many days they fought furiously. Finally the Illini, reduced to a few warriors, took refuge upon the summit of the rock. Here, within sight of plenty, they were slowly starved to death. "They could see the ripe corn in the field; below them at the base of the rock flowed the river appearing to mock their thirst." One by one the nearest ones crept away under the bushes to die. The strongest ones lived for a time upon their dead, but were finally set upon and tomahawked by a party which climbed the rock.

Sitting upon the rock on a beautiful, calm June day looking out over the gently flowing water and the peaceful valley with its rich fields and gardens the thought comes to mind, how fruitless was it all!

The first train for Chicago left at six and second at eight o'clock. The wanderers gathered in groups to talk over the day's events. No one had seen enough and all felt regret for the rocks still left to climb and the canons to explore.

The desire to visit Starved Rock again was so generally expressed that another trip was announced for next fall. As a result of the trip the pension fund is about $625 richer.

IS A TEACHER A FELLOW SERVANT?

Attention is called to the article in this issue under the head "Fellow Servant." Is a teacher a "fellow-servant" of the engineers and janitors? If so, would the teacher have any right to damages from injury caused by the carelessness or incompetence of an engineer or janitor or other employe of the Board of Education? A workman in a school room not long since caused a window pole to strike a teacher on the head, injuring her eye. If he had seriously injured or caused her death would the city be liable or would he be declared by the courts to be the teacher's "fellow-servant"?

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ST. PAUL BOARD OF EDUCATION AND THE BOOK TRUST.

Teachers No Voice in Selecting Books.

(Editorial from St. Paul Pioneer Press, June 4, 1904.)

The proceedings of the board of education in the matter of text books for the next three years will cause a general smile. For it was the same old farce with all disguise stripped off. The selection of the books, it will be observed, was left by the majority of the board entirely to the superintendent, Mr. Smith, who it is well understood was chosen for that position because he was acceptable to the American Book company. Accordingly, the great bulk of the books selected are those published by that company. Mr. Holman, the president of the board, earnestly protested against the precipitate action of the text book committee which, without any previous investigation of the relative merits of the books, presented as its report one which its chairman said was prepared by the superintendent. Mr. Holman said he had never seen this report and asked that action be delayed until he had time to prepare a report, believing, he said, that it was the most important question that had come before the board during his membership. He argued that the selection of text books should be delayed until the course of study in the grades and high school had been settled and said that there had been no consultation with the principals and teachers of the various schools as is done in other cities. He avowed that many of the leading book men of the country will not come to St. Paul to attempt a useless competition in a field which he said with caustic significance was "covered by and in control of the book trust." If the proper course was pursued the contract now given almost exclusively to the book trust would probably be divided among half a dozen companies and there was no reason for rushing through this contract for three years in which the full retail price was awarded without any reduction for the three years or for the magnitude of the supply. Mr. Holman then proceeded to object to the history, the grammar, the language, the spelling and the music books offered by the American Book company. He described some of these books as "fit only for the rubbish pile." The music book had been condemned by the local supervisor of music. He wanted to get the selection of text books on a foundation independent of the book trust.

Notwithstanding this vigorous protest the board adopted the majority report—Mr. Holman alone voting in the negative. His one vote nevertheless has behind it the great bulk of the friends of the public schools and the entire weight of the intelligent public opinion of the city. For it stands for independence of the school book trust—for unbending uprightness in the administration of the educational affairs of the public schools. His speech in support of it is a timely and emphatic remonstrance against the subserviency of the board to the school book trust which, although it fell on heedless ears in that body, will find a general and hearty support in the public sentiment of the community at large.

CHIEF JUSTICE SCORES TRUST METHODS.

As Member of Methodist Conference Committee on Industrial Peace Reads Remarkable Report.

Defends Cause of Workingmen.

Speaking before an audience of 4,000 at the General Methodist Conference at Los Angeles last week Chief Justice Lohr of Delaware said:

"When successful, the robber in gilded effrontery may lead the four hundred, while the common thief who steals a loaf of bread to appease his hunger is, it may be, sent to the penitentiary.

"Heartless combinations of capital, organized as trusts, control, raise and lower at will the price of the necessaries of life, and breed great unrest.

"Stocks have been unloaded upon the people in schemes of gigantic robbery, the schemers taking care only in violations of law to escape the common jails."

These statements form a part of a most remarkable report to the Conference presented by the Committee on International and Industrial Peace, of which Justice Lohr is a member. The reading of the report aroused a storm of debate.

John Young, a layman from New Hampshire, immediately found fault with the report on the ground that it was incendiary in its reference to the industrial question. Others agreed with Chief Justice Lohr in the strength and fearlessness of the utterances it contained.

Here are other statements to which Judge Lohr asked the approval of the Conference:

"In the industrial world gigantic corporations with impersonal relations to their employes have largely monopolized manufacturing and industrial pursuits. Under the spur of greed and competition, they demand of their employes maximum labor at minimum wages. The stricken toiler turns upon the oppressor. The grasping monopolist and the walking delegate are representatives of these two opposing forces. In the main, public sympathy is generally and rightfully with the toiler.

"We were delighted to hear that the great convention of Locomotive Engineers, now in session in this city has announced that strikes shall be no more, and that the rule governing labor and capital shall hereafter be the Golden Rule.

"The Methodist Episcopal Church is essentially a church of bread-winners. Her people are largely the sufferers from the ills which have been enumerated. It is becoming, therefore, for her to put herself boldly and fearlessly on the side of the peaceful arbitration of all human disputes."

The remedies suggested for the industrial situation are that Congress shall establish a "Permanent National Peace Court," and that there shall also be established a "Permanent, Periodic, International Congress." It is suggested that, if Congress has not power to compel the submission of industrial questions to a national peace court, it may be given such power.

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WHAT IS A "FELLOW SERVANT"?

It is a settled rule of law that when one employe is injured through the neglect or blunder of a "fellow servant" the employer is not liable in damages. The courts have held that where one employe is necessarily exposed to hazard by the carelessness of a coemploye he must be supposed to have voluntarily taken the risk of that carelessness. If he notices that one of his fellow workers is negligent or unskillful, and hence a dangerous man to work with, it is his duty for his own protection to notify the employer.

The law may seem plain enough, but there are continual disputes over what is a "fellow servant." If a dozen men are lifting a beam and one is careless and another is injured, clearly the employer is not liable. If the men obey the blundering order of a foreman and one is hurt, the foreman is not a fellow servant, but a representative of the employer, who is liable. There are more complicated cases than this. There is, for instance, the one passed on by the Supreme court of the United States this week and determined by a vote of five to four.

A fireman on the Northern Pacific was killed in a collision caused by the negligence of a telegraph operator and station agent working for the road. The operator gave the train dispatcher incorrect information about the movements of trains which caused him to give an order which resulted in the collision. The Circuit Court of Appeals was uncertain whether the operator was a "fellow servant" of the fireman or a "vice principal" of the company, and asked the Supreme court to determine the point. Justice Brewer and four others say he was a "fellow servant," and Justice White and three others that he was not. The majority governs.

Railroad officials will agree with Justice Brewer and railroad employes with Justice White. Those who belong to neither class will be divided in their opinions, but the majority of them will think that the operator was not a "fellow servant" about whose lack of competency and liability to be dangerously negligent the fireman had sufficient means of getting information; that it was the duty of the company to have a competent man in his place, and that if it put an incompetent man there it ought to pay for his blunders. But the Supreme court has decided otherwise.—*Chicago Tribune.*

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AN INCORRIGIBLE.

[From an Exchange.]

This story is told at the expense of a recently appointed supervisor of a public school in Philadelphia: One day she happened to be visiting a school where a young incorrigible was undergoing punishment for a series of misdemeanors.

The teacher cited him as "the worst boy in the school—one I can't do anything with. I've tried everything in the way of punishment."

"Have you tried kindness?" was the gentle inquiry of the other lady.

"I did at first, but I've got beyond that now."

At the close of the session, according to the Philadelphia Ledger, the lady asked the boy if he would call and see her on the following Saturday. A boy arrived promptly at the hour appointed. The lady showed him her best pictures, played her liveliest music and set before him a luncheon on her daintiest china, when she thought it about time to begin her little sermon.

"My dear," she began, "were you not very unhappy to have to stand in the corner before all the class for punishment?"

"Please, ma'am," broke in the boy, with his mouth full of cake, "that wasn't me you saw. It was Pete, and he gave me 10 cents to come here and take your jawing."

Lose this day loitering, it will be the same story
To-morrow, and the rest more dilatory.
Thus indecision brings its own delays,
And days are lost tormenting over other days.
Are you in earnest? Seize this very minute;
What you can do, or dream you can, begin it;
Boldness has genius, power, and magic in it;
Only engage and then the mind grows heated;
Begin, and then the work will be completed.
—Goethe.

Guest (impatiently)—Say, waiter, how long have you been employed here?

Waiter—'Bout a week, sah?

Guest—Oh, is that all? Then I must have given my order to some other waiter.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

RESOLUTIONS ADOPTED BY CHICAGO FEDERATION OF LABOR JUNE 5, 1904.

Whereas, The Chicago Board of Education has advertised in the Educational Journal of this country for candidates for the teachers' examination to be held June 27th and 28th, stating that there is a scarcity of teachers in Chicago, and,

Whereas, This scarcity of teachers is due to the arbitrary rulings of the Board of Education in regard to cadets and experienced teachers, as shown by the following facts: At present there is a waiting list of cadets, some of whom have been waiting three years. These cadets are graduates of the Chicago High Schools, have passed the necessary examinations (including a physical examination) to enter the Normal School, have spent two years at the Normal School, have passed all examinations at the Normal School and have cadetted from one to three years in various public schools of this city absolutely without pay, except for ocacsional substituting. All this requires a preparation which practically amounts to an apprenticeship of about nine years, after leaving the Grammar School; thus making the age of a beginning teacher at least twenty-two years. The beginning salary is $550 a year. This practically bars the children of the workingman from teaching in the public schools. There are only 70 graduates at the Normal School this year, as against 350 or over in previous years; and,

Whereas, The statement in the Educational Journals in regard to salaries is misleading, the schedule given ranging from $550 to $1,000. As a matter of fact, no grade teacher has ever received $1,000 a year. For the last few years the salaries have depended upon the mood of the Board of Education—they raised or lowered them whenever they pleased. At present the salaries range from $550 to $875; $875 is the salary for the seventh year and is the maximum salary for every grade teacher, except a few eighth grade teachers—not head assistants—who get $900. No grade teacher can get more than this unless she passes a so-called promotional examination. If she passes, her salary is raised $50 a year until the $1,000 is reached. The promotional examinations are denounced by the leading educators in the country as the knowledge necessary to pass them does not in any way assist the teacher in her daily work and is in no way a test of the teacher's efficiency.

Conscientious teachers who have the welfare of their pupils at heart, and who devote their entire time to teaching and not personal gain, cannot take the time and strength from their daily work to prepare for them; and,

Whereas, The Board of Education reserves the right to discharge teachers at any time, with or without cause, and to raise or lower the salaries at any time; therefore, be it

Resolved, By the Chicago Federation of Labor, that a committee be appointed whose duty it shall be to inquire into these conditions and take suitable action to notify through the labor press all prospective candidates for these examinations that the statements made in the educational journals are misleading and not supported by facts.

EQUAL PAY FOR MEN AND WOMEN.

Sections of Constitution of Chicago Federation of Labor Adopted June 12, 1904.

Sec. 8. To shorten the hours of labor to eight and to secure equal pay for equal service for both men and women.

*Sec. 12. To secure the election of the Chicago Board of Education by direct vote of the people.

A VICTORY.

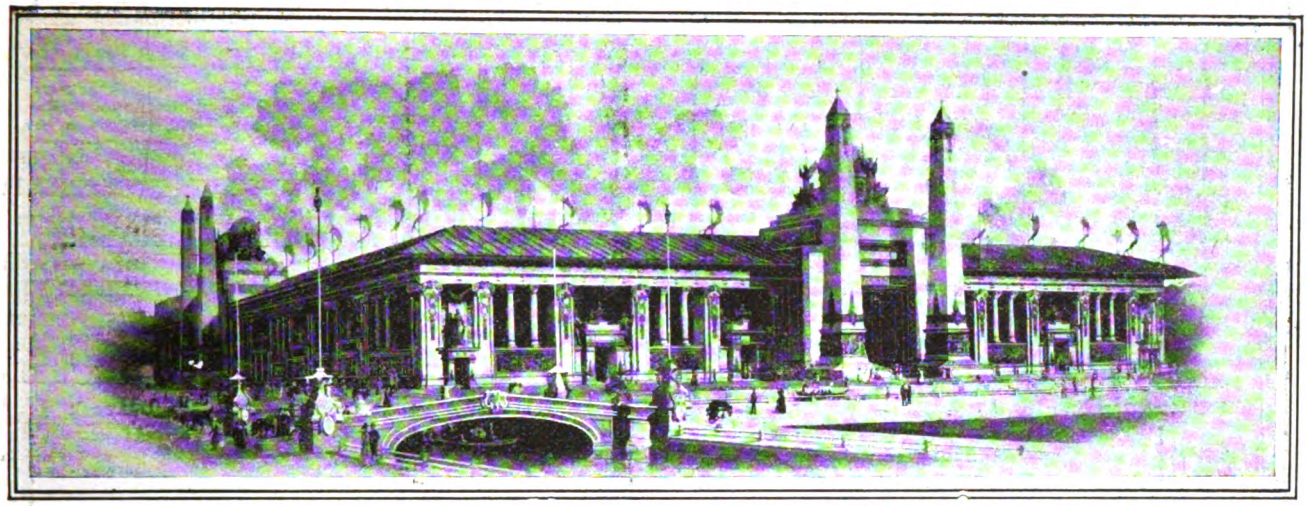
The Record-Herald says concerning the recent vote on the proposition to have the Chicago School Board elected by the people which would mean women people as well as men people:

"The equal suffragists watched for the result of the referendum on this question with more than passing interest, and with visions of greater franchise power in relation to the selection of educational officials. And the result was most gratifying. Out of a total vote of 173,885 on the school board question, those in favor of the popular election plan had a majority of 58,825.

Illinois women are not allowed to vote for state superintendent of schools for the simple but valid reason that the provisions of the state constitution stand in the way. This official being specifically mentioned in the constitution, the terms of that document set forth the fact that he must be chosen by "male electors," and this effectually cuts out electors of the opposite sex. So it must remain until the present constitution is amended or a new one is adopted.

On the other hand the Illinois Supreme Court has enunciated the principle that women may be eligible as electors for officials whose offices do not fall under the constitution ban but are created by acts of the legislature. Hence all that is necessary to give women their rights in this regard is for the legislature to make the Chicago School Board elective and the women of Chicago can vote for the election of the members, as the legislature of Illinois has granted women the right to vote for elected school boards in Illinois.

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PALACE OF MINES AND METALLURGY.

SPECIAL TRIP TO THE N. E. A. AND WORLD'S FAIR.

A special party will leave Chicago on the morning of Monday, June 27th, for St. Louis and the N. E. A. Arrangements have been made to accommodate all comfortably who wish to go, either in special train or special car. Those going on Monday have the privilege of returning any time before the first of September.

Visitors at the Fair who have returned to Chicago speak in most enthusiastic terms of the Exposition and no one who is intending to take a vacation outside the city should miss the opportunity of attending the N. E. A. and seeing the Exposition.

Comfortable rooms may be obtained within walking distance of the fair ground and addresses will be furnished to applicants at this office. It is important to register at once in order that proper provisions may be made.

Tickets can be purchased now or at any later time. It is advised that arrangements be made early so as to avoid the crowd of the general public.

CHICAGO TEACHERS' FEDERATION,
Transportation Committee

N. E. A. Membership a Condition.

While advance assignments will be made without requiring presentation of N. E. A. membership certificate, it is understood that each one who applies for entertainment to this committee will, in such application, agree to become a member of the Association, either active or associate and in all cases will present such membership certificate at the time of settlement of the bill. After arrival in St. Louis no assignments will be made until after membership registration.

Special Concession on Admissions.

In order to aid the plans of the Association and to facilitate the studies of the exhibits to follow the convention meetings, the authorities of the Exposition and of the Association have made an arrangement whereby membership in the Association and an admission coupon ticket providing for ten admissions to the Exposition, to be used within fifteen days of the date-stamp on same, may be purchased for $5.00—the regular price of the admissions alone.

Since the main Bureau of Registration will be located within the grounds at the Town Hall, of the "Model City" it is further provided that these special admission coupons may be sold in advance with the N. E. A. membership certificate through the office of the Secretary of the Association—or such representatives as he may appoint.

It is provided that the first admission coupon (but no others) will be good for admission without signature or date-stamp, in order to enable the holder of an advance coupon ticket to use one coupon for the first admission. The ticket should then be presented at the Registration Bureau, with the corresponding membership certificate that it may be signed and dated before the second coupon is used. This is important since the gate keepers will be instructed to take up any ticket presented the second time without date stamp and signature.

These admission coupon tickets may be secured in advance at any time between April 25 and June 20 by remitting to Irwin Shepard, Secretary, N. E. A., Winona, Minn., five dollars ($5.00) by Draft, Express or Postal Money Order, for which an N. E. A. membership certificate for the St. Louis meeting and a ten-admission coupon ticket will be sent in return.

The admission coupon tickets purchased in advance may be used on and after June 25, but must be presented for signing and stamping before June 30.

These special N. E. A. ten coupon admission tickets are non-transferable, but if the advance purchaser is unable through sickness to attend the convention, it may be returned, with a physician's certificate of disability, to Secretary Shepard, any time before July 1, and its full value will be refunded. No refund of N. E. A. membership will be made since its value will be returned in a copy of the annual Volume.

On and after June 25, but not later than June 30, these ten admission coupon tickets may be purchased at the time of membership registration in St. Louis.

Any holder of an N. E. A. membership certificate (St. Louis meeting) either active or associate, on which an N. E. A. admission coupon ticket has not been issued, may purchase the latter on application and presentation of the membership certificate at the Registration Bureau in St. Louis, either at Music Hall (downtown) or at the Town Hall, on the grounds, on the terms mentioned above, receiving full credit for the membership certificate

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With each bond is given as a bonus, an equal amount of stock consisting of 9-10 Common Stock, and 1-10 Preferred Stock. For each $100 00 invested therefore, you will receive a $100 5 per cent Gold Bond; $90.00 in Common Stock, and $10.00 in 6 per cent Cumulative Preferred Stock.

Arrangements have been made so that investors may pay for the bonds in monthly installments of $3.00 on each $100.00 bond. Payments to begin in June and to be made on, or before, the 15th of each month.

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If you will drop into the office any afternoon after school, or in the evening by appointment, we can show you how you can make some money during the vacation by helping us place these bonds.

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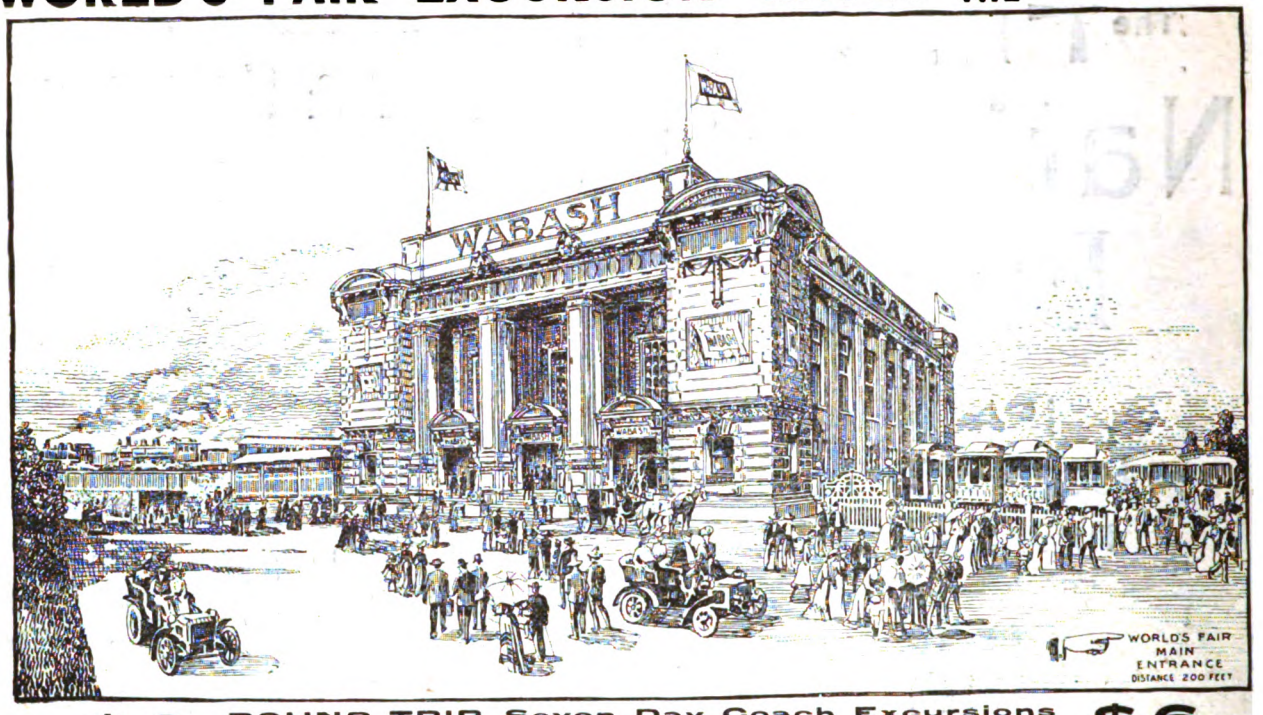
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THE NORTH AMERICAN REVIEW

THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, JUNE 24, 1904. No. 29.

BOARD OF EDUCATION.

Wednesday, June 22, 1904.

The Committee on School Management presented the following reports:

That the following named assistant superintendents, district superintendents, supervisors, special teachers, principals and teachers be continued in the employ of the Board for the ensuing school year, subject to the probation and certificate rules, and subject also to the transfer from grade to grade, and from school to school by the Superintendent of Schools whenever necessary for the good of the service, and subject to all rules now in force relating to suspension or dismissal of teachers for cause.

Teachers designated by a star (*) are elected on probation.

(Here followed the list.)

That Theresa B. Murphy, Head Assistant of the Longfellow School, be transferred to the position of Head Assistant of the school at Schubert and Monticello avenues.

The following transfers of principals of elementary schools:

Elizabeth T. Spieker, from the principalship of the James A. Sexton School to the principalship of the Wicker Park School, vice Agnes M. Brown, deceased.

George D. Plant, from the principalship of the Seward School to the principalship of the Burroughs School.

James E. Welch, from the principalship of the school at 15th place and Washtenaw avenue to the principalship of the Colman School, vice Daniel O'Connor, transferred.

Wm. J. K. Bowen, from the principalship of the Corkery School to the principalship of the school at 15th place and Washtenaw avenue.

Daniel O'Connor, from the principalship of the Colman School to the principalship of the Corkery School, vice Wm. J. K. Bowen, transferred.

Bertha S. Armbruster, from the principalship of the Foster School to the principalship of the Ohio Street School, vice Peter A. Mortenson, transferred.

Peter A. Mortenson, from the principalship of the Ohio Street School to the principalship of the school at Schubert and Monticello avenues.

Mary B. Catelain, from the principalship of the Scammon School to the principalship of the Foster School, vice Bertha S. Armbruster, transferred.

Margaret C. Adams, from the principalship of the Longfellow School to the principalship of the Scammon School, vice Mary B. Catelain, transferred.

That Robert L. Hughes, who holds the necessary certificate, be elected to the principalship of the James A. Sexton School, vice Elizabeth T. Spieker, transferred, and that his salary be fixed at the 7th year of the schedule, $1,800; and that Clarence E. De Butts, who holds the necessary certificate, be elected to the principalship of the Seward School, vice George D. Plant, transferred, and that his salary be fixed at the 6th year of the schedule, $1,900.

That Alice B. George, who has been assisting Mr. Curtis in the Blind Department at the Clarke School, has resigned, and that the Superintendent be given authority to select from the graduating class of the Normal School a cadet, who shall be allowed substitute's pay while taking this special training given by Mr. Curtis, and who shall be assigned to work in the Blind Department after four months' successful cadetting.

That Anna C. Grannis be elected teacher in charge of the McPherson School, which is more than one-half mile distant from the main building and has four rooms, and that she be paid for such extra service as head of the branch the sum of $75 per year in addition to her regular salary, according to the rules of the Board for such appointments.

That the Superintendent has placed the names of the following teachers on the unassigned list in accordance with the rules:

Allport, Evangeline S., Wicker Park.
Atwood, Lenna G., Morris.
Bosworth, Clara L., Beale.
Burch, Maud, Scott.
Hevle, Carrie, Morris.
Lutiger, Mary, Morris.
Von Holland, Helene, Beale.
Witt, Anna L.

That the Superintendent has granted leaves of absence for the purpose of study until June 25, 1904, to the following named teachers, in accordance with the rules:

Barry, Kathryn, Talcott School, to date from Nov. 6, 1903.

Black, Jessie E., Normal School, to date from Sept. 1, 1903.

Tennent, Margaret, Fernwood School, to date from Oct. 13, 1903.

Wallenberg, Clara, Wicker Park, to date from Oct. 12, 1903.

That the Superintendent had made assignments and transfers of elementary teachers according to the following list, since the date of his last report, and recommends concurrence in his action.

Assignments of elementary teachers:
Brookhouse, Margaret C., to Ryerson.
Evans, Lillian E., to Marsh.
Gallagher, Margaret E., to Bismarck.
Glasheen, Nellie F., to Burley.
Griffiths, Florence, to Greene.
Lane, Fannie M., to Avondale.
Lydiard, Lorna, to Motley.
McKay, Margaret V., to Brighton.
McKee, Margaret J., to Carter.
Nay, Ethel B., to Brown.
Person, Matilda, to Carpenter.
Rix, Francis L., to Drummond.
Ryan, May E., to Corkery.
Sorenson, Andrea M., to Jirka.
Taylor, Nellie F., to Columbus.
Whitcomb, Kate, to Von Humboldt.
Wilson, Henry H., to Brentano.

Transfer of elementary teachers:
Beryson, Grace, from Prescott to Thomas School.
Connors, Frances G., from Marsh to Wadsworth School.
Hartley, May, from Burley to Schneider School.
Kingsley, Nellie, from Bismarck to Prescott School.
Lynch, Lucy A., from Jirka to Cooper.
Powers, Kathleen J., from Corkery to McAllister.
Rowe, Ella A., from Wadsworth to Pullman.
Tidball, Jeannette, from Von Humboldt to Morse School.
Snitzer, Agnes R., from Harrison to Kozminski.
Boyles, Eva E., from Kozminski to Harrison.
Lane, Fannie M., from Avondale to Bancroft School.
Lane, Fannie M., from Bancroft to Brentano School.

Transfer of kindergarten teacher:
Schindler, Louise, from Jones to Phil. Sheridan.

That the Superintendent has received and accepted the resignations of the following named teachers and recommends concurrence in his action:

Bevans, Laura H., Normal; Elrod, Ephraim W., Parental; Elrod, Lulu M., Parental; Faucette, Ella M., Moseley; George, Alice B., Clarke; Hagen, Nina Hillstad, Bancroft; Kissell, Mary Lois, Kosminski; Shanklin, Susanna A., Brown; Taylor, Clinton O., Normal; Wallis, Sidonia, Marshall High; Wilson, Henry H., Brentano; Withrow, Amy, Hammond.

That the following named persons have successfully completed the one year's course in Manual Training in the

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Chicago Normal School, and recommends that they be granted certificates showing the completion of a one year's course in Manual Training, and also partial certificates to teach Manual Training in the elementary schools: Holmes, Laura E.; Rise, Florence; Tennent, Margaret.

That the following named persons have successfully completed the one year's course in cookery in the Chicago Normal School and recommends that they be granted certificates showing the completion of a one year's course in cookery, and also partial certificates to teach cookery in the elementary schools: Barry, Kathryn; Buchholz, Laura H.; Cowan, Margaret L.; Evoy, Euphemia E.; Gaylord, Marion; Hall, Myra L.; Hartwell, Mary; Holmes, Helen M.; Mendsen, Ella J.; Moore, Jennie D.; Ropp, Mina H.; Winchell, Cora M.; Winchell, Florence E.; Wolcott, Myra; Wolcott, Nellie.

That the following named persons have successfully completed the one year's course in sewing in the Normal School, and recommends that they be granted certificates showing the completion of a one-year's course in sewing, and also partial certificates to teach sewing in the elementary schools: Hubbell, Stella M.; Low, Clara E.; Merritt, Mary C.

That the Longfellow and Komensky Schools are on the same school site. Heretofore each building has had a principal. By consolidating the two schools under the management of one principal there can be better grading, harmonizing and conflicting interests, and economy by saving the salary of one principal.

"The Superintendent therefore recommends the consolidation of the Longfellow School and the Komensky School, and that the same be hereafter known as the Komensky School."

Concurred in.

MAKES PLEA FOR SCHOOL TEACHER.

President William R. Harper of the University of Chicago, in an article which appeared yesterday in the World Today, declared school teachers were underpaid, undervalued, and victims of the public's injustice. He held the end of a lifetime of unselfish labor must be one of poverty and silent tragedy.

The salaries paid throughout the country, President Harper said, were inadequate even for living expenses, and did not begin to compensate for the talent, the technical preparation, the moral character of the work, and professional expenses demanded by the career.

Chicago Salaries Among Lowest.

Chicago, he showed by figures, paid its teachers almost the lowest salaries known to any large city in the country.

"In Boston," the article stated, "teachers are paid from $1,620 to $3,060; grammar school and elementary teachers, $936 to $2,340. In Chicago salaries range from $850 to $2,000 in the High schools, from $500 to $825 in the graded schools. San Francisco pays from $900 to $1,350 in its High schools."

After giving wages paid in other places President Harper writes:

"Can any intelligent person read these figures and willingly say they represent a satisfactory situation? It seems to me the salaries are grossly inadequate. I desire to protest against the injustice done this great body of faithful public servants. When the five are taken together the case against the present policy is overwhelming in its strength.

Arguments Against the System.

1. The salaries paid are insufficient in view of the grade of talent demanded for the work of instruction. It is universally recognized that strong qualities are called for in a teacher, and that a successful teacher is one who can succeed likewise in a multitude of ways outside the profession of teaching. Yet we are willing to pay to our children's teacher a salary far less than is paid in many cases to the keeper of our horses or to the keeper of our cattle.

2. The salaries paid are insufficient in view of the large amount of technical preparation required for the performance of the duties of the office. Years of preparation are required; first in the High school and later in the college or professional school. Is it justice to those who have pursued this laborious course that in the end they should find themselves limited to a salary so small as to seem pitiful in view of the hardship undergone and the expense which has been incurred?

3. The salaries paid are insufficient in view of the character of the work required of the teacher. The four or five or six hours in the schoolroom require a strength of body and a strength of mind as great as is required in the practice of any profession. In no other work can it be so truly said that the toiler gives forth of his own strength to the one for whom he toils.

4. The salaries paid are insufficient in view of the necessary professional expense connected with a teacher's life. The teacher who is to maintain his or her position must read daily. This requires the purchase of many books. At least 20 per cent of the teacher's salary can be spent to advantage in this kind of effort to renew the mind and the body. Can it be done on the present basis of salaries?

5. The salaries paid are insufficient in view of the provision which should be made beforehand for old age. It is a serious question whether a woman over 50 or 55 years of age can teach in the grades. But what is there left for a teacher who is compelled to give up her work at the age of 50 or 55? No new occupation can be taken up. The work of life is practically finished and yet the individual must go on living possibly many years.

Declares Picture a Dark One.

"The picture," Dr. Harper concluded, "is a dark one. Many, many tragedies lurk in the background. It is a picture the sight of which ought to inspire every parent to undertake a contest with the authorities for better salaries; because better salaries mean better talent, better preparation, a higher character of work, the taking advantage of larger opportunities, and, in addition, the privilege to which every man or woman who has given up life for the sake of others is entitled—the privilege of a quiet and comfortable old age.

"Why does this injustice continue? Because the eyes of parents, as well as of those in authority, are blind. How can they be opened? Let us ask ourselves this question and let us find an answer for it."
—Chicago Tribune, June 19, 1904.

TOMLINS NATIONAL INSTITUTE.

From June 27 to July 29, at Handel Hall, Chicago, William L. Tomlins will conduct a five weeks' summer session of the Tomlins National Institute. This will be a music school for teachers and it is more than likely that it will be the last summer school of this character personally conducted by Mr. Tomlins. Extended duties connected with the larger interests of the National Institute will so occupy the time of this great teacher that the summer school, in which he takes great interest, will in all probability have to be placed in other hands next year, or, closed altogether.

Teachers who have enjoyed the privilege of in-

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struction from Mr. Tomlins will, under the circumstances, realize the value of the opportunity which is now presented to them, a privilege which may not again be granted. During this five weeks of music study the class will meet each day, excepting Saturday, the sessions occupying the mornings from 9:30 to 12:30, and the work will be divided into two departments. 1: The work which relates to the pupil. 2: The work which relates to the teacher's own powers, voice, musicianship, etc. In the afternoon the class will be divided into small groups, according to grade, and the instruction of the morning session is "rubbed in," tabulated and applied to individual requirements by special teachers, trained by Mr. Tomlins.

The work to be done is of the greatest practical value to school teachers and differs radically from that offered by any other method of music training. It grounds the teacher in the preparatory work in making ready classes for the monthly visit of the supervisor. In addition to this it makes clear the relation of music to life, co-ordinating it with the ordinary studies.

Teachers who can avail themselves of this opportunity should by all means embrace it, and, for the good of the community, should enlist their friends.

The tuition for this five weeks of superexcellent musical study is $25. Full review of the course, which is unusually broad and varied, cannot be given here, but all who are interested should address, for circulars and detailed information, Wm. G. Smith, secretary Tomlins National Institute, 40 Randolph Street, Chicago.

SPECIAL TRIP TO N. E. A. AND WORLD'S FAIR.

A special party will leave Chicago on the morning of Monday, June 27th, for St. Louis and the N. E. A. Arrangements have been made to accommodate all comfortably who wish to go, either in special train or special car. Those going on Monday have the privilege of returning any time before the first of September.

Visitors at the Fair who have returned to Chicago speak in most enthusiastic terms of the Exposition and no one who is intending to take a vacation outside the city should miss the opportunity of attending the N. E. A. and seeing the Exposition.

Comfortable rooms may be obtained within walking distance of the fair ground and addresses will be furnished to applicants at this office. It is important to register at once in order that proper provisions may be made.

Tickets can be purchased now or at any later time. It is advised that arrangements be made early so as to avoid the crowd of the general public.

The Wabash train will start from the Dearborn station and the Alton from the Union Station at 9 a. m. and will reach St. Louis at about 5:30 in the afternoon. The Wabash, Alton and Illinois Central have made a special rate for Monday of $8.00 for the round trip, good for ten days, excluding the day of going. Sixty day tickets are on sale for $10.00, good any day.

CHICAGO TEACHERS' FEDERATION,
Transportation Committee

N. E. A. Membership a Condition.

While advance assignments will be made without requiring presentation of N. E. A. membership certificate, it is understood that each one who applies for entertainment to this committee will, in such application, agree to become a member of the Association, either active or associate and in all cases will present such membership certificate at the time of settlement of the bill. After arrival in St. Louis no assignments will be made until after membership registration.

Special Concession on Admissions.

In order to aid the plans of the Association and to facilitate the studies of the exhibits to follow the convention meetings, the authorities of the Exposition and of the Association have made an arrangement whereby membership in the Association and an admission coupon ticket providing for ten admissions to the Exposition, to be used within fifteen days of the date-stamp on same, may be purchased for $5.00—the regular price of the admissions alone.

Since the main Bureau of Registration will be located within the grounds at the Town Hall, of the "Model City" it is further provided that these special admission coupons may be sold in advance with the N. E. A. membership certificate through the office of the Secretary of the Association—or such representatives as he may appoint.

It is provided that the first admission coupon (but no others) will be good for admission without signature or date-stamp, in order to enable the holder of an advance coupon ticket to use one coupon for the first admission. The ticket should then be presented at the Registration Bureau, with the corresponding membership certificate that it may be signed and dated before the second coupon is used. This is important since the gate keepers will be instructed to take up any ticket presented the second time without date stamp and signature.

These admission coupon tickets may be secured in advance at any time between April 25 and June 20 by remitting to Irwin Shepard, Secretary, N. E. A., Winona, Minn., five dollars ($5.00) by Draft, Express or Postal Money Order, for which an N. E. A. membership certificate for the St. Louis meeting and a ten-admission coupon ticket will be sent in return.

The admission coupon tickets purchased in advance may be used on and after June 25, but must be presented for signing and stamping before June 30.

These special N. E. A. ten coupon admission tickets are non-transferable, but if the advance purchaser is unable through sickness to attend the convention, it may be returned, with a physician's certificate of disability, to Secretary Shepard, any time before July 1, and its full value will be refunded. No refund of N. E. A. membership will be made since its value will be returned in a copy of the annual Volume.

On and after June 25, but not later than June 30, these ten admission coupon tickets may be purchased at the time of membership registration in St. Louis.

Any holder of an N. E. A. membership certificate (St. Louis meeting) either active or associate, on which an N. E. A. admission coupon ticket has not been issued, may purchase the latter on application and presentation of the membership certificate at the Registration Bureau in St. Louis, either at Music Hall (downtown) or at the Town Hall, on the grounds, on the terms mentioned above, receiving full credit for the membership certificate

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

PUBLIC SCHOOL CADETS.

If you want to know the reason for the scarcity of teachers ask a normal graduate who has been on the waiting list for two or maybe three years. She will tell you that she spent four years in high school, three years in the normal and then gave four months of her time, gratuitously, to some school, perhaps so far from her home that 20 cents a day for car fare was spent. She will tell you she was marked by the principal who perhaps never came near the room she was struggling with, or, if he did, it was only to find fault; perhaps the principal for whom she was doing all sorts of work except teaching may have so completely forgotten her existence that he neglected to send her standing to be placed upon the list—the list, mind you, from which she is to be appointed.

One cadet will tell you that never would she advise any girl to go to the normal school. She was assigned to a school with another cadet whose father had a standing in the neighborhood, which fact made the principal favor her when there was any paid work to be done. All the substituting was given her, although she taught night school and so had an assured income of $40. The teachers in the school did what they could to urge the timid one to speak for herself where it would do the most good, but after spending seven years preparing to teach she would not consider for a moment doing or saying anything which might bring down upon her the calamity of losing favor with the superior officers. She suffered in silence until after a weary length of time some one took up her case and brought it before Mr. Cooley, who saw, as he always does, that she got justice.

Another cadet was "left over"—that is, she was not assigned before the normal class was graduated. There was but one-tenth difference between her mark and the mark of the last girl assigned. She ranked fifty-third when the graduating class had entered the list. Had she not reason to deplore the time she spent in learning to teach when such an injustice was done her? It was an injustice—an outrageous injustice. Would she recommend any of her friends to go to the normal school?

Why, after two or three years of special training, a girl should be obliged to give four months of her time to a principal is one of the mysteries of our school system. Dusting the office, cataloguing books, running errands, making out reports, are necessary, but certainly not particularly valuable to a girl who might spend her time visiting schools or earning something to pay her board, or helping her mother. Formerly $20 a month was paid the cadets. This paid their carfare or for shoe leather. But that was done away with. Is it any wonder girls prefer other professions?

Chicago is an educational storm center. What we do and the way we do it is the guiding light of innumerable teachers all over the country. See what a vogue Mr. Speer and his methods had! What other city can produce a man who upset things so generally, who set teachers thinking, who made over the whole method of teaching arithmetic! Yet experienced teachers avoid us. They read that salaries are determined by the attitude of the board toward us rather than by the revenues at its command; that we are secretly marked and that no one, no matter how anxious to prop herself up, may know whether she has failed in her appearance, social qualities, discipline or instruction, each of which is a factor in our success; that one teacher and maybe others lost her position because she refused to allow an indecent pupil to re-enter her room; that merit cuts no figure (they are not quite sure Mr. Cooley has done away with pull); that examinations determine an increase in salary, but may be taken only by those who come up to the principal's standard, and no two principals have the same standard. These things which they read frighten them and so they keep away.

All the good to be said of our schools—and there is much—cannot counterbalance the bad.

Chicago, June 11. Olive I. Cary.

IN MEMORIAM.

Mrs. Mary J. Nealis, a teacher in the Montefiore School, died June 17, 1904, after more than twenty years of efficient service. She was a faithful, earnest teacher, and had done much for the upbuilding of the school. Principal and teachers mourn the loss of a friend and most successful teacher.

JOSH BILLING'S PHILOSOPHY.

A fust-rate pun iz a literary mosaik; and if a man iz lucky enuff to execute one, he ought to stop right thare.

It iz no viktory to convince a phool.

The man who kan't learn ennything from his failures iz past all hope.

Men ov the greatest genius hav the most simplisity and reverence.

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TO THE OFFICERS AND DELEGATES OF THE C. F. OF L.

At the last regular meeting of this body a resolution was read in regard to the Board of Education holding examinations for college graduates, so that they might qualify and become teachers in our public schools.

A committee was appointed to look into this matter and ascertain if through these examinations our present teaching force would be impaired or the present waiting list of cadets would suffer, or if the intention was to change the atmosphere and environment surrounding the child from that created by the daughter of a workig man ro that created by a teacher who knows nothing of the struggle for existence now going on among the working people.

Your committee called upon Dr. Cooley, the superintendent of the schools, and stated the object of the mission.

We asked Mr. Cooley if the Board of Education ordered this extraordinary proceeding of having examinations for certain persons, these persons having certain qualifications. Would these persons, if successful in the examination, take precedence over Chicago girls who had graduated from the Chicago High and Normal schools and were on the waiting list for positions as teachers for two years or longer?

Mr. Cooley said the Board had ordered the examination and that the applicants if successful would be eligible to positions after four months and would take precedence over those now waiting, but that all this was done to improve the efficiency of the teaching force.

We asked Mr. Cooley if there was any justice in requiring a preparation which covered over ten years from Chicago girls when persons educated outside of Chicago could come in and by passing an examination be placed on the assignment list in four months. We were told that this was done to maintain the efficiency of the teachig force.

In regard to a secret marking system which to our minds works hardship to cadets and teachers. We were told that this system was in vogue for many years, but was somewhat moderated by Mr. Cooley so that its operation would not be all one sided.

This secret marking system places the cadet and teacher almost absolutely at the mercy of the principal.

If the cadet or teacher does not do the bidding of the principal the principal can give her a low mark and she has no recourse.

There is a Board of Superintendents who revise these marks, but it is easy to understand what will become of the cadet or teacher who is reported as "Not loyal." Her connection with the school system is of short duration and we were told that all this is done to maintain the efficiency of the teaching force.

We also endeavored to get some information upon what is known as promotional examinations for teachers who have taught seven years. The only reason given for them is to keep the teacher from going to seed—whatever that might be.

It seems that these promotional examinations are a kind of inducement for the teachers to try to outdo one another. The premium is $50 a pear. It is similar to the inducements offered by commercial houses to employes and for which the employes receive a turkey at Christmas.

If the object of these promotional examinations is to make the teacher efficient in all branches, then the result will not be beneficial, for Mr. Cooley admits that a teacher confined to a certain grade can get the best results, just as a person in any occupation doing one kind of work can do more, and better work than a person trying to accomplish everything. Then the real object of these promotional examinations is known only to the School Board. We were told that this was also done to maintain the efficiency of the teaching force. There are a great many other things that should receive consideration but your committee only went into the matter referred to in the resolution, and we believe the Board of Education has done a great injustice to the girls of Chicago who have studied for years and have passed all requirements and have been waiting for appointment for two or three years and now find that preference will be given to outsiders, who will be placed on the assignment list in four months. In regard to secret marking and the promotional examinations we have not been able to see the benefits and can find only one reason for their existence and that is to have absolute control over every action of teachers and cadets and to subjugate them so as to make them a cringing, servile lot of servants who will willingly do the bidding of the principal or whoever is in power. This seems to be the condition the Board of Education is striving to bring about, and the teacher who has any individuality, the progressive teacher, the teacher who thinks and who throws her whole energy into her work will be no more. If she tried to assert herself she is ousted. If she has to work for a living and wants to teach school she must bow her head in humble submission to the whims, methods and conditions imposed upon her by the Board of Education.

All of this will have its effect upon the children. When the children realize that the teacher must be servile and dare not assert personality, we will find the children influenced in the same way. They will be taught to submit; they will be given to understand that they have masters. All of this will tend to make the workers of the future a cringing, submissive class.

So it appears that the Board of Education has another and a more cunning purpose than the one set up in the stereotyped answer "that all things are done to maintain the efficiency of the teaching force."

Your committee would recommend that further investigation be made and in the meantime that the secretary of this body send a copy of the resolution and of this report to the Labor press.

Respectfully submitted.

ED. NOCKLES,
JOHN FITZPATRICK,
A. MCCRACKEN.

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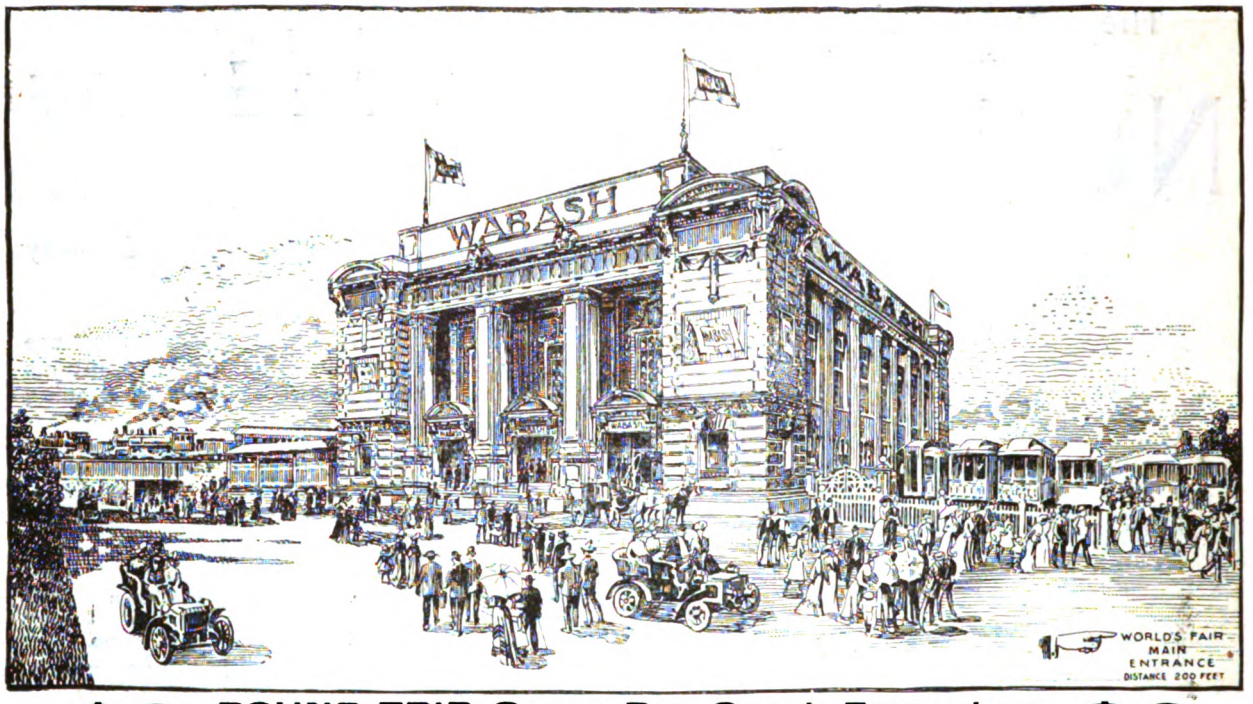
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THE NORTH AMERICAN REVIEW

THE most notable literary event of the year 1904 will be the serial publication in THE NORTH AMERICAN REVIEW of a new novel, "The Son of Royal Langbrith," by William Dean Howells, beginning in the January number

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, SEPTEMBER 9, 1904. No. 30.

TEACHERS WIN SUIT.

JUDGE DUNNE'S DECISION.

(Full text of decision printed below.)

State of Illinois, County of Cook, ss.

In the Circuit Court of Cook County, at the August Term, A. D. 1904.

Catherine Goggin vs. The City of Chicago, et al. In Chancery.

Decision Rendered by Judge Dunne in the Above Entitled Cause, August 22, A. D. 1904.

The Court: In the case of Catherine Goggin versus the Board of Education, are all the parties present?

Mr. F. S. Wilson: I represent Mr. Darrow's office.

Mr. Greenacre was present.

The Court: You are all represented here. That is all I care for now.

In view of the industry of counsel in this case and the importance of the case itself, I have taken the trouble to prepare a written opinion, which I will read.

Complainant in the suit at bar has filed a bill as a citizen and taxpayer, praying that the defendant Board of Education be enjoined from using certain moneys now under its control for any purpose other than the payment of certain salaries which complainant contends are owing to the defendant teachers for the year 1900, for the payment of which salaries she contends the money in question has already been appropriated.

To sustain her bill she must prove—

First: That the Board of Education is indebted to the defendant teachers, and

Board's Contention.

Second: That the money in question has been appropriated to pay these debts.

It is contended most vigorously by the defendant Board of Education that it is not indebted to the defendant teachers for unpaid salaries for the year 1900, the indebtedness alleged in the bill.

The determination of this question entails upon the Court a careful consideration of acts and doings of the Board of Education during the year 1900, and many previous years.

On the part of the Board it is contended that the salaries of the teachers for the months in dispute, January to June, inclusive, 1900, were fixed by the Board on February 28th, 1900.

By resolution passed on that day, teachers who had taught more than seven years in the public schools were ordered to be paid for the months of January to June, inclusive, 1900, $7.50 less per month than they had been paid from September to December, inclusive, 1899.

Upon the validity or invalidity of this attempted reduction of salaries for said months in 1900, by the resolution of February 28th, 1900, depends the question as to whether or not the Board of Education owes the defendant teachers any salary for the months of January to June, 1900.

It is admitted by both parties that the teachers were paid the salaries as reduced for these months in 1900.

It is contended by the complainant and the defendant teachers that year after year for many years down to and including the school year commencing September, 1899, and ending June, 1900, they were employed by the Board of Education at meetings of the Board held in June of each year for the school year commencing September of that year and ending June of the following year. This is admitted by the Board of Education.

It is further claimed by the complainant and the defendant teachers that at the time of their annual election in June of each year their salaries for the ensuing school year had already been fixed for the entire school year by action of the Board of Education taken prior to the June election, generally in the spring of the year when the Board made up its financial budget, and by the establishment by the Board of a schedule of salaries which from time to time is referred to in the proceedings of the Board.

This latter contention is disputed by the Board of Education, which claims that the salaries of the teachers were invariably fixed by the Board in the spring of each year for the then current fiscal year commencing January 1st and ending December 31st, and that the practice of the Board was to fix salaries, not for the school year, commencing September and ending in June of each year, but for the fiscal and calendar year, commencing the January before the Board took action upon salaries.

The proceedings of the Board contained in the official records, which are most voluminous, must be examined to ascertain which contention is correct.

Unfortunately, the language used in the proceedings of the Board is not always explicit and unequivocal. It is clear, however, on certain points. The fiscal and calendar years are co-terminous. The school year commences in September and ends on the succeeding June.

The teachers were always hired in June and for the school year then next ensuing. The salaries were always, with probably one exception, fixed annually by definite resolutions or by reference to a fixed schedule before June of each year, and generally in the spring of the year.

The question left in some doubt by the vague phraseology of the Board is as to whether the salaries established in the spring of each year were to apply to the current fiscal and calendar year, part of which had expired, or to the ensuing school year commencing on the following June.

Teachers' Have Contract for School Year.

After a deliberate and, taking into consideration the very voluminous records of the Board, a careful examina-

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tion into the same, the Court has reached the conclusion that, the Board in fixing salaries in the spring of the year fixed them for the school year next ensuing, and that the Board, when it elected the teachers each year in June, and the teachers when they were elected, both had in contemplation a hiring for the ten-month school year at a definitely fixed salary for said ten-month school year.

This conclusion has been reached:

First: Because of intrinsic evidence thereof in the proceedings of the Board, taken in their entirety, and

Second: Because of the unusual and unfair character of the contract of employment contended for by the Board of Education.

As to the intrinsic evidence contained in the proceedings of the Board:

On April 29th, 1891, the Board adopted a "schedule of salaries" for the "year 1891". This is the first record I find of a schedule, and in adopting it the Board makes no mention of either "fiscal" or "school" year.

In the nature of things it could hardly be understood to apply to the then current fiscal year, for the reason that four months of the fiscal year had then elapsed, and the teachers had earned and probably been paid four months' salary independent of the figures in said schedule.

Moreover, the schedule speaks of "year of service," evidently referring to the ten-months school year.

On May 31st, 1892, a similar schedule is again adopted with a provision that "all changes in salary to take place at the commencement of the *school* month succeeding the expiration of the year's service." Here in the schedule itself is a recognition of the school month and school year.

On March 9th, 1893, under the title, "Extracts from Proceedings of Board," I find a caption, "Schedule of Salaries for the *Fiscal* Year 1893," but in the proceedings themselves I find no reference to a "fiscal" year, but do find "The following is the schedule of salaries so far as acted upon, adopted by the above note." "Here follows the schedule substantially in the same form as *schedules adopted in previous years.*" In the previous years I find no reference to "fiscal" year.

On April 11th, 1894, a committee reported to the Board on salaries for the fiscal year 1894, but the report as adopted and passed contains the same language contained in the schedules of 1892 and 1893, to-wit: "All changes in salary to take place at the commencement of the school month succeeding the expiration of the year's service."

That the schedule was intended to apply to the school year is further shown by the act of the Board in taking no action in relation to fixing salaries in the spring of the year 1895.

No action was taken that year with reference to the fixing of salaries until June 26, 1895, when the Board elected teachers and fixed their salaries for "the ensuing year."

If the contention of the Board of Education is correct, that they fixed each spring or before June the salaries of the teachers for the fiscal year, and did so in 1894, under what warrant, it may be asked, did the Board pay out salaries to the teachers from the month of January to June, 1895? They contend that the action of April 11th, 1894, only covered the fiscal year 1894. The action of June 26, 1895, provides for, not the *fiscal* year of 1895, not the *current* year, but the *"ensuing"* year. If the contention of the Board is correct, there is no warrant in the records of the Board for the payment of six months' salaries for the months of January to June, inclusive, 1895.

The year "ensuing" upon June 26th, 1895, was the school year commencing September, 1895, or the fiscal and calendar year commencing January 1st, 1896. The Board, by their action, on June 26th, 1895, undoubtedly intended their language, "ensuing year," to apply to the ensuing school year commencing September, 1895, and ending June, 1896.

While discussing the action of the Board in this, my attention has been called to the proceedings of June 26, as contained in the record, in which the Board uses this language: "A report of the committee recommending that there be no changes in the officers and teachers in all the schools for the year 1895-1896, except as called for by the regular routine, is as follows." There is the first place I find in the proceedings a reference to the hyphenated school year and which can only mean school year.

On January 22d, 1896, the Board passed a resolution providing that, "The schedule of salaries of teachers and school employes with the regular additions *provided by the plan of 1895*, together with the grouping and plan for advancement in salaries of teachers thus recommended, be and the same is hereby adopted for the year 1896."

By this resolution the Board undoubtedly intended to cover the school year commencing September, 1896, and ending June, 1897; for again in the spring of 1897, they failed to take any action with reference to salaries. The first action taken upon salaries is in June.

On June 30th, 1897, a report of the committee recommended that the schedule of salaries for grade teachers and substitutes which was in force last year be adopted for the year *1897-98*, again using the hyphenated year, which can only mean the school year.

Again, if the contention of the Board is correct, that they each year fixed salaries for the current fiscal year, where can the Board, upon its proceedings, find warrant for the payment of school teachers' salaries for the months of January to June, inclusive, 1897?

Adopting the schedule of June 30th, 1897, for the "year 1897-98," can mean only one thing—adoption for the school year commencing September, 1897, and ending June, 1898. The hyphenated title, "year 1897-98" can apply to nothing else.

The action of the Board on this occasion in first using the hyphenated title of the year is doubly significant, in view of the fact that they had then before them a petition from the grade teachers, presented June 16, 1897, in which they declare, "This *being the time for the annual adjustment of salaries,* * * * * we deem the moment opportune for the grade teacher to ask commensurate increase in her salary."

This communication clearly shows the teachers' understanding as to when salaries went into force, and in response the Board fixes the schedule for the year 1897-98.

The next action of the Board relating to a salary schedule was on March 9, 1898. At that time, as we have seen, the salaries of the teachers have been fixed up to and including June, 1898. Such being the situation, the Board on March 9, 1898, adopted a resolution providing that "The present salary schedule . . . remain in force," with the exception that certain additions to the then salaries "per annum" should be made until the maximum salary of one thousand dollars per annum should be reached, this increase to take place January 1, 1898.

This, in other words, was a declaration that the "present salary schedule," to-wit: The schedule of 1897-98, should remain in force, with certain additions of salary, which additions were antedated to January 1, 1898.

There being a pending contract then in force between the teachers and the Board, this resolution, so far as it raised salaries before June, 1898, was a pure gratuity which the teachers might or might not accept. Doubtless,

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as it was materially to their advantage they accepted the same.

That it was the plain intention of the Board on March 9, 1898, to have the new schedule apply to the school year 1898-99, while making it retroactive to January 1, 1898, is shown by the action of the Board on September 21, 1898, when it adopted a report of the committee, "Recommending that the schedule of teachers' salaries for the year 1897-98, as amended, be adopted for the year 1898-99."

This last resolution fixes the salary schedule down to and including the month of June, 1899, by using the hyphenated title, "year 1898-99."

On January 11, 1899, the Board, knowing that the resolution of the preceding September had fixed the teachers' salaries up to and including the succeeding June, passed a resolution mentioning the "regular schedule," reciting financial stringency and providing that "no salary in excess of that paid in December, 1898, be paid to any individual during the 'year 1899'," and shortening the "school year for 1899." What year was meant by the "year 1899"? And the "school year for 1899"?

Plainly, the school year. The Board was aware that salaries from January to June, inclusive, had been fixed by their resolution of the preceding September, and that it could not change the same to the disadvantage of the teachers. The very use of the expression, "School year for 1899," while inaccurate and self-contradictory, indicates what the school board intended.

Accurately speaking, the school year, any portion of which ran into the calendar year 1899, should be described as the school year 1898-99, or the school year 1899-1900.

Neither expression is used, although the use of the words, "school year," plainly indicates that the framer of the resolution was considering the school year.

In the previous spring, only four months previous, the Board had provided for the salaries of "1898-99." The only other "school year 1899" was manifestly the school year 1899-1900.

If the resolution of September 21, 1898, fixed the salaries of the teachers up to and including June, 1899, the resolution could consistently only apply to the following school year. If it was intended to apply to the preceding year, it was plainly invalid in so far as it attempted to regulate the salaries for the preceding school year, which had been determined by the action of the Board of March 9 and September 21, 1898.

The Court is clearly of the opinion that the resolution of January 11, 1899, was intended to and did fix the salaries of the school teachers for the school year ending June 30, 1900.

Cut Illegal.

Such being the situation, what was the legal effect of the resolution of February 28, 1900, the practical effect of which, as enforced by the Board, was to deduct from the teachers' salaries for the school year 1899-1900, $45.00 each?

It was plainly illegal and inoperative.

A valid contract made between the Board of Education and the teachers by the resolution of January 11, 1899, the election of the teachers in the following June, and the performance by the teachers of their work under the contract, cannot be abrogated by the resolution or *ipse dixit* of the Board in February, 1900, no matter what may have been the motives or necessities inspiring the resolution.

The Court has in the foregoing sought to trace the proceedings of the Board from 1892 to 1900, to discover the character of the contract entered into between the Board of Education and the teachers, and has reached the conclusion that in each and all of these years the Board of Education fixed the teachers' salaries for the ensuing school year by resolution prior to their election in June of each year.

This conclusion, moreover, is more in accord with reason, probability, and common sense.

Teachers' Contract Not One-Sided.

The contention of counsel for the Board of Education is that each year the Board employed thousands of intelligent men and women for ten months at a time, when their salaries were fixed for only four months, and that at the expiration of said four months the employing board had the right to compel the teachers to work for the remaining six months for any salary that the Board might arbitrarily offer them, and that these thousands of intelligent men and women accepted employment upon these remarkable and one-sided terms.

The facts must be unmistakably clear to warrant a Court of Equity in sustaining such a contention and this Court cannot find the facts that would enable it to sustain the contention.

The Board of Education being indebted to the teachers for the sum of $7.50 each for each month from January to June, inclusive, 1900, let us now consider whether or not there was an appropriation made by the City Council to pay these debts.

An illegal and ineffectual effort, as we have seen, had been made by the Board of Education to reduce the salaries of the teachers by the resolution of the Board passed in February, 1900.

That the effort had been made was notorious to the whole community, and must have been known to the City Council when it came to pass its appropriation ordinance and tax levy ordinance.

Power of City Council.

It was constructively known to the Council by the public records of the Board of Education, a department of the city government.

Whether the effort to reduce the salaries was legal or illegal, the City Council, which was the body legally authorized to make appropriations and tax levies for the payment of educational liabilities, seemed determined that the claims of the teachers, who were then loudly protesting against the illegal reduction, should be paid.

On April 4, 1900, it passed its appropriation ordinance, and attached to the clause of the appropriation for educational purposes the following remarkable and emphatic language: "A sufficient amount of this sum appropriated *shall be expended in restoring the salaries of the experienced school teachers for 1900.*"

Counsel for the Board of Education do not argue that this language is ambiguous or that its meaning is open to debate.

They attack this provision of the ordinance upon two grounds only.

First: That it is beyond the power of the City Council to specify for what particular purpose any portion of the educational fund shall be used; and

Secondly: That it is invalid because it does not fix a definite amount.

These objections would seem to place counsel in the position of arguing in the same breath that the ordinance is illegal, first, because it is too specific, and secondly, because it is not specific enough.

The second objection, moreover, is answered by counsel themselves when they declare in their written argument, which I now quote from: "The amount due (the

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
457 Unity Building, CHICAGO.

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JUDGE DUNNE'S DECISION.

(Editorial from "The Public," Aug. 27.)

The Chicago public school teachers' organization has won another legal battle in the fight against the corrupting corporations and the hostile city authorities with whom it has been struggling for four years.

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A salary scale for teachers had been fixed by the School Board, and under this scale the teachers were employed for the school year ending in June, 1900. Here was a contract, but the School Board violated it by cutting down the teachers' salaries in the middle of the school year, giving as a reason that the school fund had proved inadequate.

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Thereupon the teachers' organization decided to investigate this inadequacy. They found that there was indeed a deficit in the school fund, but instead of letting the matter end there, as the School Board—either corruptly or inefficiently—had done, the teachers made an inquiry into the cause of the deficit. They were not long in discovering that it was due to tax-dodging, and that the big tax-dodgers were the franchise corporations—traction, gas, telephone, electric light, etc. Then the teachers did what the School Board ought to have done. They took legal proceedings to compel these corporations to pay their taxes.

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In that work of good citizenship the teachers were not only not supported by the School Board and the Chicago taxing authorities, but were obstructed at every possible turn by the very authorities whose public duty it was to do themselves what the teachers' organization was trying to do. The authorities and the tax-dodging corporations were united as one man to oppose the teachers' fight. But Judge Thompson, of Springfield, by whom the case was first decided, sustained the teachers.

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Still the teachers got no support from the School Board and other officials. They were obliged to carry on the fight themselves to the end, the influence of the authorities and of the self-advertised "best citizens" generally being thrown on the side of the tax-dodging corporations. But greatly to the consternation of these elements, the teachers were successful to the end. The taxing authorities were compelled by the courts—not permitted, but compelled—to levy some $2,000,000 on the corporate tax-dodgers for the year 1900. Then the convenient Federal judge, Grosscup, being called into the case by the tax-dodgers, granted a temporary injunction restraining the collection of more than half of this tax. The local authorities have done nothing further and only about $600,000 of the $2,000,000 has been collected. Why they have submitted without resistance to Judge Grosscup's decision must be guessed; they make no explanations themselves.

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Part of what Judge Grosscup graciously allowed the authorities to be compelled by the courts of Illinois to levy upon the tax-dodgers was duly collected and distributed to the various boards according to their statutory rights; and in this distribution $249,554 came to the School Board. It was charged, however, by the city council's appropriation, with the payment of the school teachers' claims. If ever litigant was justly entitled to the proceeds of his suit, those defrauded teachers were entitled out of this fund to their withheld salaries. But the School Board, which had done nothing with reference to these withheld taxes but to cut teachers' salaries in consequence of the resulting deficit, but which in all good friendship to the tax-dodgers had done what it could to obstruct the teachers in their organization and litigation, proceeded calmly now to dispose of the fund in such a manner as to prevent the teachers' getting a penny of it for the withheld salaries for which they had thus far so successfully fought. They thereupon applied to the courts for an injunction, and after a full hearing their injunction was sustained on the 22d by Judge Edward F. Dunne.

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Judge Dunne holds that the bargain of the Board with the teachers was not for the fiscal year, as the Board contended, but for the school year; and consequently that the cut in their salaries was a breach of contract. He decides this point upon the double ground of the intrinsic evidence in the records of the School Board's proceedings, and the "unusual and unfair" character of the contract contended for by the Board. Accordingly he decides that the teachers have a preferred claim, analogous to that of the "diligent creditor" of the law books, upon the school fund which they pursued and secured from the tax-dodging corporations. Incidentally in his opinion Judge Dunne administers to the School Board and other derelict officials having duties in the matter, an exceedingly well-merited rebuke, which we quote in full in our news report. The case will be carried to the Supreme Court of the State, but the teachers' equities are too plain to admit of any reasonable fear of a reversal of Judge Dunne's eminently fair decision. Whatever the result of the litigation, however, the necessity is revealed for abolishing the present appointive School Board. The people of Chicago have already demanded an elective board, and the sooner their demand is complied with the better.

THE TEACHER'S VICTORY.

Although Judge Dunne's decision in favor of the petitioning school teachers is not likely to be final the general public will be glad that it is favorable to the petitioners. The average citizen's sympathy has been with the Teachers' Federation, which, he felt, had fairly earned for the teachers the appropriation made from funds actually saved to the city by the Federation's zeal and practical activity.

Furthermore, as pointed out by the chancellor, the position of the Board of Education was plainly obnoxious to equity. Few will doubt that both Board and teachers had in contemplation when they contracted for service the school term and not the fiscal year. The Board has power to contract for a period longer than the fiscal year. The necessities and conveniences of the situation required service by the teachers from September, the beginning of the school year, to July, its close. It is exceedingly improbable that either party had any thought of the fiscal year or any other term than the term of service expected.

Thus the decision commends itself to common sense as well as to law and equity, and is likely to prevail in case of appeal. The Teachers' Federation has won a well-deserved success, and the public will be glad that the profit thereof is to go to an already underpaid public service.—Editorial, Chicago Evening Post, Aug. 28.

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teachers) each month would necessarily vary according to the number of resignations and according to the actual service of each teacher. . . . 'The sufficient amount' could not be ascertained by any computation at the time the ordinance was passed." Quotation from counsel for Board of Education's written argument.

Let us see if there is any force in the first objection.

Section 2, Art. VII. of the Cities and Villages Act provides, "The City Council of cities . . . . shall . . . . each fiscal year pass an ordinance . . . . in which such corporate authorities may appropriate such sums of money as may be deemed necessary to defray all necessary expenses and liabilities of such corporation, and in such ordinance *shall specify the objects and purposes for which such appropriations are made and the amount appropriated for each object or purpose.*"

The terms of this act have recently been passed upon by our Supreme Court in the cases of—

Koelling v. The People, 196 Ill., and

Otes v. The People, 196 Ill.

Counsel for the Board of Education have cited these cases in support of the contention that the action of the City Council in specifying what any portion of the fund appropriated for educational purposes should be used for was *ultra vires* and beyond the power or authority of the Council.

This Court can find no support for this contention in these cases.

They were proceedings taken by taxpayers seeking to avoid payment of taxes levied for educational purposes, on the ground, not that the Council had exceeded its authority in levying taxes for specific purposes, but on the ground that the Council had not been specific enough in specially designating all the particular purposes for which the fund was to be expended.

In disposing of this point, the Supreme Court merely declares that the City Council had complied with the law in appropriating part of the school fund to "building purposes" and part of it to "educational purposes." The Court simply holds that as against a complaining taxpayer the Council was not required to specify each particular item for which the "educational fund" and the "building fund" should be used.

This falls far short of declaring that the Council had not the power so to do if it so elected.

Counsel have cited no authority which holds that the City Council has no such power, and in the absence of any such holding, this Court is clearly of the opinion that the Council has such power. It is the only body designated by law as having the right to make up the financial budget for school expenditures, to make appropriations for the same and to levy taxes therefor.

In performing the legal duty it must necessarily pass upon each item of proposed expenditure and approve or reject each item and then make a sum total of the approved items.

If it has the power to pass upon each item, each appropriation for that particular must be expended by its creature and subordinate, the Board of Education, if expended at all, for that particular item, and it must have the undoubted right, either by direction given in the body of the appropriation ordinance, as contained in the ordinance under consideration, or by resolution or legal proceedings taken afterwards, to see that the fund appropriated for a particular purpose is not used for any other purpose.

Council Appropriation for Cut Upheld.

That is what the City Council did in this case. It directed specifically that the Board of Education should use a sufficient part of this fund to pay the liabilities of the city to their teachers, thus giving them an equitable lien upon this fund for the satisfaction of their claims.

Teachers Diligent Creditors.

Their equitable lien thus secured is further fortified and enforced upon the conscience of a Court of Chancery by the fact that the complainant in this case acting for and on behalf of these 2,300 teachers whose wages have been withheld by the defendant has enforced as a result of long protracted, expensive and laborious litigation, the payment into the public treasury, by tax-avoiding, quasi-public corporations of the very fund now in controversy, moneys which honestly belonged to the sacred school fund of this community and which, with the connivance of the sworn officers of the law, charged with the collection of the same, were being dishonestly withheld by these corporations. While the defendant, the Board of Education, sat supinely by, and while other public officials, more especially charged with the levy and collection of these taxes, refused to perform their sworn duty, this complainant, acting for and on behalf of these same teachers, out of their own limited resources, went out and performed the duties which, primarily, devolved upon the tax-levying bodies of the state, and secondarily, upon the Board of Education, to see that the tax-levying officers of the state collected the taxes honestly belonging to the schools of the city, and brought about the payment of these dishonestly withheld taxes. In other words, they were what a Court of Equity denominates "dilligent creditors." They unearthed and succeeded in having paid into the public treasury funds upon which, by the action of the City Council, they had an equitable lien, and by so doing have in a Court of Chancery fortified themselves in the position that they have a right to be paid their debts out of the fund so unearthed and produced.

To Avoid Individual Suits at Law.

It is urged, however, by counsel for the Board of Education that the complainant has no standing in a Court of Equity in seeking to restrain the diversion of this fund or to enforce the payment of the same in satisfaction of the defendant teachers' claims because they have not reduced their claims to judgment or exhausted their remedies at common law.

One of the grounds upon which equitable relief is sought in this case is to avoid a multiplicity of suits at common law. The interests of some 2,300 teachers are involved. If this position of counsel for the Board of Education is sound, some 2,300 suits in assumpsit would have to be commenced against the city, and upon obtaining judgments against the city, as no execution could issue against the city, 2,300 petitions for mandamus would necessarily have to follow. Such a situation is alone sufficient to invoke the interposition of a Court of Chancery. The avoidance of a multiplicity of law suits is one of the commonest grounds for an appeal to a Court of Equity.

Signing Pay Roll.

It remains to consider the last contention of counsel for the Board of Education, to-wit, that the defendant teachers have given receipts in full, or at least signed documents which it is contended amount to an accord and satisfaction of their claims.

The record does not show that the defendant teachers signed receipts in full. They have signed pay rolls which in words and figures are as follows:

"To Lewis E. Larson, Secretary:

"Pay to the several teachers named below the amounts set opposite their respective names the same to be in full compensation for services rendered in the above named

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school for the four weeks ending .....
Aggregate .....

"Signed ..... President.
..... Secretary."

Under which words appear six columns headed:

(1) Names of teachers. (2) Number of warrant. (3) Salary earned. (4) Pension. (5) Balance due, and (6) "Received the amounts set opposite our respective names."

The language contained in the pay roll which is signed by the President and Secretary, it will be noticed, is not addressed to the teachers, but is a letter or order given by the President and Secretary of the Board to its financial clerk or secretary. In this order to the clerk of the Board is a statement that the amounts are in full compensation, but this order is not signed by the teachers but by the President and Secretary of the Board. The columns ruled thereunder, probably for the convenience of the financial officer or clerk of the Board, save one, are not signed by the teachers. One column is signed by the teachers, and this column reads, "Received the amounts set opposite our respective names." This is the only receipt signed by the teachers. They have not even O. K.'d or certified in any way to the correctness of the amounts in the columns marked, "Salary earned," "Balance due." They have simply receipted for the "Amounts set opposite" their names.

The Board may have intended to have their secretary take receipts in full, and the teachers may have known and probably did know that the Board was claiming that the payments were in full, but certainly the pay rolls do not show a receipt in full.

But it is claimed by counsel for the Board of Education that the signing of pay rolls, if not receipts in full, is evidence of an accord and satisfaction.

An accord and satisfaction is had only when the minds of the parties meet, a settlement is made and both parties by their acts and conduct declare themselves satisfied. There is no such evidence in this record.

Teachers Did Protest.

After the passage by the Board of Education of the resolution of February, 1900, there was much dissatisfaction among the teachers, many of them signing the pay roll with words of protest. On the very day that the report of the committee of school management, recommending the reduction of the salaries, was presented to and adopted by the Board, the Teachers' Federation, through its secretary, Helen B. Eastman, presented to the Board a written "Protest against the reduction of the teachers' salaries." After the filing of this protest the teachers and the Board never met through committees or otherwise for the purpose of having an accord and satisfaction. The Board, after the protest was presented, simply passed the resolution of February 28, 1900, and thereafter through the principals of the different schools presented to the teachers the pay rolls upon which the teachers receipted for the "Amounts set opposite to their names," and delivered to them checks for the reduced amounts which did not bear upon their faces any evidence that they were paid or receipted for in full. Such conduct of the parties in the judgment of this Court falls far short of an accord and satisfaction.

I might here say that counsel for the Board of Education have submitted a very voluminous brief in which they cite cases, but the authorities in each case claim upon an amount taken and settlement, and that that debars them from proceeding for the money, from enforcing the collection of the unliquidated claim. They have also cited a number of cases that where the claim was liquidated, where a check was sent and on its face bears note that it was sent in full and accepted in full, that in that case the person accepting the check cannot make claim to the balance which he contends is still due him. All of these authorities are not pertinent to the issues involved in this case, for the reason that there is no receipt in full in this case.

Closing School One Week.

The claim of the petitioner that the defendant teachers should be paid out of the fund in question for one week's wages in September, 1900, is without equity. The Board of Education had an undoubted right in February, 1900, before the teachers were employed in June of that year to fix the length of the teaching school year of 1900-1901, and to fix it at 39 weeks; and as the resolution reducing the school year to 39 weeks on its face shows that the reduction was made to save the cost of operating the schools for that school year, the teachers when they accepted their appointments did so with full notice that they were employed to teach for only 39 weeks, at a proportionately reduced salary.

Injunction Granted.

The prayer of the petition, restraining the Board of Education from using the funds described in the bill to an amount sufficient to pay the defendant-teachers the balance due them for the salaries of January to June, inclusive, 1900, on the same basis that they were paid in December, 1899, for any purpose other than paying the same to the defendant-teachers and praying that the same be paid to the defendant-teachers is granted and it is so ordered.

I. T. Greenacre, C. S. Darrow and Assistant Attorney-General E. S. Smith, Attorneys for Complainant.

Herrick, Allen, Boyesen and Martin, James Maher and Angus R. Shannon, for Board of Education.

Edgar B. Tolman, for City of Chicago.

John C. Richberg, for City Treasurer.

Hermanns De Boer, for 2,300 Defendant Teachers.

The regular meeting of the Chicago Teachers' Federation will be held at Handel Hall, Saturday, Sept. 17, at 10:30 a. m.

FLORENCE E. TENNERRY,
Cor. Secretary.
194 Oakwood, Blvd.

JOSH BILLING'S PHILOSOPHY.

The road to ruin iz down hill, and allwuss McAdamized at that.

Thare iz no room in a small hed for ennything else but cunning.

I have seen men so lazy that they would tire the tools all out that they workt with.

Pashun nutralizes both strength and reason.

True liberty iz the result ov judishus restraint.

Envy and avarice kan't be satisfied; after they have et up everything else, they will commence feeding on themselfs.

Truth doesn't alter nor gro old; two and two made four when Adam waz a boy, and they amount to the same to-day.

IF I CAN SUCCEED

in making clear to you what is meant by LOANS BY CORRESPONDENCE you will never borrow on any other plan. Address E. B., Federation Bulletin, 437 Unity Bldg.

By permission I give this paper as my reference.

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UNIVERSITY LECTURE ASSOCIATION
IN CO-OPERATION WITH
THE UNIVERSITY OF CHICAGO

The lecture course announced by the University Lecture Association for the ensuing year are given below. Attention is called to the change of evening in the North and the South Side centers and to the new location of the South Side center.

NORTH SIDE CENTER—Monday evenings, Lincoln Park Congregational church, 707 Fullerton Boulevard.

October 3rd—November 7th: "Great Novelists of the Nineteenth Century," six lectures by J. G. Carter Troop, A. M., Assistant Professor of English Literature.

November 14th—December 19th: "History and Civilization of Egypt," six lectures by James Henry Breasted, Ph. D., Associate Professor of Egyptology. (Illustrated with many stereopticon views.)

January 9th—February 13th: "Other Worlds Than Ours," six lectures by Forest Ray Moulton, Ph. D., Assistant Professor of Astronomy. (Illustrated with stereopticon views.)

February 20th—March 27th: "European Capitals and Their Social Significance," six lectures by Jerome H. Raymond, Ph. D., Associate Professor of Sociology. (Illustrated with stereopticon views.)

SOUTH SIDE CENTER—Tuesday evenings, Auditorium Lincoln Center, Oakwood Boulevard and Langley Avenue. (Until the completion of the hall, lectures will be given in All Souls' Chapel, across the Boulevard.)

October 4th—November 8th: "History and Civilization of Egypt," six lectures by James Henry Breasted, Ph. D., Associate Professor of Egyptology. (Illustrated with stereopticon views.)

November 15th—December 20th: "Our Natural Resources, Their Economic Significance," six lectures by J. Paul Goode, Ph. D., Associate Professor of Geography. (Illustrated with stereopticon views.)

January 10th—February 14th: Studies in Comic Literature," six lectures by William Norman Guthrie, B. Litt., A. M., Author and Lecturer in General Literature.

February 21st—March 28th: "European Capitals and Their Social Significance." six lectures by Jerome H. Raymond. Ph. D., Associate Professor of Sociology. (Illustrated with stereopticon views.)

WEST SIDE CENTER—Thursday evenings, Auditorium Lewis Institute, corner of Robey and Madison Streets.

October 6th—November 10th: "The Far East," six lectures by Toyokichi Iyenaga, Ph. D., Associate Professorial Lecturer in Political Science.

November 17th—December 22nd: "The Modern Novel," six lectures by Richard Burton, Ph. D., Professorial Lecturer in English Literature.

January 5th—February 9th: "The Spiritual Element in Tragedy," Pt. II, six lectures by S. H. Clark, Ph. B., Associate Professor of Public Speaking.

February 16th—March 23rd: "The Beginnings of Christianity," six lectures by Herbert L. Willett, Ph. D., Assistant Professor of Semitic Languages and Literature.

March 30th—May 4th: "Art and Life," six lectures by Charles Zueblin, Ph. B., D. B., Professor of Sociology.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, SEPTEMBER 16, 1904. No. 31.

WHY TEACHERS SHOULD ORGANIZE.

BY MARGARET A. HALEY,

President National Federation of Teachers, Chicago.

(Paper delivered before National Educational Association, St. Louis, July 1, 1904.)

The responsibility for changing existing conditions so as to make it possible for the public school to do its work rests with the people, the whole people. Any attempt on the part of the public to evade or shift this responsibility must result in weakening the public sense of civic responsibility and the capacity for civic duty, besides further isolating the public school from the people to the detriment of both.

The sense of responsibility for the duties of citizenship in a democracy is necessarily weak in a people so lately freed from monarchical rule as are the American people, and who still retain in their educational, economic and politicai systems so much of their monarchical inheritance, with growing tendencies for retaining and developing the essential weaknesses of that inheritance instead of overcoming them.

Practical experience in meeting the responsibilities of citizenship directly, not in evading or shifting them, is the prime need of the American people. However clever or cleverly disguised the schemes for relieving the public of these responsibilities by vicarious performance of them, or however appropriate those schemes in a monarchy, they have no place in a government of the people, by the people and for the people, and such schemes must result in defeating their object; for to the extent that they obtain they destroy in a people the capacity for self government.

If the American people cannot be made to realize and meet their responsibility to the public school, no self-appointed custodians of the public intelligence and conscience can do it for them. Horace Mann, speaking of the dependence of the prosperity of the schools on the public intelligence, said: "The people will sustain no better schools and have no better education than they personally see the need of; and therefore the people are to be informed and elevated as a preliminary step towards elevating the schools."

Sometimes in our impatience at the slowness with which the public moves in these matters we are tempted to disregard this wise counsel.

The methods as well as the objects of teachers' organizations must be in harmony with the fundamental object of the public school in a democracy, namely, to preserve and develop the democratic ideal. It is not enough that this ideal be realized in the administration of the schools and the methods of teaching; in all its relations to the public, the public school must conform to this ideal.

The character of teachers' organizations is two-fold. Organizations on professional lines existed before the necessity became apparent for those for the improvement of conditions. The necessity for both is becoming increasingly evident, and the success of the one is dependent upon the success of the other. Unless the conditions for realizing educational ideals keep pace with the ideals themselves, the result in educational practice is deterioration. To know the better way and be unable to follow it is unfavorable to a healthy development. To have freedom in the conditions without the incentive of the ideal is no less harmful. It is, therefore, opportune that the occasion for organization in the newer sense, the sense understood in the subject of this paper, should be coincident with the formulation of the most advanced educational theory in a practical philosophy of pedagogy.

Modern educational thought has been dominated by the element of inspiration and the element of science, the former enthroning the child, displacing the subject matter of knowledge, as the center of educational theory; the latter founded upon the faith in underlying laws of human development in harmony with which it is possible to evolve a rational method of eliminating waste in the educational process.

How far the educative influence of teaching under these two motives tends to produce a teaching body capable of the highest kind of organized activity it is not possible to determine. Neither is it possible not to perceive the harmony between the principles underlying a rational system of teaching and those underlying the movement for freer expression and better conditions among teachers.

There is no possible conflict between the interest of the child and the interest of the teacher, and nothing so tends to make this fact evident as the progress in the scientific conception of educational method and administration. For both the child and the teacher freedom is the condition of development. The atmosphere in which it is easiest to teach is the atmosphere in which it is easiest to learn. The same things that are a burden to the teacher are a burden also to the child. The same things which restrict her powers restrict his powers also.

The element of danger in organization for self-protection is the predominance of the selfish motive. In the case of teachers a natural check is placed upon this motive by the necessity for professional organization. The closer the union between these two kinds of organization, the fuller and more effective is the activity possible to each.

Freedom of activity directed by freed intelligence is the ideal of democracy.

This ideal of democracy is slowly shaping our educational ideal, and making its realization the function of our educational agencies.

The public school is the organized means provided by the deliberate effort of the whole people to free intelligence at its source—and through freed intelligence to secure freedom of action.

Misdirected activity is proof that the educational agencies are not properly functioning. This may be because these agencies have not freed intelligence, or it may be because the intelligence which they have freed is denied free activity.

Misdirected political activity in lowering the democratic ideal reacts to lower the educational ideal. On the other hand, a false or incomplete educational ideal fails to free the intelligence necessary for the work of constructing a democracy out of our monarchical inheritance.

That the public school does not feel its responsibility in the matter of political corruption, for instance, nor realize the effect upon the schools of this corruption and the misdirected activity of which it is a symptom, is proof that the public school is not yet conscious of its own vital function in a democracy.

When Ida Tarbell and Lincoln Steffens in lightning flashes disclosed to the American people indisputable facts concerning the business methods of our so-called "good business men" and their relations to politics, they showed a condition of affairs that must make every thoughtful citizen stop and ask, "Whither are we going?" How many public school teachers, on reading these disclosures said to themselves, "We must take our share of the blame. The public school, that great agency of the people for freeing intelligence has failed to do its whole duty." The public school is not wholly to blame. There are other educational agencies. There is the press, for instance. But the press does not belong to the people; it is a private enterprise. The schools do belong to the people, and they are free.

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We teachers are responsible for existing conditions to the extent that the schools have not inspired true ideals of democracy, or that we have not made the necessary effort toward removing the conditions which make the realization of these ideals impossible.

We recognize anarchy in the act which takes the life of the chief executive of a city, state or nation; but there is another kind of anarchy in our midst. It is the anarchy which sends the railroad and corporation lobby to the legislatures and to the taxing bodies, yes, even to the bench, and in whose hands these servants of the people are as wax and obey the command of the lobby and defy the law they were elected and sworn to uphold. This is the anarchy we need to fear in America, and whose meaning the public school teachers need to comprehend.

It was indeed an invaluable public service which the teachers of Chicago rendered when they established in the courts, and in the minds of the people, the fact that through the connivance of public officials five public utility corporations are enabled to rob Chicago of ten million dollars annually through the free gift to these corporations of the use of the public streets. Think what that means; the second city in the Union compelled to pay to five corporations, her own creatures, an annual tribute of ten million dollars—more than the combined cost of maintaining the public schools and the public library—at the same time her Board of Education closing the schools, cutting the teachers' salaries, increasing the number of children in each room and otherwise crippling the service for want of money.

America's motto once was "Millions for defense, but not one cent for tribute." And we teachers may continue to teach that it is still our motto, but the children will learn in spite of our teaching that "Millions for tribute and not one cent for defense" is nearer the truth.

The significant thing in the tax crusade of the Chicago teachers was not the disclosing of these humiliating facts, nor the forcing of the corporations to return to the public treasury some of their stolen millions; it was that the public school, through the organized effort of the teachers, was the agency which brought these conditions to the attention of the public and showed how to apply the remedy.

Nowhere in the United States to-day does the public school, as a branch of the public service, receive from the public either the moral or financial support needed to enable it properly to perform its important function in the social organism. The conditions which are militating most strongly against efficient teaching and which existing organizations of the kind under discussion here are directing their energies toward changing, briefly stated are the following:

1. Greatly increased cost of living, together with constant demands for higher standards of scholarship and professional attainments and culture to be met with practically stationary and wholly inadequate teachers' salaries.
2. Insecurity of tenure of office and lack of provision for old age.
3. Overwork in over-crowded school rooms exhausting both mind and body.
4. And lastly, lack of recognition of the teacher as an educator in the school system, due to the increased tendency toward "factoryizing education," making the teacher an automaton, a mere factory hand, whose duty it is to carry out mechanically and unquestioningly the ideas and orders of those clothed with the authority of position and who may or may not know the needs of the children or how to minister to them.

The individuality of the teacher and her power of initiative are thus destroyed and the result is courses of study, regulations and equipment which the teachers have had no voice in selecting, which often have no relation to the children's needs and which prove a hindrance instead of a help in teaching.

Dr. John Dewey, University of Chicago, in the "Elementary School Teacher," December, 1903, says:

"As to the teacher.—If there is a single public school system in the United States where there is official and constitutional provision made for submitting questions of methods of discipline and teaching, and the questions of the curriculum, text books, etc., to the discussion of those actually engaged in the work of teaching, that fact has escaped my notice. Indeed, the opposite situation is so common that it seems, as a rule, to be absolutely taken for granted as the normal and final condition of affairs. The number of persons to whom any other course has occurred as desirable, or even possible—to say nothing of necessary—is apparently very limited. But until the public school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgment upon matters of educational importance, with the assurance that this judgment will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic seems to be justified. Either we come here upon some fixed and inherent limitation of the democratic principle, or else we find in this fact an obvious discrepancy between the conduct of the school and the conduct of social life—a discrepancy so great as to demand immediate and persistent effort at reform."

A few days ago Professor George F. James, Dean of Pedagogy of the State University of Minnesota, said to an audience of St. Paul teachers:

"One hundred thousand teachers will this year quit an occupation which does not yield them a living wage. Scores and hundreds of schools are this day closed in the most prosperous sections of this country because the bare pittance offered will not attract teachers of any kind."

Prof. James further maintained that school teachers are not only underpaid, but that they are paid much less proportionately than they received eight years ago.

It is necessary that the public understand the effect which teaching under these conditions is having upon the education of the children.

In reacting unfavorably upon the public school, these wrong conditions affect the child, the parent and the teacher, but the teacher is so placed that she is the one first to feel the disadvantage: she is held responsible by the child, by the parent, by the authorities, by society, and by herself because of her own ideals, for duties, in the performance of which she is continually hampered. The dissatisfaction and restlessness among teachers are due to the growing consciousness that causes outside of themselves and beyond their control are making their work more difficult. Some of these causes of irritation are inherent in the school system. Such proceed from the failure of the system on the educational and administrative side to adapt itself to the growing ideals of education and the demand for rational methods of realizing them. These inherent causes of trouble include the limitations of the teachers themselves and the failure of the system either to remedy these deficiencies or to remove the deficient.

Where friction is minimized by enlightened supervision and administration the pressure of outside causes is less keenly felt. But where the system is so administered that inherent weaknesses and outside causes combine and reinforce each other to produce dissatisfaction, the double pressure increases the irritation and correspondingly hastens the time when sheer necessity itself impels the teachers to seek a remedy or leave the profession.

The first and crudest form of expression that dissatisfaction with these conditions takes is the reaction against the nearest and most obvious cause of irritation—unsatisfactory supervision and administration, which are later recognized as effects rather than causes. The last causes to be assigned are the real ones, and only when every individual effort to better conditions has failed does the thought of combined effort for mutual aid, in other words organized effort, suggest itself.

And yet organization is the method of all intelligently directed effort.

Within the last decade in a few cities of the United States organization has been effected among those on whom devolves the responsibility of applying scientific principles to the actual work with children in the school room, the purpose of such organization being to secure conditions under which rational teaching may become possible.

Such organization is at once the effect and the cause of a broadening of the intelligence and the educational outlook of the teachers, for to such organization they must take not only a reading acquaintance with the best in educational theory and practice but a practical knowledge of what constitutes scientific teaching. Nor is this all, though it may suffice for the professional equipment of those whose duties are merely supervisory. The class room teachers in addition to this must have the ability and skill, given fair conditions, to do scientific teaching. More than this, they must know the conditions under which scientific teaching is possible, must know when and in what respects such conditions are lacking; and then most difficult of all, because it includes all these and

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much more, they must know how to reach the public with accurate information concerning the conditions under which teaching is done and their effects on the work of the school.

Such are the prerequisites of teachers who would successfully engage in the work of securing better conditions for the children, for themselves, and for the schools through organization.

A word before closing on the relations of the public school teachers and the public schools to the labor unions. As the professional organization furnishes the motive and ideal which shall determine the character and methods of the organized effort of teachers to secure better conditions for teaching, so is it the province of the educational agencies in a democracy to furnish the motive and ideal which shall determine the character and methods of the organization of its members for self protection.

There is no possible conflict between the good of society and the good of its members, of which the industrial workers are the vast majority. The organization of these workers for mutual aid has shortened the hours of labor, raised and equalized the wages of men and women and taken the children from the factories and workshops. These humanitarian achievements of the labor unions—and many others which space forbids enumerating—in raising the standard of living of the poorest and weakest members of society are a service to society which for its own welfare it must recognize. More than this, by intelligent comprehension of the limitations of the labor unions and the causes of these limitations, by just, judicious and helpful criticism and co-operation, society must aid them to feel the inspiration of higher ideals and to find the better means to realize these ideals.

If there is one institution on which the responsibility to perform this service rests most heavily, it is the public school. If there is one body of public servants of whom the public has a right to expect the mental and moral equipment to face the labor question and other issues vitally affecting the welfare of society and urgently pressing for a rational and scientific solution, it is the public school teachers whose special contribution to society is their own power to think, the moral courage to follow their convictions, and the training of citizens to think and to express thought in free and intelligent action.

The narrow conception of education which makes the mechanics of reading, writing and arithmetic and other subjects the end and aim of the schools, instead of a means to an end—which mistakes the accidental and incidental for the essential—produces the unthinking, mechanical mind in teacher and pupil and prevents the public school as an institution and the public school teachers as a body from becoming conscious of their relation to society and its problems, and from meeting their responsibilities. On the other hand, that teaching which is most scientific and rational gives the highest degree of power to think and to select the most intelligent means of expressing thought in every field of activity.

The ideals and methods of the labor unions are in a measure a test of the efficiency of the schools and the other educational agencies.

How shall the public school and the industrial workers in their struggle to secure the rights of humanity through a more just and equitable distribution of the products of their labor, meet their mutual responsibility to each other and to society?

Whether the work of co-ordinating these two great educational agencies, manual and mental labor, with each other and with the social organism, shall be accomplished through the affiliation of the organizations of brain and manual workers is a mere matter of detail and method to be decided by the exigencies in each case. The essential thing is that the public school teachers recognize the fact that their struggle to maintain the efficiency of the schools through better conditions for themselves is a part of the same great struggle which the manual workers—often misunderstood and unaided—have been making for humanity through their efforts to secure living conditions for themselves and their children; and that back of the unfavorable conditions of both is a common cause.

Two ideals are struggling for supremacy in American life to-day: one the industrial ideal dominating through the supremacy of commercialism, which subordinates the worker to the product and the machine; the other, the ideal of democracy, the ideal of the educators, which places humanity above all machines, and demands that all activity shall be the expression of life. If this ideal of the educators can not be carired over into the industrial field then the ideal of industrialism will be carried over into the school. Those two ideals can no more continue to exist in American life than our nation could have continued half slave and half free. If the school can not bring joy to the work of the world the joy must go out of its own life and work in the school as in the industrial field will become drudgery.

Viewed in this light the duty and responsibility of the educators in the solution of the industrial question is one which must thrill and fascinate while it awes, for the very depth of the significance of life is shut up in this question. But the first requisite is to put aside all prejudice, all preconceived notions, all misinformation and half information, and to take to this question what the educators have long recognized must be taken to scientific investigation in other fields. There may have been justification for failure to do this in the past, but we cannot face the responsibility of continued failure and maintain our title as thinkers and educators. When men organize and go out to kill they go out surrounded by pomp, display and pagentry, under the inspiration of music and the admiration of the throng; not so with the army of industrial toilers who have been fighting humanity's battles unhonored and unsung.

It will be well indeed if the teachers have the courage of their convictions and face all that the labor unions have faced with the same courage and perseverance.

To-day, teachers of America, we stand at the parting of the ways. Democracy is not on trial, but America is.

BOARD OF EDUCATION.

Wed. Sept. 14, 1904.

The committee on school management recommended that Emma Alice Cadman, who was granted a diploma of graduation from the Normal school on June 22, 1904, be awarded a partial certificate to teach in the elementary schools.

That the following named former teachers, who hold valid certificates, be placed on the list for appointment to positions in the elementary schools in accordance with the rules: Virginia B. Benson, Emma Dill Geselbracht, Mary I. Kennedy, Mamie Adeline Stern, Helene von Holland.

That Peter A. Mortenson be elected principal of the Washington Evening school, vice William J. Bogan, resigned.

That the kindergarten now located in the rented building at the corner of Marshfield avenue and Forty-eighth street be transferred to the main building of the Seward school, and that this branch be abandoned.

That the Deaf and Dumb department now located in the Settlement building on Gross avenue, near Forty-seventh street, be transferred to one of the small rooms in the main building of the Seward school.

Recommendations concurred in.

ANNOUNCEMENTS.

The regular meeting of the Chicago Teachers' Federation will be held at Handel Hall, Saturday, Sept. 17, at 10:30 a. m.

Special order of business. Election of corresponding secretary and nomination of vice president of District 2.

FLORENCE E. TENNERRY,
Cor. Secretary.
194 Oakwood, Blvd.

ADJOURNED ANNUAL SESSION.

The adjourned session of the annual meeting will be held Saturday, Sept. 14, 1904, at 10 a. m. in Handel Hall, 40 E. Randolph street.

FLORENCE E. TENNERRY,
Cor. Secretary.

CHICAGO TEACHERS' CLUB.

Regular meeting Chicago Teachers' Club September 17, 1904, 82 Randolph street. Ladies' Lunch Club, luncheon 35 cents per plate, 1 p. m. Program, 2 p. m. Subject, The Teachers' Salary Suit. Speakers, Miss Catharine Goggin and Miss Margaret A. Haley.

Mary E. Reynolds, Pres. — Emily A. Hayward, Cor. Sec.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

THE N. E. A. RESOLUTIONS.

The resolutions adopted by the N. E. A. at its meeting last July (printed in full in this issue), are especially interesting to grade teachers. Among the six questions which the preamble declares to be fundamental to elementary education, though still unsettled, four are: 1. Local taxation. 2. Rational supervision. 3. Proper recognition of the teacher as an educator in the school system. 4. Well-trained and well-paid teachers.

The resolutions declare in favor of permanent tenure of office for teachers during efficiency and good behavior. and promotion based on fitness, experience, professional growth and fidelity to duty.

A paragraph is devoted to the question of teachers' salaries and the detrimental effects which the present low salaries are having on the schools.

The N. E. A. is to be congratulated for having adopted, though at this late date, two of the cardinal principles of the labor unions, namely, "equal pay for equal work for men and women," and legislation prohibiting child labor.

Another evidence of the advance toward the democratic spirit is found in the resolution (No. 10) which declares that responsibility for the success or failure of the schools rests wholly with the people, that therefore the public schools should be kept as near to the people as possible and that to this end endorses the principle of popular local self government in all school matters.

The resolutions demand a rigid enforcement of the tax laws both as to assessment and collection, and full and adequate support of our public school system by taxation.

Resolutions that end with adoption have little value unless perhaps as indicators of public sentiment and they are not always that. It now behooves the educators to bestir themselves and give force to this declaration of principles.

THE END OF THE STRIKE.

Through the mediation of a woman, Dr. Cornelia De Bey, an understanding has been reached between the forces involved in the stock yards strike by which the public is benefited, the business of the packers is resumed, the situation as it affects the interests of union labor is clarified, and the distress of the unemployed and of their families is relieved.

No better example has been furnished of the influences through which alone the problem presented by this struggle can be solved. The personality and the mental equipment brought by Dr. De Bey to the performance of this high task are of so much suggestive value that for the purpose of analyzing what has proved to be the clarifying element in this apparently hopeless situation, one may be pardoned for intruding somewhat beyond the restrictions imposed by her own retiring and impersonal attitude. Dr. De Bey is a psychologist. As a normal student, as a high school teacher, as a normal teacher, as a physician, her profoundest interest has been in the underlying laws of human development, and in her application of these has been her strength. Intellectually she brings to whatever problem engages her the rational, scientific conceptions which enable her to grasp the situation in a large and fundamental way. At the same time no practical detail escapes her. Of Dutch and French ancestry, she is fired with enthusiasm for the ideal, and keenly alive to the concrete. And she is an enthusiast. She is an excellent instance of the truth of Colonel Parker's aphorism: "There is nothing so practical as a good theory." But first and last, she is a lover of mankind.

In the Record-Herald of September 11, in the sketch which accompanies her portrait, are touches which explain the motive power impelling the present unselfish and public-spirited use of her uncommon powers.

A foreign critic said of Benjamin Franklin: "America has furnished the world with many wonderful productions and one philosopher."

Chicago has amazed the world with many wonderful achievements, with some perplexing problems, with some iniquitous public conditions; she has produced also some men of note and honor, and a few women who have devoted their genius, their inspiration and the high endowment of their womanhood with signal success to the betterment of those conditions which make for a fuller and more human life.

A. M. M.

DR. CORNELIA B. DE BEY.

Ever since the beginning of last week, when it became generally known that Dr. Cornelia B. De Bey was the woman who was interceding with both the packers and workmen for the settlement of the stock yards strike, there has been a desire on the part of the public, to whom her name was not generally familiar, to know more of Dr. De Bey's personality.

To social settlement workers, teachers in the public schools and, beyond all, the very poor in all the most congested districts of the city, Dr. De Bey has needed no introduction for the past eighteen years. But so scanty are the public rewards for labors of love among the humble and so laggard the recognition of service in the cause of humanity that it is not surprising that her efforts and achievements have passed practically unnoticed.

Good Deeds Hidden.

Her own attitude has helped more than anything else to keep her in the shade. As all the newspaper people who have come in contact with her since she became a factor in the strike situation very well know, Dr. De Bey has sought at every moment to stand in the background, to belittle her own efforts and to persuade her interviewers to give all the credit for the work she has done to other people who simply followed her leadership.

It is remarkable enough, in this age of arbitration boards, when capital and labor are supposed to be beginning to realize the necessity of getting together amicably and discussing their differences openly, that it has been left for a frail slip of a woman, with no interest but love of humanity and no influence with either side, to bring the warring factions to a sense of their duty. And it is even more remarkable that she has come out of the ordeal in possession of the hearty personal friendship of the leaders of both camps.

A Persistent Fighter.

Dr. De Bey is a fighter. She has been fighting against odds ever since she can remember, winning sometimes, losing sometimes, but optimistic always, and always ready to begin a new battle on the field of recent defeat. Her unswerving honesty of purpose started her straight out in a heroic course in the present instance. It enabled her to cut down all opposition and succeed, though on the way she had to speak some bitter truths to both the packers and the strikers.

To her personal friends she declared, as she began the fight, "There must be one man among all these men a little more of a man and a little less of a fool than those around him. I'm going to find out who that man is, and when I've found him I will know how to move him."

This was her simple plan of campaign, and she won her victory in less than a week. Nobody will ever know just how she won, but it is certain that she did not beg for the concessions she asked from both sides, nor make any appeal in the name of charity or pity. Her one attitude was that the rights of the public, common decency and justice demanded a settlement, whether it came about through a compromise or surrender by either side.

Interest in Education.

Dr. De Bey is a graduate of the Cook County Normal school, where she studied under Colonel Parker, and in 1895 graduated from Hahnemann Medical College after taking a course at Northwestern University. Her professional work has been wide and her standing among

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DR CORNELIA B. DE BEY.

physicians has not suffered because she has deliberately taken on her own shoulders the alleviation of distress among the very poor, entirely regardless of her personal welfare.

Her interest in educational matters has always been great. Almost single-handed she pushed through the state legislature the bill legalizing kindergartens as part of the public school system, and she led the fight that defeated the bill which sought to make married women ineligible as teachers in the public schools.

To those who have taken any interest in the child labor problem it is unnecessary to point out how great a factor in the present improved conditions has been the help given by Dr. De Bey, who has spent every moment of her spare time in fighting this evil.

Her Younger Life.

No strong personality is ever the outcome of chance. When we get a glimpse of the environment in which Dr. De Bey's life has been spent it is not hard to see how she became possessed of the courage to attempt a settlement of the strike, and the rare intelligence and tact with which she carried her efforts to a successful conclusion. She is of foreign birth, though neither in accent nor appearance does she give any indication of it. She was born in the town of Groningen, a seaport at the northeastern boundary of Holland, and was three years old when the family came to America. Her father, Benardus B. De Bey, was for years the moving spirit of the great Groningen University, an institution founded in the beginning of the seventeenth century. He was looked on as one of the foremost educators and preachers in the Netherlands.

Her maternal grandfather had also been a famous educator, and at his death he left behind him a large colony of his fellow countrymen of whose lives he had been the guiding spirit.

The Trouble With Men.

When she was asked yesterday what she considered the principal reasons why labor troubles were not more quickly adjusted Dr. De Bey said:

"Our idea of arbitration is ridiculously primitive and inadequate, and there is no real healthy public sentiment, intelligently expressed in times of labor troubles. Such a public sentiment alone, crystallized by vigorous action on the part of bodies of private citizens, would do much to bring the opposing sides to a sense of decency and consideration. But I believe the principal difficulty in the way is the attitude of the great majority of the men who are arrayed against each other at such times.

"There is a type of man who becomes nothing but a machine. Business is his god, and it rules him always. He loses his human faculty, he has no sense of justice, and is powerless to analyze a situation. Such men as these are at or near the front in every labor disturbance, seeking to hinder any possibility of a settlement.

"They have no blood worth speaking of in their veins, and no gray matter worth mentioning in their heads. They are the stumbling blocks set in the path of progress to teach us lessons of sorrow and patience."—John R. Rathom in Chicago Record-Herald, Sept. 11.

NATIONAL EDUCATIONAL ASSOCIATION.

St. Louis, Mo., July 1, 1904.

The members of the National Educational Association, assembled in their Forty-third Annual Convention, make the following

DECLARATION.

1. We cannot emphasize too often the educational creed first promulgated more than a century ago that "Religion, morality and knowledge being necessary to good government and the happiness of mankind, school and the means of education shall forever be encouraged." This declaration of the fathers must come to us now with newer and more solemn call when we remember that in many parts of our common country the fundamental questions of elementary education—local taxation, consolidation of weak schools, rational supervision, proper recognition of the teacher as an educator in the school system, school libraries, and well trained and well paid teachers—are still largely unsettled questions.

2. We would direct attention, therefore, to the necessity for a supervisor of ability and tact for every town, city, county, and state system of public schools. Not only are leaders needed in this position who can appreciate and stimulate the best professional work, but qualities of popular leadership are also demanded to the end that all classes of people may be so aroused that every future citizen of the Republic may have the very best opportunities for training in social and civic efficiency.

3. The very nature of the teachers' task demands that that task be entrusted only to men and women of culture and of intellectual and moral force. Inadequate compensation for educational work drives many efficient workers from the school room and prevents many men and women of large ambition for service from entering the profession. It is creditable neither to the profession nor to the general public that teachers of our children, even though they can be secured, should be paid the paltry sum of $300 a year, which is about the average annual salary of teachers throughout the country.

4. The Bureau of Education at Washington should be preserved in its integrity, and the dignity of its position maintained and increased. It should receive at the hands of our lawmakers such recognition and such appropriations as will enable it not only to employ all expert assistance necessary, but also to publish in convenient and usable form the results of investigations; thus making that department of our government such a source of information and advice as will be most helpful to the people in conducting their campaigns of education.

5. We would emphasize the necessity for the development of public high schools wherever they can be supported properly, in order that the largest number possible of those who pass through the elementry grades may have the advantage of broader training, and for the additional reason that the public elementary schools are taught largely by those who have no training beyond that given in the high schools.

6. As long as more than half of our population is rural, the Rural School and its problems should receive the solicitous care of the National Educational Association. The Republic is vitally concerned in the educational development of every part of its territory. There must be no forgotten masses anywhere in our Union of States and Territories, nor in any one of its dependencies.

7. We believe that merit and merit alone should determine the employment and retention of teachers, that,

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after due probation, tenure of office should be permanent during efficiency and good behavior, and that promotions should be based on fitness, experience, professional growth, and fidelity to duty. We especially commend the efforts that are being made in many parts of the country whereby teachers, school officials, and the general public working together for a common purpose are securing better salaries for teachers and devising a better system for conserving the rights and privileges of all and for improving the efficiency of the schools.

8. We declare further that, granted equal character and efficiency, and equally successful experience, women are equally entitled with men to the honors and emoluments of the profession of teaching.

9. We advocate the enactment and rigid enforcement of appropriate laws relating to child labor, such as will protect the mental, moral and physical well-being of the child, and will be conducive to his educational development into American citizenship.

10. The responsibility for the success or failure of the schools rests wholly with the people and therefore the public schools should be kept as near to the people as practicable; to this end we endorse the principle of popular local self government in all school matters.

11. Since education is a matter of the highest public concern, our public school system should be fully and adequately supported by taxation; and tax laws should be honestly and rigidly enforced both as to assessment and collection.

12. We congratulate and thank the management of the Louisiana Purchase Exposition for giving education first place in the scheme of classification, for the location and grandeur of its building, and for the extent and arrangement of the educational exhibits. Such recognition of education is in harmony with the genius of our democracy and will stimulate interest in popular education throughout the world.

CHARLES D. M'IVER, of North Carolina, Chairman.
JOHN W. CARR, of Indiana.
AMELIA C. FRUCHTE, of Missouri.
MARGARET A. HALEY, of Illinois.
ANNA TOLMAN SMITH, of District of Columbia.
AUGUST S. DOWNING, of New York.
S. Y. GILLAN, of Wisconsin.

Committee on Resolutions.

AN OPEN LETTER TO MR. GOVE.

August 25, 1904.

Supt. Aaron Gove, Denver, Colo.

Dear Sir: I attended the last meeting of the N. E. A. and I intended to write to you as soon as I returned home, but the rush of other matters and the long confusion incident to changing my address have delayed me until now.

Some months ago I read—in the Normal Instructor, I think it was—a stenographic report of a talk you had given to your teachers. I liked very much the tone of it. It seemed to breathe the spirit of conciliation and co-operation rather than dictation, and to differ very markedly in that particular from much that is said and written by superintendents respecting the work of teachers, especially grade teachers. For that reason I was very glad to find your name on the program of the N. E. A., and the topic assigned, "The Limitations of the Superintendent's Authority and of the Teacher's Independence," was exactly the one I wished to hear you discuss.

The very wording of the topic seemed to carry with it a refreshing intimation that there was really some limit to the superintendent's authority. Of course we have always been given to understand that there is a limit to the teacher's independence. I hoped you would offer superintendents of little experience and No. 0 size like myself some helpful suggestions regarding the way to give the progressive, wide awake teacher the best chance to make the most of her own personality in her work, rather than reducing her to a mere machine to run in a particular groove cut by the superintendent. It has seemed to me that the machine regime characterizes distinctly the school work of many of the large cities—almost from necessity perhaps—and even sometimes of small towns in the hands of still smaller superintendents. I had hoped that you would show how this was a great injustice to the teacher and a great detriment to the pupil, and how we could or should avoid it. I did not understand that there was any connection at all between Miss Haley's topic and your own, and evidently Miss Haley did not.

Then you can imagine my disgust at listening, not to anything helpful on the topic assigned, but to an astonishing exhibition of misrepresentation, misinterpretation and utterly unpardonable imputation, in a studied effort to discredit the preceding speaker and the cause she represented. If you had done something of the kind in some off hand, unpremeditated remarks, that might have been pardonable; but to deliberately prepare such a paper, under a deceptive title, while the lady you thus essayed to overwhelm with confusion had no warning of the attack and no possibility, under the rules, of meeting it—such an astounding discourtesy I had never before seen in a public gathering; and even more astounding was the fact that many superintendents in the audience were ready to applaud you. You could hardly have given, nor could they, more conclusive evidence of the supreme and lordly contempt which some superintendents seem to feel for their teachers.

It seems to me unfortunate in the extreme to imply, as you did all the way through, that there is inevitable antagonism between superintendent and teachers, especially when the latter are organized. Certainly Miss Haley neither said nor implied anything that could possibly be construed as an assault, either present or prospective, on the supremacy of the superintendent and I do not understand that the Teachers' Federation would curtail the superintendent's authority in the least, or would wish to. Perhaps I am not well informed on this point, but I can see nothing in the federation propaganda so far to cause any superintendent apprehension, unless indeed he be an unreasonable and overbearing tyrant—and I believe I have known such.

To be sure "the dictation must come from the other end," as you said; that is, if there must be dictation at all. I do not believe any member of the federation which you so valiantly essayed to annihilate would deny that for a moment. But why raise the question of dictation at all between superintendent and teachers? Miss Haley certainly did not. Of course there is occasionally a teacher who must be dictated to, and that is one of the unfortunate instances that any superintendent must meet; but that implies distinctly something discreditable on the part of that particular teacher. But most of the teachers—the strong and efficient ones—yield a loyal deference to the kindly guidance of the strong and efficient superintendent. That the teachers as a whole under any superintendent should be "dictated to" distinctly implies, it seems to me, something the matter with that particular superintendent.

The teacher who rouses the antagonism of her pupils is not usually wanted long in one place; and likewise the superintendent who wins the opposition of a considerable number of his teachers, by that very token demonstrates his incompetence; though it will not be denied that there are exceptions—cases in which the superintendent is entirely in the right and the teachers absolutely, even though unanimously, in the wrong.

I am not discussing here whether the federation idea is wise or unwise. I have not quite made up my mind yet on that point. I am still "groping for light," still "open to conviction." But anyway that matter was not assigned to you for discussion at St. Louis at all, as I understand it. However, I may remark on the side that the point you seemed to consider the most impressive at St. Louis struck me as being mighty flimsy. You say the teachers are "dealing with immortal souls," and therefore should not, like the low caste laborers who work with wood and iron and pork and cotton, resort to the low expedient of any effort, especially any *united* effort, to better their wages. You do not deny that the laborer with the coarser material gets the better wages, and does so by reason of organization; but the teacher, by very reason of the priceless "raw material" with which she works, and the infinitely greater value of her service, should ignore the matter of remuneration and leave it in the hands of those who think it to their own interest to pay as little as possible. What extraordinary philosophy!

Sincerely yours,

Excelsior, Minn. J. K. M'BROOM,
Superintendent of Schools.

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UNIVERSITY LECTURE ASSOCIATION
IN CO-OPERATION WITH
THE UNIVERSITY OF CHICAGO

The lecture course announced by the University Lecture Association for the ensuing year are given below. Attention is called to the change of evening in the North and the South Side centers and to the new location of the South Side center.

NORTH SIDE CENTER—Monday evenings, Lincoln Park Congregational church, 707 Fullerton Boulevard.

October 3rd—November 7th: "Great Novelists of the Nineteenth Century," six lectures by J. G. Carter Troop, A. M., Assistant Professor of English Literature.

November 14th—December 19th: "History and Civilization of Egypt," six lectures by James Henry Breasted, Ph. D., Associate Professor of Egyptology. (Illustrated with many stereopticon views.)

January 9th—February 13th: "Other Worlds Than Ours," six lectures by Forest Ray Moulton, Ph. D., Assistant Professor of Astronomy. (Illustrated with stereopticon views.)

February 20th—March 27th: "European Capitals and Their Social Significance," six lectures by Jerome H. Raymond, Ph. D., Associate Professor of Sociology. (Illustrated with stereopticon views.)

SOUTH SIDE CENTER—Tuesday evenings, Auditorium Lincoln Center, Oakwood Boulevard and Langley Avenue. (Until the completion of the hall, lectures will be given in All Souls' Chapel, across the Boulevard.)

October 4th—November 8th: "History and Civilization of Egypt," six lectures by James Henry Breasted, Ph. D., Associate Professor of Egyptology. (Illustrated with stereopticon views.)

November 15th—December 20th: "Our Natural Resources, Their Economic Significance," six lectures by J. Paul Goode, Ph. D., Associate Professor of Geography. (Illustrated with stereopticon views.)

January 10th—February 14th: Studies in Comic Literature," six lectures by William Norman Guthrie, B. Litt., A. M., Author and Lecturer in General Literature.

February 21st—March 28th: "European Capitals and Their Social Significance." six lectures by Jerome H. Raymond, Ph. D., Associate Professor of Sociology. (Illustrated with stereopticon views.)

WEST SIDE CENTER—Thursday evenings, Auditorium Lewis Institute, corner of Robey and Madison Streets.

October 6th—November 10th: "The Far East," six lectures by Toyokichi Iyenaga, Ph. D., Associate Professorial Lecturer in Political Science.

November 17th—December 22nd: "The Modern Novel," six lectures by Richard Burton, Ph. D., Professorial Lecturer in English Literature.

January 5th—February 9th: "The Spiritual Element in Tragedy," Pt. II, six lectures by S. H. Clark, Ph. B., Associate Professor of Public Speaking.

February 16th—March 23rd: "The Beginnings of Christianity," six lectures by Herbert L. Willett, Ph. D., Associate Professor of Semitic Languages and Literature.

March 30th—May 4th: "Art and Life," six lectures by Charles Zueblin, Ph. B., D. B., Professor of Sociology.

ADMISSION TICKETS.

Membership card admitting two persons to all lectures given by the Association in the academic year, 1904-5, and one person to the Open Lectures at the University, summer quarter, 190	$10 00
Family ticket (Associate Membership) good for twenty-four admissions in any combination to the lectures announced in the circular	5 00
Package ticket, twelve single admission tickets in package	3 00
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Tickets may be secured at the lecture halls or of A. C. McClurg & Co., 215 Wabash Ave.

Information as to other lectures to be announced, and as to conditions upon which University Credit may be secured will be sent upon application to

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, SEPTEMBER 23, 1904. No. 32.

THE TRUE EXPANSION OF THE EMPIRE STATE.

By Charles A. Gardner of the Bar of New York.

(Extracts from an address delivered before the Convocation of the University of the State of New York. Copied from the School Journal.)

Higher Intellectual Education Necessary.

The people of New York are now 8,000,000 strong. Within a generation they will number many more. Through our ports are pouring in, in a continuous flood, the peoples of the Old World, while through a hundred inland gates come in steady file the citizenry of a continent. New York is the loadstone of the world that draws all men unto it. And within this state it is literally the survival of the fittest, from the poorest farm-hand in Clinton county to the all-powerful magnate of Wall street. Tremendous are the tasks that confront us, fierce and relentless the competition; and entered the lists for the prizes are not our 8,000,000 people alone, but the best trained and intellectually equipped experts of the world.

To meet these demands, we guarantee our citizens a common school education. That is our constitutional standard of public intelligence. Practically, it is the standard of a generation ago. Can any one seriously contend that it adequately equips our citizens for the tremendous intellectual demands upon them? The truth is, for years we have been so overwhelmed by our material progress that we have not realized the astounding disparity between our intellectual and material growth.

Astounding Material and Intellectual Disparity.

Go back a generation and contrast the expansion of high schools and representative material interests. Steam railroad construction and equipment, for instance, has increased 523 per cent; freight carried, 500 per cent; street railroad construction and equipment, 2,200 per cent; passengers carried, 719 per cent; assets of life insurance companies, 539 per cent; resources of trust companies, 1,706 per cent; deposits, 1,760 per cent; and aggregating all its material resources, the wealth of the State has grown from $6,500,841,264 to $13,062,300,000; while high school attendance has increased 161 per cent; high school teachers, 278 per cent, and state appropriations from $34,757 to $249,351. Meanwhile thousands upon thousands of positions of profit and honor and trust, requiring the highest intellectual qualifications, after fair competition, are deliberately awarded to more competent citizenry from beyond our borders. Call the roll of your acquaintances and you will find manufacturers, merchants, financiers, editors, teachers, lawyers—men in every business and profession of life, from without the state, holding positions that might have been filled by a native born citizenry.

I am not arguing for the exclusion of any man—Russian peasant or favorite son of a sister state. I maintain simply that our citizens must have a higher average intelligence, or go down before the superior intellectuality of our competitors; and that a four-year high school course with four years more optional in a county college would equip them with such an average intelligence that they could compete with any citizenry in the world.

Higher Economic Education.

Such an education is necessary for our common good. The object of economic education is to fit citizens for the production, management, and use of wealth. The aggregate result of the highest economic education must be the greatest possible production and the wisest management and use. It is estimated that at 35 years of age the earning capacity of a man with common school education and special training for his work is twelve and a half times greater than that of an illiterate, untrained man; that a high school education and training doubles that efficiency and that a college education and training add 100 per cent more; so that the earning capacity of a high school graduate should be 25 times greater, and of a county college graduate 50 times greater than that of an illiterate day laborer.

A comparison with other states shows the almost incredible annual money loss of New York, due largely, I contend, to its low standards of economic education. In 1890 each person in New York produced $143.51, and in Massachusetts $167.68, while the average schooling received by each inhabitant of New York was 5.32 years, and of Massachusetts 6.15. If the per capita production of New York had equaled that of Massachusetts, the wealth of New York would have been increased by $221,169,853 annually.

New York's Incredible Money Loss.

The only wealth statistics for 1900 now available are those of manufacturers. Taking these alone, the production per capita per year in New York in 1900 was $209.44; and in Massachusetts $369, while the average schooling received by each person in New York was 5.96 years, and in Massachusetts 7.32 years. Had the value of manufactured products per capita in New York been as great as in Massachusetts, the wealth of New York would have been increased by $494,751,999 annually.

I do not contend that our productive capacity is controlled entirely by public economic education; but it is no mere coincidence that economic education is practically unknown in New York, while it

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flourishes in Massachusetts, nor that the per capita production and schooling in the two states, for two decades, have been in almost perfect mathematical proportion.

Whatever the cause, $494.751,999 annually is an appalling economic loss to our body politic; and unless New York is prepared to make its citizens economic specialists to the extent at least of a high school education, with four years more optional in county colleges, it must ultimately fall to the rear and abandon its economic primacy.

Eight Million Sovereign-Subjects.

Such an education is necessary for our political good. Under the social compact citizens of this state sustain a dual role—they are both sovereigns and subjects—they are both the state and the people. Each one of our eight million citizens is a sovereign ruler over all the others; each one is also a subject, owing allegiance to the body politic. As a citizen-sovereign, each citizen must protect his subjects by making and administering laws, and for this he must have the highest political intelligence. As a citizen-subject, he must bear allegiance to the government, and for this he must have such a high standard of political intelligence as will enable him to understand and obey the laws, and loyally support the state.

But every state citizen may also be a national citizen; and when we consider that as such he is also both sovereign over 80,000,000 national subjects and subject to 80,000,000 national sovereigns, we must admit that a citizen of New York is a constituent part of the most powerful, as well as the most complicated, political machinery on earth.

Common school education may prepare our citizens for their duties as citizen-subjects—even that is doubtful; but no one pretends that it can qualify them as citizen-sovereigns.

No political education is too advanced for the sovereigns of England. Germany demands the highest political qualifications in its emperor—why have less in this state? Our sovereigns number 8,000,000, but the need of a supreme political qualification is individual and no less imperative. In my opinion, our citizens should have at least a four-year course of political instruction, with the opportunity of four years more, to enable them to perform their duties under the social compact with honor to themselves and glory to the state.

Deplorable Interstate Standing.

Such an education is necessary for our interstate primacy. In material resources New York is now the most powerful and progressive sovereignty in the Union. But it is subject to the inexorable law of republics. It cannot permanently maintain its economic primacy unless it stands first also in intellectual and moral power. How far it falls short of this standard let the Federal census bear witness. Eighteen other states have a lower percentage of general illiteracy than New York; 25 have a lower percentage of illiterate whites; 34 have a lower percentage of illiterate foreign whites, and no less than 47 have a lower number of illiterate adults. In 1870 New York stood eleventh in literacy, and 1890 fifteenth, and in 1900 nineteenth, and since 1880, no less than 12 states have outstripped and outranked New York in the education of their people.

If it be argued that the remedy for such illiteracy is more common schools, that people do not attend high schools to learn to read and write—then on the basis of high school education alone, our interstate standing is deplorable.

New York Only Seventeenth.

Taking attendance as the ultimate test, New York stands seventeenth only among the states of the Union. All New England, except Rhode Island, surpasses us. Ohio outranks us by 18 per cent, Iowa by 37, and Nebraska by 53 per cent. Kansas, Colorado and California all excel us. On any theory our interstate high school rank is inexcusable—and considering our general economic primacy, I say again it is deplorable.

In 1900, we had a high school population of 641,030, and a high school attendance of only 79,365; 561,665 citizens of the state, male and female, were therefore entitled to a free public high school education, not one of whom received it. Should their education be pushed along the lines I have indicated to-night, with the intelligent and determined zeal that marks every branch of our material expansion, I am confident New York would become not alone first in population, wealth, commerce, industry and finance, not alone first in capital, railroads, canals and shipping, but first also in high schools, colleges and universities—the educational elements necessary to a permanent interstate primacy.

I plead for the higher education for which Governor Clinton besought the blessing of the Supreme Giver of all good.

I plead for the higher education that Governor Seward said was indispensable to the expanding powers of our commonwealth.

I plead for the higher education that Governor Seymour called "an essential part of our political institutions."

I plead for the higher education that Governor Odell has urged upon educators and legislators, as necessary to "the best type of American citizenship."

Finally, I plead for a higher education that shall be intellectual, moral, economic and political—give such an education to all our people, and the state will become as Milton said, "one huge Christian personage, one mighty growth and stature, as big and as compact in virtue as in body," and education will assume its true function, a power that will dominate every other sovereignty in the state.

Immediate State Aid Necessary.

V. That the supreme blessings of such an education may be ours, I plead to-night for immediate and ample appropriations.

These should include three items: First, an appropriation to educate a reasonable proportion of our non-attending high school population. In 1900, 88 per cent of our common school population attended school. Why should not our high school attendance be the same? In that year our high school population was 641,030, and attendance 79,365, or 12.38 per cent. Eighty-eight per cent would be 564,106, or an increase of 484,741. To educate them on the same basis would cost the state $1,522,086. Second, an appropriation for county colleges equal to county appropriations up to, say, $10,000 each. Only the richer counties would make appropriations

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at first, but if the sixty-one counties all made $10,000 appropriations immediately, this item would be $610,000. Third, the state should do its share, and at once, and irrespective of other appropriations, to remedy the palpable financial injustice to all high school teachers.

Low Salaries of Teachers.

In 1902 they numbered 4,794, and their average annual salary was $729. In the same year the average earnings of mechanics and day laborers throughout the state were: Stone setters, $1,500; marble cutters, $1,356; metal lathers, $1,175; stone cutters, $1,016; bricklayers, $948; housesmiths, $942; and plumbers, $902; total average, $1,119; $390 more than the average high school salary.

Less Than Day Laborers.

In New York city the wages of an ordinary hod carrier in 1902 averaged $767; $38 more than the average high school teacher. Should high school teachers receive the average wages of hod carriers, one-half the increase would cost the state $91,086; should they receive the average wages of plumbers, one-half the increase would be $417,078; or of bricklayers, $522,646. Taking the latter sum, the three appropriations would be $2,654,732, or a million and a quarter less than the state now annually appropriates to common schools alone. But this is for a maximum system which aside from appropriations for teachers would not be in full operation for a decade. Adding the present appropriations, a conservative estimate of the maximum average annual expenditures for the next ten years would not exceed $1,452,041. This would be the infinitesimal tax of eleven thousandths of one per cent on the wealth of the state. It would be even less than three-tenths of one per cent of the $494,751,999 which the state might annually add to its productions by a high school education of all its citizens.

Enormous Wealth of New York.

The wealth of New York is inconceivable. It is several billion dollars greater than the wealth of any other state. It is three and a third billions greater than the wealth of all New England. It is a billion greater than the wealth of all Pacific Coast and Rocky Mountain states. It is greater even than the wealth of all states bordering on the Atlantic excepting Maryland, beginning at Canada and stretching to the Gulf. Many of our counties, too, are richer than sovereign commonwealths, New York county, for example, exceeds 43 of the states and territories; Kings, 24; Erie, 8, and Albany, Monroe, Westchester and Queens, one or more each. The state's expenditures for material purposes are all proportionate to its colossal wealth. For example, we are expending $100,000,000 for enlarged canals and $50,000,000 for good roads. No wiser use of the public funds can be made for purely material improvements.

High School Appropriations Only Two Thousandths of One Per Cent.

And yet, why take $150,000,000 from the billions of our wealth to improve roads and canals, and only $249,351, or two thousandths of one per cent annually for the higher education of the minds and morals of our people? So to-night I plead for immediate and ample appropriations for our high schools—out of the bounteous resources and overflowing treasury of the commonwealth.

High school educators of the Empire state! Noble band of public servants! Four thousand eight hundred strong! I bow before your lofty devotion to the public good! I pay humble tribute to your patriotic services! Endowed with superior abilities, equipped for service by careful training, entrusted with responsible public duties, overburdened with work, poorly paid—you have done more for the common good and have received less in return, than any other public servants of the state. The plan I submit to-night will advantage you and supremely profit the commonwealth. I propose a broad, conservative, and expanding high school system. Contemplate its splendid possibilities! Behold its illimitable opportunities!

No High Schools in 9,937 Districts.

In the state there are 9,955 common school, 44 municipal, and 651 Union Free School districts. In the municipal districts there are 159 high schools, in the Union school districts 635, and in the 9,955 common school districts, only 18. How many other common school districts are provided with reasonable high school facilities by contiguous or nearby high schools, it is impossible to determine. To be conservative, however, I will assume that an aggregate of 937 may eventually be provided with high school facilities under the non-resident tuition law. This will still leave the appalling total of 9,000 school districts in the state to be provided with high schools or high school facilities. In the 44 municipal districts there are 1,000 sub-districts and 159 high schools. Taking this average our 9,000 common school districts would require 1,500 high schools more. Or if the 1900 basis be taken, 705 schools for 79,365 students, then 4,300 more would be required for 88 per cent of the present non-attending high school population. Whether it be 1,500 or 4,300 the possibilities of high school expansion are literally boundless! Hail then, high school educators! Watchmen on the towers of state! Do you not behold the dawn of a more resplendent day? Instead of hundreds of high schools, there will be thousands; instead of tens of thousands of students, hundreds of thousands more!

True Expansion of the Empire State.

The true expansion of the Empire State! Who hath appointed its bounds, that it cannot pass? Who hath said, thus far and no farther? Already the scepter of Anglo-Saxon civilization is moving westward from the Thames to the Hudson, and on its banks, its population, finance, commerce, art, literature—all that constitutes the highest and best civilization, you will soon behold the metropolis of the world. And the state, methinks I behold it even now realizing the vision of Milton—a noble and puissant sovereign "rousing herself like a strong man after sleep and shaking her invincible locks"; our imperial commonwealth rousing herself to the vast opportunities and tremendous responsibilities of a new era of educational expansion; her citizen-sovereigns and citizen-subjects enthused with spiritual vigor; her standards of higher education leading the van, and her high schools, colleges and universities directing all the forces of her advancing civilization—New York with her sublime and infinite possibilities, destined to become not alone the center of finance and commerce, not alone a beneficent intellectual primacy among her sister states, but the most puissant and dominating, the most lofty and inspiring educational force throughout the world.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

OPENING OF THE IROQUOIS.

Less than a year ago the Iroquois Theater was the scene of a calamity of such magnitude as has rarely been equaled in the world's history. This week, before the first snow has fallen upon the graves of its victims, it is reopened as a music hall. What must they be who can find "amusement" in a place filled with such bitter associations? Will not the wails of its victims be forever heard as an undertone in all sounds of merriment within the place?

In the name of the innocent, happy-hearted little children who perished there and of the teachers who in many cases found martyr's deaths in an heroic endeavor to save the helpless little ones we protest against this sacrilege. In behalf of the mothers whose hearts, because of that sad night shall nevermore know surcease of sorrow, we urge all mothers and teachers to do everything in their power to discourage attendance at that ill-fated place.

FLORENCE E. TENNERRY.

THE INSOLENCE OF OFFICE.

The Bulletin published last week an open letter addressed by one superintendent of schools to another. The one gentleman takes the other to task for a surprising violation of courtesy and fairness. Under circumstances which make it impossible to answer his remarks, and in a paper which was supposed to treat a different subject in an impersonal manner, this gentleman made use of his privilege in addressing the National Educational Association to attack the work of the representative of the grade teachers invited to speak on the organization of teachers.

The superintendent who resented this discourtesy alludes to the fact that there were present superintendents who applauded it.

The affair furnishes a conspicuous if not a novel instance of the perverted idea which often exists of the relation between the teacher and the man or woman clothed with a little brief authority whose business it is to make the conditions for teaching more favorable. Both teacher and superintendent or principal are the victims of this perverted idea. It begets on the one side either subservience or discontent; on the other an amazing blindness to the most ordinary obligations of justice. That a person of Mr. Gove's standing in educational circles should in this deliberate and public manner ignore all that was due a speaker upon the same platform as himself when that speaker happened to be a grade teacher is less surprising to those who have been for many years subject to inflictions of a similar kind than it seems to be to Mr. McBroom. The fact should not be forgotten, however, that the latter also is in a position of authority, and that the attitude which he himself recognizes as characteristic is not universal.

One of the arguments which might be made for the organization of teachers is the educative value of organization itself. And one of the limitations out of which teachers need most to be educated is the state of mind which accepts the injustice and disrespect implied in this attitude, with some mistaken notion that the principle of authority is involved. Many teachers, at the mercy of a principal's caprice and never addressed by one in authority except from that figurative pedestal of which the real leader has no need, have been educated in a false submission for which there is no remedy but to feel their way and find their footing in bodies of their own, organized upon a democratic basis.

A. M. M.

WHO ELECT THE LEGISLATURE?

Chicago Tribune, Sept. 15.

"The people of Chicago haven't had a chance to elect members of the state legislature for twenty-five years."

Mr. George E. Cole of the Legislative Voters' League made this statement. You may not believe it till you begin to remember exactly what you did when you went to the primary election last spring.

Suppose that you are a Republican. The Republicans control fourteen of the nineteen legislative districts in Cook county. You are a member of the dominant party, responsible for the dominant character of Cook county's delegation to the next state legislature.

The main question before the Republicans at last spring's primary election was whether they favored Mr. Lowden or Mr. Deneen for governor. One ballot contained the names of Lowden delegates for the state convention. The other ballot contained the names of Deneen delegates. These candidates were delegates absolutely pledged to vote for Mr. Lowden or for Mr. Deneen. But on both ballots there were the names of delegates not only to the state convention but also to the convention of your legislative district. These delegates were not pledged to anybody as far as you could tell. They simply

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wanted to be members of the legislative convention and said nothing further. You voted for them. You couldn't help it. There was no one else to vote for. And they were unpledged, absolutely unpledged.

Some time later these men, either bosses or the nominees of bosses, met in legislative conventions and nominated candidates for the legislature. The nominating was done in tacit collusion with the other party. The nineteen legislative districts, technically known as senatorial districts, of Cook county, are entitled to fifty-seven places in the lower house of the Illinois general assembly. For these fifty-seven places the Republican and the Democratic parties together have nominated sixty candidates. The part which the people of Cook county are supposed to play in the election is to pick out three candidates for defeat.

In most elections the people, while they may not have had much to say about nominating the candidates, are at least able to choose between them after they are nominated. In the legislative elections of Cook county even this consolation prize is smuggled away. There are only as many candidates as there are offices.

The only way now in which to increase the number of candidates is through the nomination of independents. The last day for such nominations will be the 8th of October. Between now and then the Legislative Voters' League will be hard at work. But no matter how hard it works it will need the assistance of every voter who wants to see his legislative district decently represented. A communication addressed to the league would doubtless be effectual in securing for its sender a knowledge of the situation in his own district and a hint as to the way in which he himself might affect that situation.

THE WOMAN ON THE PEDESTAL.

In a recent number of Collier's Weekly, Richard Harding Davis gives a vivid description of the Yoshiwara of Tokio, and pictures for us "The Ladies of the Golden Screens," caged behind bars of iron like wild beasts. He wonders "how a nation can advance as Japan is advancing when its women hold so low and insecure a place."

"The American," he says, "is used to placing his women folks on a pedestal." Ah, yes! So he is.

In many states to-day women are still standing on the pedestal of the old English Common Law. Their property belongs to their husbands; even the clothes they wear are not their own in the eyes of the law. They cannot buy and sell as single women can. Their wages belong to their husbands and they cannot make a will.

We place our women on pedestals by opposing their higher education, debarring them from the learned professions and relegating them to the kitchen and the nursery. There are but nine states in the Union in which a married mother has any right to the "custody, care and nurture" of her own child. In the rest of the states mothers stand on a pedestal and fathers have the legal right to manage the entire life of their children, even to removing them wholly from the "custody, care and nurture" of the mother.

In most of the states women are denied all participation in the affairs of the government under which they live, and they stand on a very lofty pedestal along with idiots, minors, lunatics and criminals.

A pedestal is a good place for a statue, but a very poor place for a live woman. Her place is on the common earth, side by side with man, sharing his responsibilities, his privileges and his rights. This is the sort of pedestal to which women are slowly and surely climbing.

LIDA CALVERT OBENCHAIN.

THE WIFE OF HENRY GEORGE.

The Public, July 30.

[We publish this as a remarkable and interesting disquisition on marriage and the whole question of the inter-relation of woman's and man's work.—EDITOR BULLETIN.]

Wife and husband are too commonly thought of as distinct persons, with independent functions and duties. To some imaginations the husband is habitually pictured as a sturdy oak and the wife as a clinging vine; to others they appear simply as associates, no closer related at best than as Pythian friends. Few of us picture them as the two halves of one person. Yet this is the true figure. In all their relations they are complementaries. The functions and duties and rights of each are necessary to completeness in the functions, duties and rights of the other.

There are no natural monopolies, no natural masterships, no natural privileges in marriage. Its equality and mutuality and interdependence on every plane is symbolized by its function of parenthood on the physical plane. As truly products of intimate marriage union as children of the body, and as dependent upon this union for vitality, are those little children of the brain and heart which go out into the world as wise thoughts and good deeds. Nature abhors a bachelor as she does a vacuum. Wherever on the lower planes of her activities man has made himself familiar with her laws, he has learned that she works eternally through unions of masculine with feminine. He has only to become familiar with her laws on higher planes to learn that there also masculine and feminine unions are indispensable.

A notable example of this idea of the reciprocity of marriage relations may be found in the marital life of the late Henry George and his wife, which is recalled by the death of Mrs. George, July 28.

In the trend of their affections, in the complementary cast of their minds, in identity of general purpose, in mutuality of service, in all else that goes to make marriage unity, these two were distinctly one. Between them there was no mastership in anything; in everything there was interdependence on the basis of equality. Without him, her intel-

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lect might have stagnated; without her, his genius might have shriveled or soured.

Their life in the world was cast for many years among stones and brambles, but their life together was an unbroken story of marital unity. The place in which they lived was invariably their home, their children were their cherished responsibilities, fidelity to conscience was their solemn obligation, development of their intellectual powers in the service of truth as they saw the truth was their inspiration and pleasure. In all this they were one in affections and one in mind; each supplemented the work of the other in the promotion of their common purposes.

It was no unusual thing for Henry George to tell his friends that his wife was his best adviser and critic. Nor was this an empty compliment. Into all his books her best thought entered along with his, and in the weeding process her judgment was often his court of final appeal. It was not alone as child-bearer and home-keeper that she was his helpmate. Without neglecting any of the functions that are distinctly those of wife and mother, neither did she attend to these exclusively and at the expense of ignoring those which while less distinctive are assuredly among the functions of wifehood. She was his wife and he her husband in all the relations of their common life, from dining-room to library, from kitchen to lecture platform, from home-making to citizenship.

Yet each respected the individuality of the other. Neither admitted coercion into their marital scheme. In no circumstances did either rank as inferior or superior. If they had lived in a state where all citizens may vote, one might have expected them to go arm-in-arm to the polls, and to come arm-in-arm away after having cast independent ballots, expressive of individual convictions, without dictation, and subject to no influence of either upon the other except that beneficent influence which flows from reciprocal confidence in a condition of actual and mutually conscious equality.

Their personal affection, though intense, was not alone in giving this character to their married life. They were influenced also by convictions with reference to masculine and feminine functions of the mind.

Not merely because she was his own wife did he exalt her judgment. While he realized that this gave it peculiar value to himself, his dominant thought sprang from a recognition of the superiority of feminine perceptions, and a belief that these perceptions are at their best when co-operating with masculine deliberation under the impulses of a happy marriage. Responding to the same thought, she received from him as he from her. Their marriage consequently grew into a type of those full-rounded marital unions of which the great world seldom hears but of which it is always full—those myriad unions of "sweet and patient souls who in narrow circles live radiant lives."

INCREASE OF MEMBERSHIP DUES.

There is a very general desire on the part of members of the Federation to increase the dues. The matter will come up for action at the next regular meeting, Oct. 15, 1904.

Chicago, June 15, 1904.

To the Teaching Force of Chicago—

Dear Friends: In time of great suffering and distress, brought upon me by a serious accident, your noble and thoughtful assistance was a great aid and comfort to me.

Even now, at the time of convalescence, when I cannot resume my school duties, your kind help enables me to continue without anxiety the period of rest needed for the restoration of my physical and mental vigor.

For your generous, fraternal aid and sympathy I wish to express to you all my most sincere, heartfelt gratitude.

Most cordially yours,

HELENE VON HOLLAND,
Beale School.

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By permission I give this paper as my reference.

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University College should be supported by Chicago teachers because:

1. It provides the only available means of continuing and completing a college education.
2. It is a philanthropic, not a business enterprise and its endowment was provided in order to reduce the cost of tuition to teachers.
3. It is a dignified, scholarly and quiet way of preparing for all examinations.
4. Completed work is credited at the University and provides a tangible and unquestionable evidence of one's studies.

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New Eastern Piano and Kimball Piano Player, regular price	$445
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CARSON PIRIE SCOTT & Co.

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Our Bigger and Better Basement Salesroom

Planned in its reorganization to take its place as the every-day shopping place for those seeking the less expensive grades of trustworthy merchandise.

Just at this time the basement salesroom has attractions of double interest to offer. First there are all the fresh new stocks specially gathered for the inauguration of our business in the new store, in themselves interesting to every experienced shopper. Then there are the **broken lines and odds and ends** from the old store that have been sent to the new basement salesroom for quick selling, and all merchandise of this character has been priced far below the former conservative valuations.

The following items have been selected at random, Hundreds of other equally attractive values in all the stocks.

White Saxony Flannels, 27 inches—part wool—our regular 25c quality, 10 pieces, while they last, yd..... **19c**

Outing Flannels—Regular price 12½c yd., 9c—light and dark colorings, in stripes and checks, especially good for night gowns, yd..... **9c**

Children's Sailor Hats of scratch felt, trimmed with bows and sashes of ribbons, at 65c, 95c, $1.25..... **$1.50**

Ready to Wear Hats from our own workrooms, of velvet, felt and fancy cloths, trimmed with ribbons, fancy feathers, ornaments, etc., at $2.75 to..... **$3.75**

Women's Dressing Sacques—all fleeced cloth—very attractive styles—all washable colors..... **50c**

Crepe Kimono Gowns, with Persian silk borders—beautiful coloring—specially priced..... **$1.25**

45-inch Navy Blue English Mohair Sicilians, extra good value, yd..... **58c**

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Table Linen Remnants—600 of them—lengths 1½, 2, 2½, 3 and 3½ yards. These Remnants can be purchased for about one-fourth to one-third less than from the piece.

Towels—200 dozen extra value, all linen filling, size 20x40 inches, all white Hem Huck, each..... **12½c**

Travelers' Samples and Mended Gloves, men's, women's and boys' heavy street gloves..... **39c**

Women's 2-Clasp German Lamb Gloves, new and fresh, in all the desirable colors..... **50c**

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Bryson Pictures, framed in 1½-in. neat gilt frames, size 7x12, at..... **25c**

Fac-simile Water Colors, framed in a gilt frame, shadow-box effects, size 8x11, at. **39c**

Curtain Swisses, formerly 20c, 15c, 12½c, at, yard **12½c, 10c** and..... **8c**

Silkoline, that we sold at the old store at 12½c, at, yard..... **8c**

A special lot of Odds and Ends of Jewelry. The lot consists of novelty chains, brooches, stick pins, side combs, sash pins and dozen of other useful items, choice..... **15c**

2-oz. Jar Genuine Cream Marquise, Orange Flower skin food and Persian almond cream..... **10c**

3-lb. Bars La Perla Castile Soap in white and green..... **25c**

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, SEPTEMBER 30, 1904. No. 33.

THE NATURE STUDY PROBLEM.

HOWARD MOORE, Hyde Park High School.

In every problem involving the question of how to proceed there are always two parts—the *purpose* of the proceeding and the *methods* to be employed—the end and the means. And the latter element is subordinate to the former. It is necessary to know clearly what is to be achieved, what we are up to, in order to determine the appropriate methods. These two elements are often confounded, and much of the abortion in human affairs arises from the fact that means are so frequently allowed to usurp the importance of the end. How often it is possible to find teachers so engrossed in the *machinery* of the educational process as to lose sight entirely of the *purpose* for which this machinery exists—like men who make money-getting an end, and who seek wealth not for its services but for itself. This including of the study of nature in the educational concern is itself the result of a waking up to the fact that we have gone to seed on *means*—that the educational process is dealing too largely with the instruments for the acquisition and expression of knowledge, "the three Rs," and ignoring the real end of education, which is a knowledge of the universe in which we find ourselves.

The purpose of nature study is to get acquainted with nature, to understand the immeasurable mechanism of things in which we live and of which we form a part, so that we may control it and harmonize with it. The child is the one to be introduced to this world and the teacher is to perform the ceremony.

The great central fact which looms in the situation is the fact that the teacher is unequipped for her task. She is ignorant of three things. In the first place, she does not understand the nature of the change involved in shifting the educational emphasis so as to include the study of nature, nor its significance, nor the causes which have led up to it. Secondly, she is for the most part without scientific training and is ignorant of the world she is called upon to understand and explain. And, in the third place, she does not know where nor how to take hold of the task—she is unaware of the wealth of means lying unused all about her or are available by a little effort.

A rational beginning in the preparation for nature study work would seem to be to understand what nature study is—and especially what it is not—how its incorporation in the curriculum has come about, and its exceeding importance as a part of the preparation of every being who would feel and act intelligently. What historic antecedents have determined that the whole-souled association with nature should have been up to this time omitted from the experiences supposed to be necessary in equipping the human animal for successful life? Is nature study a superficial and half-silly fondling of leaves, bugs, and birds' nests?—or is it something more? What are some of the advantages that the study of this world is calculated to yield to its inhabitants? The answering of such questions as these tend to clarify the problem immensely and should enter into the preface of the preparation of every teacher for this work.

The next thing to do is to fall in love with Nature. And to do this it is necessary only to *know* Nature. The teacher should be illuminated. She should be stored with the understanding of Nature's ways, and with the knowledge of nature which men have accumulated as they have clambered along the ages. To my mind it would be a serious, if not mortal, mistake to devote the primary efforts of preparation to finding out how to present the subject of nature study to children. Asserting this is very much like saying that it is less important to be loaded than to know how to go off. If one is full to overflowing of a subject and has the opportunity and inducement to run over, he will find ways of doing it. The inspiration and illumination of the teacher is the primary function of those who would help her to do well her task of inspiring and illumining the child. The first thing is to edify—to kindle fires. We may well leave the rest to a subsequent place, if an individual is once on fire. It is the nature of a conflagration to be contagious.

I do not mean that the matter of ways and means should be omitted—not at all. It should be only subordinated. It should not be enthroned—should not be given a place that belongs logically to something else. And it is of secondary importance simply because it is largely involved in the understanding of the subject itself. The teacher knows the child—knows the extent of its knowledge, the strength of its understanding, and the direction of its tastes and tendencies. And any one of average pedagogical skill will be able, with no more help than is required in any other branch, to deliver her message and adapt it to the child's powers of assimilation. Another thing: If primary attention in the preparation be given to methods, the teacher will become an automaton, who can do what she is directed to do but with no spontaneity, who can echo more or less successfully but whose powers of initiative have been suspended by the ignorance of her instructors. Freedom alone is life, both to the teacher and the child. This nature study movement was massacred a few years ago right here in Chi-

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cago by this very means. You cannot spend your supremest efforts in detailing to any one how to do a thing without taking from him his individuality and making of him a machine. Imitation always and everywhere carries within its folds the essentials of Death. Make evident first the end to be achieved and then give to the performer the means of achieving that end, and, with an outline of directions to be filled in by himself, he will be best equipped for his task.

The campaign just beginning in behalf of the study of nature in the schools of this city should be planned, not for a year only, but for several years. No one should expect a matter of so much importance to be over in a twelve-month. If the teachers should not teach one thing in the line of natural science this year but acquired a clear understanding of what they are to do and inspiration and endowment sufficient to enable them to go to work effectively next year, the work would be magnificently advanced. We are at the beginning. The end is very different from what we have now and from what the most of us see. Where we now have a little printed outline, and consternation among the teachers at the task that has been imposed upon them, we shall have ultimately manuals and text-books and libraries and museum-laboratories in every school, and, moreover, perfect confidence and delight on the part of the teachers in disseminating their new-found contagion. We are in the larval stage. How long we remain in this stage depends on our intelligence.

BOARD OF EDUCATION.

Wednesday, September 28, 1904.

The committee on school management made the following recommendations: That the assignments and transfers of teachers in the elementary schools, made by the superintendent since his last report, be concurred in, as follows:

ASSIGNMENTS.

Alabaster, Frances G., La Salle; Albert, Augusta, Schiller; Arscott, Lucy, Columbus; Bishop, Laura C., Spencer; Bloch, Sara, Von Humboldt; Boomgarn, Mary H., Ryerson; Bourke, Mary A., Rogers; Bowlby, Daisy, La Salle; Brennan, Cecilia M., Earle; Bridgam, Erna, Morse; Bucholz, Laura M., Willard; Buckley, Katharine A., Jirka; Burke, Lillie A., Chase; Burns, Dora M., Chicago Lawn; Cady, Jennie L., Hammond; Cheney, Etta H., La Salle; Conner, Beth, Blaine; Conroy, Lillian M., Kosciusko; Cowan, Margaret L., Curtis; Coyle, Kathryn B., Van Vlissingen; Cronin, Agnes Margaret, Tilton; Crouch, Lola I., Van Vlissingen; Davis, Mary, Keith; Earnist, Laura D., Nixon; Erzinger, Josephine H., Von Humboldt; Fahey, Katharine I., Franklin; Fisher, Augustus R., Spry; Fitzsimmons, M. Elizabeth, Komensky; Fitz Simons, Rose L., Montefiore; Fletcher, Mary A., Hammond; Flynn, Lilah, Linne; Gaylord, Marion, Fulton; Gere, Mary B., Libby; Hancock, Anna P., La Salle; Hanson, Helen M., Monroe; Haubold, Emmy S., Bancroft; Hendricks, Edward R., Monroe; Himsel, Helene M., Stowe; Howard, Sarah, La Fayette; Howe, Alice, Mayor; Jager, Gunnell J., Mayor; Kasa, Emily, Spry; Keen, Henry F., Monroe; Kelly, Emily F., Jirka; Kelly, Mary A., Komensky; Kelly, Rose C. T., Montefiore; Kennedy, Eleanor M., Von Humboldt; Kuhn, Julia M., Montefiore; Leonard, Julia F., Rogers; Liebenstein, Florence R., La Salle; Maxson, Wm. S., King; McCredie, Emma M., Komensky; McDonald, Katherine A., Wells; McGinnis, Nettie, La Salle; McKenney, Elsie H., Pullman; McLean, Matilda T., Cummings; Meaney, Mary H., Skinner; Millen, Katherine B., Irving; Moore, Alice, Fernwood; Moran, Nellie M., Langland; Muenter, Leone K., Manierre; Mullen, Mary A., Spry; Murphy, Anna M., Froebel; Murphy, Elesha R., Seward; Nielsen, Othilie K., Lawson; O'Brien, Mary Agnes, Otis; O'Connor, Laura, Peabody; O'Donnell, Margaret H., Spry; Pease, Leonora E., Peabody; Phelan, Catherine M., Newberry; Potts, Catherine W., Mayor; Ready, Alice T., Scanlan; Reeve, Fannie J., Scammon; Roberts, Helen F., McLaren; Ropp, Mina H., Belding; Rydstrom, M. Elizabeth, Darwin; Schaefer, Rosa L., Hammond; Scheiber, Catherine G., Monroe; Schrage, Anna H., Chalmers; Schroeder, Dorothea, Chase; Schroll, Louise, Audubon; Scully, Florence E., Irving Park; Stack, Margaret M., Drummond; Sullivan, Mary E., La Salle; Sumner, Grace, Komensky; Thompson, Agnes, Stowe; Wasson, Della (Brown), Dante; Waters, Mary, Emmet; Willard, Florence B., Van Vlissingen; Williams, Bessie C., Wentworth; Wilson, Ida M., Irving Park; Wolcott, Myra, Calhoun; Woodford, Mary M., Scanlan.

That the Superintendent of Schools respectfully reports that he has accepted the resignations of teachers as shown on the attached list since the date of his last report:

RESIGNATIONS.

Abraham, Florence, Prescott; Ackley, Mary Plimley, Madison; Anderson, Sallie J., Chase; Applegate, Mary Alice, Hammond; Beatty, Mary, Graham; Beebe, Grant, Medill; Bek, Cornelius F., Mayor; Bergen, Statia G. Rochford, Hedges; Bogan, William J., Washington; Cann, Ethel H., Emerson; Carroll, Sarah A. F., Beale; Clark, Maria, Nettelhorst; Conner, W. H., Marshall; Connors, Frances Graham, Wadsworth; Dean, Margaret D., Burns; Fischer, Anna Smith, Chalmers; Flagg, Sarah O., Tilden; Flickinger, Lillian Cook, Avondale; Gregory, Kate McDonald, Brentano; Greene, Mizpah Z. S., Gladstone; Griswold, Marguerite S. (kindergarten); Hanstein, Lillie, Yates; Harrison, Clara B., Earle; Hayman, Hannah E. Page, Irving; Henderson, Alice W., Avondale; Huscher, Charlotte J., Agassiz; Inman, Amanda C. Seltman, La Salle; Jaeschke, Esther, Morris; Jenisch, Aurelia Leopold, La Fayette; Johnson, Dora G., Blaine; Johnson, Mabel May, Drummond; Kuntz, Mary C., Linne; Lalor, Agnes B. Schneider; Longenecker, Gertrude, Normal; Lynch, Lillian A., Earle; Manning, Mary Watson, Phil Sheridan; Morris, Clara W., Montefiore; Murphy, Josephine A., Linne; Newman, Eliza M., Whittier; Plunkett, Margaret C., Komensky; Plympton, Mary Blair, South Chicago High; Poage, Gertrude Skelly, Pulaski; Powell, Michael H. Goldsmith; Pratt, Tillie R., Parental; Prentiss, Matie M., Komensky; Preston, Maude A., Van Vlissingen; Rea, Elizabeth E., Longfellow; Riordan, Joanna M., Sherman; Rowe, Josephine Sullivan, Haven; Scanlan, Gertrude McMahon, Carpenter; Schindler, Louise, Phil Sheridan; Schramm, Emma I., Libby; Shaw, Viola Miksch, Wells (kindergarten); Stow, Ellen, Fuller; Stryker, Richard H., Chicago Lawn; Thompson, Louise Kindig, Spencer; Toner, T. Joseph, Dewey; Wallace, Marion S., Spry; Walker, Agnes Duck, Greeley; Whipple, Susan, Drummond; Wilkinson, Abbiette Porter, Wentworth; Wilson, Minnie S., Fulton; Work, Elizabeth Morgan, Yale; Yorke, Margaret E., Nash; Zimmerman, Margaret B., Libby; Zucker, Pauline Gruenhut, Hamline.

That Mary Scott Axtell be elected head assistant of the Fuller School in place of Ellen Stowe, resigned.

That Frederick J. Katz has completed his term of four months as substitute family instructor in the Parental School. His services have been entirely satisfactory, and that he be elected as a regular family instructor at a salary of seventy-five dollars per month with room and board, to date from September 1, 1904.

That Viola Deratt, formerly a teacher in the Englewood High School and in the Chicago Normal School, be elected teacher in the Robert A. Waller High School; salary, first group, sixth year, $2,000 per annum, to date from September 5, 1904.

That the following named former teachers in the public schools, who hold valid certificates, be placed on the list for appointment to positions in the elementary schools in accordance with the rules: Hart, Corinne Irene; Ryan, Alice M.; Thane, Agnes; Wait, Emma Brown.

That in view of the recent horizontal increase of two hundred dollars per year granted to household arts and manual training teachers, the rules of the Board of Education be so amended as to provide that teachers of household arts shall teach the same hours as manual training teachers, that is to say, from 9 a. m. to 12 m. and from 1 p. m. to 4 p. m.

That Jessie M. Strickland, who is forty-five years of age, and a former teacher in the public schools, residing at 206 Oakwood boulevard, be permitted to attend the Wendell Phillips High School.

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That the teachers of the Wicker Park School be permitted to place in the school hall a tablet in memory of Mrs. Agnes M. Brown, former principal of that school, who died on June 10, 1904.

Recommendations concurred in.

INTERNATIONAL COUNCIL OF WOMEN.

Berlin, June, 1904.

(Excerpts From Address of the President, Mrs. May Wright Sewall.)

Woman feels herself called to play a larger role; she feels in herself a greater responsibility, and as a preparation, everywhere she feels the need of higher culture. In order to have the means to be able to follow out her ideas, she needs a free activity in the industrial world. To gain such higher culture and such free activity everywhere, she needs an amendment of existing laws, so that laws may be made that will express her higher culture and her freer activity, and so that the changed laws which first gave her new opportunity and new freedom, will in turn be benefited by the application of her enlarged intelligence and of her industrial liberty to their further amendment. * * * The ideal aim is the unity of humanity. In every large country there is one great danger. This danger is that the feeling for the village, for the city, or for the province in which one lives, may be stronger than the feeling for the entire country. Therefore, the inhabitants of every country are, from their childhood, taught patriotism. Through patriotism, all the villages, all the cities all the provinces, are bound together and just as soon as the boundaries of a land are larger than the patriotism of a people, at that moment is the nation threatened by a deadly danger, because patriotism is really the life blood of a nation. In our council, in which the different parts are entire nations, must we cultivate a feeling, that in comparison with patriotism is even as much larger and nobler than it, as the feeling of patriotism is larger and nobler than the love for one's own village, one's own city, one's own province. Perhaps this feeling has not yet found its right name, but until a better name shall be found, we must continue to call this feeling "faith in the unity of humanity"; and this love for the unity of humanity, this belief in humanity's unity, must we all consider a love greater, more dazzling, more alluring, more sufficing to the heart, than the love of one's own land.

This is the ideal side of our labor—to cultivate everywhere this feeling; to inoculate everyone with whom we associate in every country with this conviction that however different in its expression in different nations—in its heart humanity is one. This is the ideal side. The practical side is to express this love through sympathy, through admiration, through the esteem of others who are unlike ourselves, and in a noble effort to understand them and to make ourselves understood by them. The word "Internationalism" has been too often used by the great nations of the earth with the understanding that the greater nations will ultimately grow still greater by enclosing within their own boundaries the smaller place. In our "Woman's Bund" there is no "LARGE," no "SMALL," no "RICH," no "POOR," no "NUMEROUS," no "SPARSELY SETTLED," because it is a matter of no consequence how large or how small, how densely or how thinly populated a country is. Here in our Bund every nation has the same strength, each one has the same number of votes and, therefore, has each one the same opportunity to exert influence upon the others. This is perhaps the only place yet created in the entire world where the value of a nation does not depend upon the extent of its territory, neither upon the number of its inhabitants, neither upon its wealth. It must not be forgotten that this council is a democracy which includes within itself all circles of society. Here may come ladies with the greatest titles, but here they may not come on account of their title; here may come women of the simplest social position, but here may they not come because of their simple social condition. If a queen or a peasant sits in the executive of our council, she sits there neither as peasant nor as queen. If they sit there at all, both must sit there as women who work for humanity, who have consecrated their talents, their time, their wealth or their poverty to the unity of humanity. In our own several countries we remain what we there are, and there we shall be considered and measured according to the customs and the laws of these several lands. But here, within the International Council we are in a new world—a world of labor where only consecrated laborers have a place and where all such are welcomed, only no one of them more warmly welcomed than the other, on account of her nationality, on account of her race, on account of her religion, on account of her social position; but where only she is most welcome who will give us the best example of truth, of integrity, of uprightness, of justice, and of love for humanity.

The great progress that we have made in courage and in justice during the last five years is manifested in this, that in the Congress which will follow this Council, no question will be excluded. In that Congress political questions will be discussed as fully and as freely as industrial, and on the same ground. Another proof that we feel stronger is shown in the fact that to the great propaganda of peace and of arbitration, there will probably be added two others only less important. Two important new propositions have already been made. One places upon our program the movement for the political recognition of women. The other demands of both sexes an equal responsibility for pure morality. The first proposition, as you see, signifies suffrage for women under the same conditions as for men, in all countries where already a parliamentary government has been founded. The second signifies the same moral ideal for both sexes, and this last sentence does not imply that what up to this time society has demanded of man, from this time on shall be also demanded from woman; but, on the contrary, that what society has required of the woman, shall from this time on also be required from the man.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

THE LIMITATIONS OF SYSTEM.

Recently the principal of one of the city schools left the public school service to undertake the direction of a business college. His work had been of such a character that although he had taught in Chicago for only a few years, the Record-Herald at the time of his resignation devoted an editorial to the subject, remarking in conclusion that for a man of his originality and practical genius there was naturally a wider scope outside of the public school system. This statement does not appear to have attracted any notice; yet there is food for thought in the implied and apparently accepted belief that there are men and methods too good for the people's schools. It is a question that concerns Chicago, whether the requirements of a large school system are a limitation upon the fullest development of genius in the science and the art of education, and whether there is any insurmountable reason why the system should be so limited.

It seems necessary at times to recall the obvious fact that the system is perfected for the sake of the science and the art, as they are perfected for the sake of the child. To determine the kind and the degree of administration which will serve this end is the problem of every school-room and of every school. It becomes a problem of increasing difficulty where there is question of many schools dealing with pupils of divers races and varying needs. But these are the very conditions which furnish the richest material and make the strongest appeal to the original thinker in the field of education. As a matter of fact, many of the educators of this stamp who are now employed in various kinds of private teaching are so employed because circumstances did not permit them to make in the broader field of their original choice the contribution which their genius enables them to make to the solving of the educational problem. Is not the life more than the meat, the body more than the raiment? Is there an irrepressible conflict between the system and the educator? Must the vital forces be sacrificed to the machinery of education? Or is there a reconciling truth behind the plea of Dr. Dewey for recognition of the teacher in the counsels which shape the system?

A. M. M.

IN MEMORIAM.

To the long roll call of the Foster School Margaret McCollum responds no more, for her name has been transcribed on a roll for higher service.

Here among us on Friday, September 9, then ere another school day dawned she had heard the "Well done" summons of the Master, and gone on to the beyond.

Margaret McCollum was endowed by nature with a fine mind which she had enriched by hard study and high thinking. She was retiring and not self-assertive, but was ever ambitious to excel and willing to pay the price of excellence in earnest endeavor and honest work.

She was quiet and unassuming, yet such confidence was felt in her judgment and ability that she was often chosen as our representative.

As an instructor, Margaret McCollum needs no eulogy from me. The youth she has taught so well are her highest praise, and best interpret her life-work.

Her home life was beautiful and unselfish, as a well-beloved mother and sister, bereaved and lonely in that desolated home, bear abundant testimony.

Sincere and genuine in character, she lived an earnest, thoughtful life, but was genial and cheerful even while bearing burdens.

She will be missed and her loss deeply regretted in the Foster School,—our valued co-worker and friend, Margaret McCollum.

L. H.

"SALARIES TOO LOW."

Under the above heading the St. Cloud Journal Press last week said that the salaries of teachers were too low and that the best teachers were leaving the profession because they could make more money in some other business.

There are teachers in this county who will teach an eight or nine months' term of school during the ensuing year, and will not be able to save as much from their year's work as the boy or girl who does farm or ordinary housework. The boy or girl who spends four years in the high school is none too well equipped for teaching. Normal training is an additional expense. All this preparation takes time. After a teacher is fitted for the work there is no end to the expense. She must be well dressed. There are books, papers and supplies to be bought and training schools and institutes to attend.

In 1902 the average wage paid lady teachers in Minnesota was $33.14 per month. Teachers are partly at fault for this condition of affairs. Too many will underbid other teachers in order to secure a school. All other branches of labor and professions are organized and have fixed charges for services. In the teaching profession each teacher stands alone.—Alexandria Post-News (Minnesota), Sept. 22, 1904

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THE REAL QUESTIONS.

(Editorial in New York Independent, Sept. 22.)

The real questions do not figure largely in this presidential campaign. They never do figure largely in a political campaign, except when some serious danger is threatened, or some great hardship is felt by a large part of the population.

* * *

There are real questions that are confronting the American people, but the time to force a great fight over them has not arrived. The public is interested in them, it is studying them, it is slowly making up its mind upon them. One of these days there will be a great contest over them, as there was over the currency, and in an earlier time there was over the issues of slavery and secession; but when the contest will come no one is wise enough to foretell.

All of these questions center about the fundamental one: Are we henceforth to be a government of the people, for and by the people, or a government by the rich and powerful for the benefit of privileged classes? These questions were raised by the radical elements of the Democratic party when Mr. Bryan was first nominated. The platform was a misdirected protest against the money power.

The real questions will be brought forward by the people when they begin to ask themselves whether it is possible to maintain a government republican in fact as in name under enormous corporate organizations of increasing power. Is it possible to permit the means of transportation and all the natural resources of a continent to be owned and controlled by a few hundred corporations capitalized at hundreds of millions of dollars each, without submitting to a government practically created and controlled by these corporate interests? Is political sovereignty to reside in the people of the United States or is it to be an attribute of corporate wealth?

Neither party will raise these questions in the present political campaign. Both parties will keep on "safe ground." There will be plenty of oratory, plenty of parading, plenty of spectacular color, plenty of personal banter and abuse, but there will be no serious contest over any vital matter. Meanwhile, however, let us hope that the people will keep on thinking about concerns that the politicians dare not touch. The real campaign of education will go on quietly, and one of these days the people will decide whether they will continue to rule themselves or will submit to the rule of the master captains of industry and wealth.

ANNOUNCEMENTS.

INCREASE OF MEMBERSHIP DUES.

There is a very general desire on the part of members of the Federation to increase the dues. The matter will come up for action at the next regular meeting, Oct. 15, 1904.

THIRTY-FOURTH ANNUAL CONVENTION

Of the Illinois Equal Suffrage Association, October 1, 1904, Woman's Club Rooms, Fine Arts Building, 203-207 Michigan Ave., Chicago, Illinois.

MORNING SESSION---10 O'CLOCK.

Address of Welcome.....Mrs. Hart Rawson
President of Chicago Political Equality League.
Report of Rec. Sec...Mrs. Elizabeth Hawley Everett
Report of Cor. Sec.....Miss S. Grace Nicholes
Report of Treasurer....Mrs. Mary Darrow Olson

Appointment of Convention Committees.

President's Annual Address....Rev. Kate Hughes

Reports of Standing Committees.

Executive Committee.....Mrs. Elmira Springer
Medal Contest Work....Mrs. Eva Munson Smith
Press Department.....Mrs. Iva G. Wooden
Legislative Com..Mrs. Catherine Waugh McCulloch

AFTERNOON SESSION---2 O'CLOCK.

Election of Officers.

General Topic...."Do Women Need the Ballot?"
Woman in the Home....Mrs. Helen M. Hefferon
Pres. of Illinois Mothers' Congress.
The Professional Woman..Dr. Julia Holmes Smith
The Working Woman.....Miss Ellen Lindstrom
Sec. of Special Order of Garment Workers.
Miss Steghagen, Sec. of Shoe Workers' Union.
The Business Woman.....
.....Miss Kate F. O'Connor, Rockford
The Next Step.....Rev. Anna Shaw

EVENING SESSION---8 O'CLOCK.

Kenwood Institute, 40 E. 47th St.

Music ..... Selected
Legislative Work.....
.....Mrs. Catharine Waugh McCulloch
Address .....Rev. Anna Shaw

WOMAN SUFFRAGE BILL.

The bill printed below is similar in form to the tax-paying woman suffrage bill presented to the last Legislature and endorsed by the Illinois Federation of Women's Clubs and other leading women's organizations. This bill, however, omits the tax-paying qualification and includes the names of a few more officials. A constitutional amendment would be needed to extend full suffrage rights to women.

A BILL

For an act granting women the right to vote for Presidential Electors and certain other officers, and to participate and vote in certain matters and elections.

SECTION 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly, That all women, citizens of the United States above the age of 21 years, having resided in the state one year, in the county ninety days, and in the election district thirty days next preceding any election therein, shall be allowed to vote at such election for Presidential Electors, Member of the State Board of Equalization, Clerk of the Appellate Court, County Collector, County Surveyor, Members of Board of Assessors, Members of Board of Review, Sanitary District Trustees, and for all officers of cities, villages and towns (except police magistrates) and upon all questions or propositions submitted to a vote of the electors of such municipalities or other political divisions of this state.

SEC. 2. All such women may also vote for the following township officers: Supervisor, town clerk, assessor, Collector and highway commissioner, and may also participate and vote in all annual and special town meetings in the township in which such election district shall be.

Section 3 provides for separate ballots and ballot boxes and for registration.

This bill has been endorsed by the Chicago Woman's Club, Catholic Woman's League, Illinois Equal Suffrage Association, Lake View Woman's Club, Neighborhood House Woman's Club, Chicago Teachers' Federation, Maywood Woman's Club, Ella F. Young Club, Evanston Woman's Club and Hull House Woman's Club.

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BOARD OF EDUCATION.

1904-1905.

CLAYTON MARK, President.
EDWARD TILDEN, Vice President.
LEWIS E. LARSON, Secretary.

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CLAYTON MARK,
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157 Forty-second place.....1905
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93 Dearborn street.....1905
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226-228 La Salle street.....1906
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622 Jackson boulevard.....1907
GEORGE DUDDLESTON,
27-29 Market street.....1907
C. A. WEIL,
704 Belmont avenue.....1907

Regular meetings of the board are held on alternate Wednesday evenings.

REGULAR COMMITTEE MEETINGS.

Meetings of the Committee on Buildings and Grounds are held every Friday afternoon at half past 3 o'clock.

Meetings of the Committee on School Management on alternate Monday afternoons at 4 o'clock.

Meetings of the Committee on Finance on alternate Tuesday afternoons at 4 o'clock.

STANDING COMMITTEES FOR THE YEAR

1904-1905.

SCHOOL MANAGEMENT.

Mr. Cameron, chairman, Messrs. Claussenius, Dudley, Stolz, O'Ryan, Mrs. Keough and Mr. White.

Members Ex-Officio:

The chairman of the Committee on Buildings and Grounds.
The chairman of the Committee on Finance.
The president.

BUILDINGS AND GROUNDS.

Mr. Thorp, chairman, Messrs. Tilden, Thompson, Plamondon, Chvatal, Kuflewski, Hayes and Duddleston.

Members Ex-Officio:

The chairman of the Committee on School Management.
The chairman of the Committee on Finance.
The president.

FINANCE.

Mr. Fetzer, chairman, Messrs. Shields, Rowland, Fitzgerald and Weil.

Members Ex-Officio:

The chairman of the Committee on School Management.
The chairman of the Committee on Buildings and Grounds.
The president.

AN INTERESTING HEAP OF STONES.

Near the quaint old town of Concord, Mass., in a clearing among the trees is a heap of stones.

Nearly every one that visits the spot drops a stone among the pile, and it yearly grows larger and larger. This rugged monument is a fitting memorial to Henry Thoreau, the site of whose little hut it marks. He loved simplicity of life above all things and delighted to be alone in the woods, with birds, squirrels and other outdoor friends. He camped for months at a time in his rude cottage and there wrote many of the beautiful thoughts that have done so much toward awakening people to an appreciation of nature.

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By permission I give this paper as my reference.

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New Session October, 1904

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University College should be supported by Chicago teachers because:

1. It provides the only available means of continuing and completing a college education.

2. It is a philanthropic, not a business enterprise and its endowment was provided in order to reduce the cost of tuition to teachers.

3. It is a dignified, scholarly and quiet way of preparing for all examinations.

4. Completed work is credited at the University and provides a tangible and unquestionable evidence of one's studies.

CIRCULARS AND INFORMATION

Fine Arts Bldg. 203 Michigan Ave.

W. D. MacCLINTOCK, Dean.

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PIANO BUYERS

Find Strong Temptation

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The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 243 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great **Kimball** factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

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New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465
Special Offer, complete	**$275**

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CARSON PIRIE SCOTT & Co.

Removed to S. E. Corner State and Madison Sts.—through to Wabash Av.—The premises recently occupied by H. O. Selfridge & Co. and for many years by Schlesinger & Mayer.

Our Bigger and Better Basement Salesroom

Planned in its reorganization to take its place as the every-day shopping place for those seeking the less expensive grades of trustworthy merchandise.

Just at this time the basement salesroom has attractions of double interest to offer. First there are all the fresh new stocks specially gathered for the inauguration of our business in the new store, in themselves interesting to every experienced shopper. Then there are the **broken lines and odds and ends** from the old store that have been sent to the new basement salesroom for quick selling, and all merchandise of this character has been priced far below the former conservative valuations.

The following items have been selected at random, Hundreds of other equally attractive values in all the stocks.

White Saxony Flannels, 27 inches—part wool—our regular 25c quality, 10 pieces, while they last, yd..... **19c**

Outing Flannels—Regular price 12½c yd., 9c—light and dark colorings, in stripes and checks, especially good for night gowns, yd..... **9c**

Children's Sailor Hats of scratch felt, trimmed with bows and sashes of ribbons, at 65c, 95c, $1.25..... **$1.50**

Ready to Wear Hats from our own workrooms, of velvet, felt and fancy cloths, trimmed with ribbons, fancy feathers, ornaments, etc., at $2.75 to..... **$3.75**

Women's Dressing Sacques—all fleeced cloth—very attractive styles—all washable colors..... **50c**

Crepe Kimono Gowns, with Persian silk borders—beautiful coloring—specially priced..... **$1.25**

45-inch Navy Blue English Mohair Sicilians, extra good value, yd..... **58c**

New Line of Plain Panama Suitings, a good range of desirable shades—the correct fabric for early fall—yd..... **68c**

Table Linen Remnants—600 of them—lengths 1½, 2, 2½, 3 and 3½ yards. These Remnants can be purchased for about one-fourth to one-third less than from the piece.

Towels—200 dozen extra value, all linen filling, size 20x40 inches, all white Hem Huck, each..... **12½c**

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, OCTOBER 7, 1904. No. 34.

LIMITATIONS OF THE SUPERINTENDENTS AUTHORITY AND OF THE TEACHER'S INDEPENDENCE.

Aaron Gove, Formerly Superintendent of Schools, Denver, Colo.

Address Delivered before N. E. A. St. Louis, July 1.

In school administration a definite partition, positive and evident, must lie between the functions of the legislative and of the executive departments.

While the superintendent of schools is permitted, and it is his duty, to participate in the councils of the legislative department, his evident duty lies in the execution of the plans which have been made as well by others as by himself. That part of the executive department of a school system which relates to the teaching of pupils is vested primarily in the superintendent; the responsibility is his, and theoretically the knowledge of the best method lies with him. He obtains that knowledge not only by personal investigation, study, and observation, but quite as much by contact and by the advice of his associates. No man undertakes alone to frame a course of study, but seeks counsel, and urges his associates in all grades and departments to give to him the sum of their knowledges and experiences obtained in the active performance of their duties.

The limitations of the superintendent's authority are, or ought to be definitely stated in the formal rules and regulations of the board of education. An inspection of the many rules now in print, from all sorts and conditions of school corporations, demonstrates a notable unity of legislation in this respect. While the appellate privilege lies to the board in the instance of all cases concerning the adjustment of difficulties between schools and home, or teachers and principals, it is the superintendent's duty to decide so far as to prevent if possible, the necessity for an appeal to the legislative body.

The independence of a teacher is limited to that part of his official life which depends upon ethical relations. No independence can be, with regard to the performance of an assigned duty. It is comparable to the turning out of work by an industrial establishment, the performance of a task assigned by the chief of police of a city, or communicated to a soldier while on duty. While a polite remonstrance must always be the privilege of a teacher, it is understood that the decision lies only with that authority which is responsible for the accomplishment of the assignment.

The personal characteristics of the superintendent and his method of dealing with subordinates largely modify the character of the output. One has a right to conclude that only polite conduct shall be, but what is polite on the part of one authority is despotic on the part of another. The autocracy of the office of the superintendent of a public-school system is necessary for the accomplishment of his purposes, but that despotism can be wielded with a gloved hand. A dangerous tendency exists toward usurpation by teachers, through organization, of powers which should be retained by the superintendent. An apparently growing feeling seems to exist—in truth it does exist, especially in one of the large cities of the country—that the public-school system should be a democratic institution, and that the body of teachers consitute the democratic government. This is a false conception of true democracy. The truth is that the boards of education are the representative bodies of the democracy—the people—for whom they are making laws, and to whom they are responsible for their acts. A democracy of teachers for the purpose of controlling authoritatively the many hundred lines of activity connected with the administration of schools is as fatal to accomplishment as would be that of the patrolmen of the police department of a great city to organize and give directions, according to their own will, to the department in which they are placing their services.

It seems to be along the line of action whereby, in the industrial interests of our country, trades unions are so active, and either helpful or harmful according to the temper of the organizations and the wisdom of the chiefs of these organizations. Concerning neither administrative nor educational policies can the teaching body be intrusted with final decision.

People can be found who believe and speak and write that, as trades unions, in their authority over the membership, modify the kind of work put out, the amount of work done, saying to its members only so much effort shall be made each day, controlling the organization as to the manner of the work and the amount of wages paid, the number and kind of appointments, the tenure of position; so ought the teachers of a school district similarly to organize and act.

Is it possible that the members of the National Educational Association, or a respectable minority, believe that a similar organization will be helpful to the great interests for which they are spending their lives? Can it be possible that there are in the ranks of our profession—four hundred thousand of us today—men and women who are willing to be bound by rules and regulations and promises whereby they shall officially determine upon the merits one of the other; that no teacher can be employed unless he belongs to the organization; that he shall have just the wages that the organization directs and that, when necessary, he shall stop the machinery of public education in return for some real or fancied grievance?

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The people are represented in the administration of a school system by a body of men and women whom they elect for that purpose. In that body rests necessarily all effective power and direction. That body selects an officer whose sole business is to execute the plans prepared by the people through their representatives, the board of education. The instruments used for that execution, namely the teachers, are furnished to this executive officer, who is instructed to use them in the performance of his duties, he having the knowledge and skill and ability to select given instruments for given purposes in order to obtain the results.

An organization of teachers for legislative purposes or for directive purposes is comparable to an organization on the line of the younger part of a large family for the control of the parents' efforts. I know such conditions do sometimes exist in domestic affairs. It is not rare to find the sons and daughters directing the affairs of the household in opposition to the opinion of the parents. The fact of the existence of this condition occasionally, however, will scarcely justify us in commending it.

On the other hand, one cannot forget that the amount of technical ability and intelligence embodied in the teachers of a city school system is of a scope far exceeding that of any one or group of ones. This effective knowledge must be used; the schools will never be at their best while their policy represents only executive power, or even while they represent the power of the legislative and executive department. But this counsel, this giving of advice which is essential, is not to be given in a formal way through the orders and directions and laws and rules of an organized body like that of a trades union; but, on the other hand, it is to be given as the good daughter talks with the father and mother; as the kindly son participates in the counsels of the home. Practically it is to be given by frequent convocations, experience meetings, advice, the result of personal study and investigation; not by dictatorial law. The dictation must come from the other end.

The superintendent of schools is given a route along which to travel. At the various stations he finds his associates doing an allotted duty. His limitations require him to demand the result; that is to say, the ultimate performance of the task. He cannot and must not presume to interfere with the manner of that performance; he asks that when he reaches the end of the route his inspection shall have demonstrated that all the machinery is working, and expects to discover that the methods of that work have been materially modified according to the instrumentalities of the performance.

No two minds approach a given subject along the same trail, although both reach the objective. No instructors train their charges in identical ways; and yet the results of that training are similar; never, however, identical.

The personal characteristics of the superintendent long associated with a school system are bound to be largely infused, injected, into that system; and they ought to be. In the same way the positive characteristics of the teacher are bound to be infused into the little character which he has in his training; and it ought to be; for it is because of the excellencies of these characteristics that superintendent and teachers are engaged for the work.

It is wicked to work at cross-purposes. Both superintendent and teacher have abundant limitations. Complete confidence is an essential; contest, conflict, suspicion, and strife are fatal.

The teacher's independence, as mentioned in the title of this paper, is the independence of the free American citizen who has entered upon the performance of a duty definitely and positively outlined at the outset. The purpose is defined at the commencement; the demand is that it be accomplished. The teacher has independence and can have independence like that of the man in the shoe factory who is told to-morrow morning to make a pair of No. 6 boots. The independence of that workman consists in the fact that he can sew four stitches in a minute or forty, can work rapidly or slowly, as he chooses or as he is able; but his dependence is that the boots must be made and made exactly, according to the order both in size and quality and execution.

Under the present typical school organizations of the country, the limitations of the superintendent's authority are necessarily loosely defined. A system has grown up of superintendents of schools with a corps of assistant superintendents of schools. Not only the title of the office of "assistant superintendent" is unfortunate, but it is quite out of place for an efficient organization. The better plan is that but one superintendent of any enterprise be appointed to office and intrusted with its duties. No one official can do all the work which falls upon the duties of his office; he must have assistance. In older and well-organized institutions but one head exists. As many men and women as are needed should be appointed and nominated school inspectors. A great part of the actual labor connected with the superintendent's office is in the department of inspection. The superintendent of large interests cannot be also an effective inspecting officer. He must call about him a corps of inspectors whose duties should be to inspect and to report.

A notable illustration of what I am trying to say is in the War Department of the nation. Those who are fairly familiar with that department of our government understand how emphatic and essential is regarded the inspection of garrisons, posts, divisions, battalions, and regiments. The commanding officer at headquarters keeps in touch with all stations in his department by occasional personal inspection, but frequent and detailed inspection is necessary, and is performed by officers of the inspector-general's department.

The time never was nor can be when a superintendent of schools can efficiently perform his duties from his desk; but in every school district comes the time when, owing to the increasing size, hours at his desk are increased, and the superintendent's opportunities to inspect grow less. He substitutes for his original personal inspection that of a lieutenant sent out. While we have grown to call this office that of "assistant superintendent," I suggest that that name be omitted hereafter in the titles of school officials, and that one responsible directive power called the superintendent's office be, as it is sometimes now, practically the ultimatum in school affairs. Some local and political embarrassments would not exist as they do now, were the office of assistant superintendent unknown.

Then, again, the most valuable power, that which deserves and must receive more compensation than

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any other, is the directive power—the superintendent—whether it be of a transportation company, or of a great industrial enterprise, or of schools.

The expense of the office can be reduced by appointing school inspectors—young men, growing men, men in training for the office of superintendent; but who can afford, while learning that business and growing up, to receive a part of their remuneration in the value of the training.

The executive department of a school system of thirty thousand pupils would be ideal with one superintendent and four school inspectors who shall spend their entire time, as does the inspecting officer of the army, in reviewing and examining in detail every part of the enterprise and reporting promptly and often, in a very careful way, what he finds; and in recommending, if the superintendent asks for recommendation; if not, avoiding comment altogether.

Such an organization would remove, too, beyond cavil, and possible envies, jealousies, or discords that occasionally rise to the surface in some of our cities.

We realize fully the general tendency of our country to organize men and women for the purpose of self-defense, self-protection, and frequently for offensive operation. In general terms, we call it the conflict between labor and capital; in particular terms, we name on the one side "trusts," on the other "unions." So general is this agitation, this inclination, this tendency, that, as has been inti mated, it has reached the teachers of the country; and in no pessimistic humor I am compelled to view this tendency with alarm. It is fraught with danger. Some effort has been made in this paper to condemn teachers' trade unions. I am unable to approach this subject on a common plane of action; if it be industrial, it concerns artisans laboring under working contracts; if it be spiritual, it concerns the training of intellects and souls in the love of patriotism and devotion to family and country, as well as for immortal life. If sordidness of our personal life, whereby most effort is gauged by the dollar to be returned for the effort, who can feel secure for the future of our nation? The schools themselves are modifying the courses of study, while the character of the teacher and the purpose intended are those which shall bring the greatest financial returns. The boys and girls in the high school are surrounded by the environment of an idealism which is represented by the accumulation of great fortunes. An organization of teachers is intended to increase rather than diminish that tendency.

I place the subject before you, and would that I could portray as upon canvas the inevitable outcome, should the school world descend to a lower plane of social life, where the measurements of life's work cease to be honor, integrity, patriotism and love, and become that which represents acquisitiveness, selfishness, and financial success at the expense of the neighbor; striving chiefly for a superiority of wealth over everybody, regardless of the truths of ideal manhood.

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By permission I give this paper as my reference.

ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, October 15, 1904.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, October 17, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

INCREASE OF MEMBERSHIP DUES.

There is a very general desire on the part of members of the Federation to increase the dues. The matter will come up for action at the next regular meeting, Oct. 15, 1904.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

A BLOW FOR CHICAGO TEACHERS.

By One of Them.

From "Wayside Tales" for October.

Tuesday, September 6, the doors of the public schools of Chicago swung open and the children of Chicago were gathered in from the streets; the mothers of Chicago gave a long drawn sigh of relief and turned with lightened hearts to their fall sewing. Their highest maternal duty has been delegated to professionals and they rest, serenely confident that their children will be cared for.

Our people look upon the public schools as the agency which will form an intelligent citizenship by the unification of all the widely different elements of our cosmopolitan population.

"All our organizations," says Prof. Graham Taylor, "churches, political parties, and societies, tend to divide our people into classes. It is only in the public schools that the children of all classes meet and mingle in a unity of interest and aim which truly operates to develop a common American citizenship."

We quote from memory and may not have used Prof. Taylor's exact words, but such thoughts are expressed again and again. We hear on all sides, that the hope of the future of America is in her public schools.

Unfortunately this hope is based upon general ignorance of the school system, its workings, its organization and its relation to the municipal system. The schools are frequently criticized, but criticism has been for the most part valueless because it has been based upon some narrow personal experience and has not proceeded from a knowledge of the whole situation, nor has it pointed out any unified, systematic, practical plan for betterment.

A father, who is called to school by a note concerning his son's shortcomings feels that something is wrong. The teacher doesn't understand the boy; she does not try to understand him; she is certainly incompetent and should be removed. There are hundreds of her; they should all be removed. The school is for the child. Why is not the school system cleared at once of weak, incompetent teachers? On account of politics. "Pull" keeps the incompetents in the system. On this logic our reformers start out with the slogan, "Banish pull from the schools."

A reformer run amuck is the greatest danger known to our modern faulty social system. His volatile temperament, perverted view and unlimited egotism make him, even when sincere and honest, a ready tool for the crafty hand of a corrupt politician. The attitude of some of our people, who could and should help the school situation, is utterly irrational; their knowledge is meager and one-sided and their best efforts worse than futile. If all our people who earnestly desire a good democratic system of education, could be brought together in unity of effort no power could withstand them.

Towards the securing of unity, then, all our efforts should be directed and, as a first step we must have the free exchange of information, knowledge, and opinion which is necessary to reconcile the different points of view. Daylight bright and clear must shine through all departments of our school system; oxygen active and strong must circulate through its entire structure.

The real trouble with the Chicago schools to-day is caused by the effort to use them for selfish private interests and the effort to make them subservient to the political machine. The protection of incompetent, inefficient teachers and employes, the crowding of rooms, the whole text-book trouble and all other kindred evils, which call forth general criticism, and upon which the efforts of many zealous reformers are spent, are effects based upon and growing out of the great fundamental evils.

Let us glance at some of the important developments in the public school question which have taken place in the last few years. About ten years ago there was a great interest in educational methods in Chicago. It had begun a number of years before in the movement which brought Col. Parker, with all his high idealism and beneficent zeal, to take charge of the Normal school; then under the control of Cook county. This general interest brought many bright people into the public school system, notably Josephine Locks, with her wealth of philosophy and power and W. W. Speer, a pioneer and prophet of a new system of education. Ella F. Young, a Chicago principal who was an authority on pedagogy and a woman of the highest mental attainments, had been made superintendent of a district and the system possessed other bright lights. These names certainly constituted an illustrious list.

About this time murmurs of discontent were heard upon all sides, rising no one knew where, and being directed principally against the "fads" which had come in with the new education and against political favoritism. These murmurs finally concentrated and hurled themselves at the head of Superintendent A. G. Lane. He was accused of "playing politics" and "we must have no pull in the public schools." Mr. Lane was demoted in rank and salary, being made district superintendent and in his place the board chose Dr. E. Benjamin Andrews who was said to have been dropped from the presidency of Brown University for his advocacy of free silver. This might be construed as constituting a "pull" with the democrats at that time, especially as some of the Chicago politicians were regarded as rather "doubtful" and were glad under the circumstances, to please the silver men.

Even more significant was the fact that Dr. Andrews was Dr. Harper's friend, and Dr. Harper was a member of the board of education. "Pull" is not always a matter of bribery. It is more often the result of personal ties and obligations, the "free-masonry" between those in "the ring." The average man regards it as all right when he is on the inside and wrong when he is not.

The general talk about educational reform led to the appointment of "The Mayor's Educational Commission," of which Dr. Harper was elected chairman. This commission recommended that a bill, which it had prepared, providing for many changes in the school system, be presented to the legislature. The bill became known as the "Harper Bill," and was the first cause of a universally ex-

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pressed discontent at the close connection between the University of Chicago and the board of education.

"You needn't ask me to vote for that bill," said a member of the state legislature to a lobbyist. "I can smell kerosene all over it."

Dr. Harper had spoken, upon numerous occasions, of his desire to bring the University of Chicago more closely in touch with the public schools, making the advances as though conferring a great favor upon the public school system. He undoubtedly believed he was doing so as the University of Chicago embodies his highest ideal; but it became evident that public opinion was not with the doctor.

At any rate the unity of the Chicago schools and the Chicago University met a popular prejudice so strong that it became evident that no power, either directly or indirectly accountable to the people, could bring it about.

So affairs shaped themselves for the coming of the "Harper Bill" which fixed the superintendent's term of office at six years, and provided that the salary could not be reduced during that time. It placed in the superintendent's hands full power in the appointment and dismissal of assistant superintendents, principals and teachers and also full power in the choice of text-books and school materials and the planning of the course of study. This would give despotic power into the hands of a man completely protected from the consequences of his acts by the salary and tenure of office clause. [Power to promote teachers and fix their grade in the salary schedule was also conferred on the superintendent by this bill.]

There remained but to "catch your superintendent." If the influence back of the University of Chicago could name him, a great step would have been taken in the organization of the Standard Oil Trust; it would have embraced the Chicago school system and paved the way to establishing its control over the education of the American youth.

We have not Dr. Harper's authority for the inferences which we have drawn nor for the motives which we believe to have prompted him in his conduct in relation to the public school question. We have based our deductions upon his well known connection with the Standard Oil educational movement, his frequently reiterated wish for a close unity between that movement and the public school, his repeated efforts, both as president of the University of Chicago and as member of the board of education, to place university students in the public schools, and the constant shaping of events to that end. Dr. Harper is doing a great work for organization, so is Mr. Rockefeller, but great organizations under private control are a menace to republican institutions.

On the other hand, it would be strange if the great trusts which are organizing the social system should overlook the important feature of education. They are not overlooking it. Their opposition to legislation against child-labor and the establishment of schools as a part of great industrial systems are significant.

We have given a great deal of space to the discussion of the "Harper Bill" which might be regarded as a dead issue but it embodies the policy which is at the base of the whole series of evils which threaten public control of the school system. It was defeated in 1899, but another effort was made in the spring of 1903 to force through the same provision in another bill, which was also defeated. These bills were popularly looked upon as undemocratic, not only because they placed great power in the hands of one man but because the passage of any such measures would have been a direct interference on the part of the state in the control by Chicago, of its educational system. In fact some of those in favor of the bills argued that the population of Chicago, being made up so largely of foreigners was not competent to judge as to what constituted the best education for American children. The placing of almost unlimited power in the hands of the superintendent would, so those who advocated it say, eliminate politics from the schools and so prevent the protection of incompetent teachers by "pull." It would also, so they claimed, prevent the book companies from using the schools as a means of collecting tribute from the people. Of course they pre-supposed the appointment of a man entirely free from ties or affiliations which could develop into "pull."

All these efforts at reconstructing the school system have met with the organized opposition of a majority of the teaching force.

Their largest organization, "The Chicago Teachers' Federation," has steadfastly resisted efforts to bring about changes based upon what they consider a mistaken ideal. They have been very active for some years past, and no one who is studying school conditions can afford to neglect or ignore any movement in which so many teachers are interested. If there are two or more sides to these questions, the citizens owe it to themselves and to their children to hear all sides.

There was practically no organization among the teachers up to about ten years ago. Their first concerted work was their effort in behalf of the "Pension law," which was passed by the state legislature in 1895. This was followed by an effort to secure better salaries and, in trying to make this effort systematic, the Teachers' Federation was formed. Like all good movements, it originated in self-interest and developed, successively, through the stages of growth in which it learned, first, that self-interest for the teachers included the whole school system; second, that it included the welfare of all workers; third, that it can be promoted only by those forces which tend to promote the general betterment of social conditions.

There are two careers open to any such organization. It may compromise with the political and financial powers and accept in return, such small concessions as they may deign to make; or it may refuse to compromise upon anything less than the rights of the whole class it represents. The Teachers' Federation made a positive choice of careers when, in the spring of 1899, it chose Catherine Goggin president. Miss Goggin is a broad-minded and capable woman who has done much to shape the policy of the Federation since that date.

During 1899 the movement for organization among the teachers advanced rapidly. Although torn by internal strife, the federation led in the movement which defeated the Harper Bill; they then settled their internal strife by majority rule, and, as the year was going out, they took the first steps in their tax-work.

During the year, Dr. Harper left the board of education and Graham H. Harris, son-in-law to the late Jesse Spalding, then president of the Union Traction Co., and close personal friend to the mayor, was chosen president. One of the first steps taken by the teachers in their tax-work was to tell Mr. Harris of their intention. He expressed his sympathy and promised his support in a letter to the organization.

Many public officials expressed a willingness to do all in their power to help the teachers; and yet when the time came for facing the corporations, the teachers faced them alone. They had aroused much general interest but such support as they received was the disorganized support of individuals. There was a good deal of surprise expressed at the apathy of the Civic Federation. When it was discovered, later, that some of the most prominent

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members of that organization were active tax dodgers their apathy was better understood.

It is not possible to tell the whole story of the tax-work in this article. The public is pretty familiar with the general facts. The State Board of Equalization had fought to the last ditch and, relying upon an extension of time, had made no attempt to calculate the assessment which they were ordered by the court to make. They were caught between two fires, being commanded by Judge Thompson's writ of mandamus to make the assessment and prohibited by Judge Grosscup's writ of injunction to do so. As the last day approached they begged Judge Thompson to grant an extension of time but he answered firmly: "Not one day, gentlemen." At the last day, Judge Grosscup did not care to maintain his position. He was not ready to force the issue between the power of the state courts and the federal court, so he withdrew his injunction.

Then it was that the members of the State Board of Equalization were forced to come to I. T. Greenacre, the teachers' attorney, and ask for his help in making out the assessment. They did not know how to do it. *It had never been done before.*

The assessment was ready on time and about $600,000 has been paid to the city every year since 1900 as a result of the work of the federation. The writ of mandamus granted by Judge Thompson and upheld by the supreme court of the state gave the amount of taxes due, upon the capital stock of the corporations as about $2,000,000. Judge Grosscup granted an injunction to the corporations which prevented collection of about two-thirds of this amount, and the city has never appealed the case. Such an appeal, aside from the probability of its adding this vast amount of tax-money to the public funds would be valuable because of the question of jurisdiction involved. Has Chicago home rule in taxation or have the federal courts the deciding voice? Year after year goes by but we hear nothing more of the case.

When the money won by this suit was paid into the treasury the firemen received the pay which they had lost the previous spring on account of the poverty of the city. The school board received about $250,000, and the teachers asked that the amount be used in restoring the salaries which had been taken from them illegally during the year 1900. The board absolutely refused to consider the claim of the teachers, who then obtained an injunction which prevented the board from using the money claimed. This case was recently won by Judge Dunne's decision. According to this decision a teachers' salary cannot be cut during the year after it has been fixed by the board for that year. The board has appealed the case but the teachers are confident of victory in the higher courts.

It is impossible to give here more than a brief outline of the work of the teachers. To-day the Chicago Teachers' Federation numbers nearly four thousand members. It maintains an office in the Unity Building. It pays salaries of two leaders, Miss Goggin and Miss Haley, who look out for the interests of the teachers; they employ a stenographer and conduct a newspaper, The Bulletin. They are affiliated with the State Federation of Women's Clubs, the Federation of Labor and the Municipal Ownership Delegate Convention. They are known for their activity in all efforts to secure better conditions, to prevent child labor, to secure woman's suffrage and many practical movements for the betterment of social conditions. They have worked discreetly, leaving the talking and public work to the leaders whom they have made independent of the school system and the politicians who are struggling to control it.

Many different opinions are expressed regarding the work of the organization. Some citizens who had opposed the teachers in their work against the Harper Bill supported them in the tax-work. Among these was Rev. R. A. White, pastor of the Stewart Avenue Universalist Church, now a member of the board of education. After supporting the teachers in their tax-work he came forward in the spring of 1903 as an advocate of "one man power," so placing himself again upon the other side of the struggle. We would hesitate to say that Mr. White would willingly array himself against popular government but he is one of those reformers who fight effects instead of causes. Incompetent teachers are kept in the schools by political influence, this constitutes the only evil which these reformers can see. There are incompetent teachers, many of them. They are men and women who entered the system with pure ideals, high hope and eager zeal. They have been made incompetent by their contact with the system. Let us examine the conditions, which have made these individuals nervous and irritable, or cold, hard and narrow, and changed hopeful, high-minded young people into cowardly, hypocritical seekers after patronage; then let us ascertain in rebuilding the system, how many of these who constitute it as it now stands would respond to freer, better conditions.

We find no one willing to accept responsibility for the faults of the school system. The board of education is appointed by the mayor who claims to leave them entirely free to act without personal or political influence. As an argument against an elected board, however, we are told that it is far better that the members should be appointed by the mayor, who thus becomes directly responsible to the people for the appointment of upright capable men. The two points of view are a little inconsistent to say the least. If members of the board act from private rather than public interest, if they protect their friends in the schools in spite of inefficiency or unworthy conduct, to whom shall the people go for an accounting?

The following quotation from the Journal of Education, published in Boston, asks Chicago a few questions:

"One can but ask why Colonel Francis W. Parker was alienated from the great work, the glorious work that he had inspired? Why Ella F. Young is no longer breathing her intense personality into the public school system of Chicago? Why Josephine C. Locke is no longer challenging the admiration of the world to the artistic flavor of the schools? Why Mr. Speer is not kindling enthusiasm all along the line?

"I grant that it is easy to give childish reasons for the diverting of each from his mission, easy to give stupid reasons in each case, but the fact remains that there was a time when Chicago had more of the genius that thrills humanity with educational hope than all other American cities combined, and she has succeeded somehow in eliminating every force that promised most for humanity in that city.

"Chicago is the one American city that ought to have the spirit of a Parker, a Mrs. Young, a Miss Locke, a Mr. Tomlins, a Mr. Speer, with all their disregard for traditions, kindling fires in pedagogy, in philosophy, in art, and in music.

"Illinois gave the nation Abraham Lincoln and Ulysses S. Grant in the hour of her greatest need. Off the great prairie alone could have come the unconventional force, the untraditional poise and alertness by which alone the Union could be saved. But in the third of a century since, where have been her candidates for the presidency, for political leadership, for statesmanlike grandeur? Why? Is it because she has perfected her political machine on the same lines as New York and Pennsylvania?"

After due consideration of the whole complex system of public instruction we must bring ourselves back to the simple question of the duty of each parent to his own child. No one can delegate this sacred duty without paying a fearful penalty. The people must care for their children and to do this they must know their schools, their municipal organizations and the great forces which influence them as well as it is possible to know them. There must be no evasion of responsibility where the children are concerned.

We may tolerate a colony of moral leprosy in our city slums; we may sin against the courts and the ballot box, and for all these crimes, we may atone in our own generation; but when narrow, short-sighted greed reaches our public school system its blighting shadow falls forward over the years into the future. We may sin against our own day but we must not dare to send the people of the future, unequipped and made degenerate by our crimes to tasks which we cannot measure, problems which we cannot solve and difficulties which we cannot estimate.

The Chicago public school system belongs to the people of Chicago and they can and must control it if good, pure American ideals are to live.

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PIANO BUYERS

Find Strong Temptation

—IN—

September Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 248 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great **Kimball** factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do condit.ons bring such mighty inducements.

FOR SEPTEMBER ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465
Special Offer, complete	**$275**

Easy Payments if Desired.

W. W. KIMBALL CO.

(ESTABLISHED 1857)

Southwest Corner Wabash Ave. and Jackson Blvd.

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CARSON PIRIE SCOTT & CO.

STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Mousseline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. Any yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at low set prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $3.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $3.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes.....	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot...	$1.35
40c Black lisle or cotton, split sole and ribbed top.....	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops.....	$1.85
50c Black cotton, with linen spliced double sole, heels and toes.....	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy.....	$2.50
$1.00 Black brilliant lisle or black cotton.....	$4.00
$1.25 Black ingrain lisle; four thread or split sole.....	$5.00

MEN'S HOSE.

Reg price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole.....	$1.00
35c Black cotton double or split sole or white foot.....	$1.25
40c Black cotton fine gauze.....	$1.50
50c Black cotton, double sole, hand seamed.....	$1.75
60c Fine Egyptian, black cotton, split sole or white feet.....	$2.00
75c plain black fine cotton or mercerized.....	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, OCTOBER 14, 1904. No. 35

BOARD OF EDUCATION.

Wednesday, Oct. 12, 1904.

The following recommendations were made by the committee on School Management:

"That in accordance with authority given at the meeting of the Board of Education on July 20, 1904, (page 29 of proceedings), the assignments of evening school teachers as set forth in the attached list, be concurred in."

Ackley, Grace L., Garfield; Adams, Kathryn E., Jirka; Adams, Mary L., Jirka; Ahern, Agnes G., Washington; Allen, Clara Belle, Englewood (elementary); Allen, Georgiana, Englewood (elementary); Allin, Josephine T., Englewood (high); Arnold, Florence M., Englewood (elementary); Arnold, Minnie M., Burley; Ashleman, Laura (Mrs.), Scammon; Ashley, George E., Crane (high); Ayres, Lillian G., Crane (elementary); Backer, Ed C., Burley; Baer, Anna G., N. W. Division (elementary); Baker, Ira C., Hamline; Baker, Lillie S., Wells; Barbour, Grace R., Pullman; Barnebe, Joseph, South Chicago (elementary); Barry, Kathryn, Medill (elementary); Beaver, A. H., Austin (high); Beck, Louise, Franklin; Beers, George A., Hamline; Behr, Elizabeth M., Harrison; Bennett, Clara C., Burr; Beryson, Lilly L., Burr; Beryson, Lillie L., Franklin; Birmingham, Katherine A., Jones; Bishop, Mary B., Franklin; Black, William J., Englewood (high); Bloch, Ottilie M., Burley; Bloomenthal, Rose W., N. W. Division (elementary); Boarini, Louis L., Waller (high); Boehm, Nuritz W., Franklin; Bolger, Ella B., McAllister; Bonfield, Anna R., McAllister; Boswell, Fred A., Harrison; Bourque, Ida M., Jirka; Bowen, W. J. K., Medill (high); Bowers, Alice M., Burr; Bowling, Julia A., Pullman (elementary); Boyle, William A., Crane (high); Boynton, Charles E., Waller (high); Braddock, Helen A., Jirka; Brady, Murray J., Englewood (high); Breen, Jennie J., Froebel; Brennan, Mary A., Froebel; Broderick, Nerinne, Hamline; Brown, Edgar T., N. W. Division (high); Brown, Ida M., Burr; Brown, Jennie P., Garfield; Burnap, Charles E., N. W. Division (high); Burns, Elizabeth L., Medill (elementary); Butterfield, Belle A., Englewood (elementary); Butterworth, Laura E., Pullman (high); Cahill, Anna E., Garfield; Cameron, Edith, Waller (high); Campbell, Anna B., Garfield; Campbell, Belle L., Garfield; Carpenter, D. Agnes, Franklin; Casey, Anna R., Hammond; Casey, Margaret B., Garfield; Caverley, Joanna H., Franklin; Cermak, Joseph, Medill (high); Chase, Arthur, Crane (high); Chott, Bessie A., Smyth Garfield; Clark, Anna M., Jirka; Clark, Nora A., Crane (elementary); Clarke, Alma C., Hammond; Cochrane, Martha, Garfield; Cohan, Charles A., Burr; Collins, Frederica H., Wells; Comstock, Walter H., Englewood (high); Conners, Mame L., Jirka; Conners, Theresa G., Hendricks; Costello, Bessie F., Franklin; Craig, William H., Phillips (high); Crowe, Eva B., Harrison; Crowley, Louise C., Jirka; Cullen, Katherine M., Englewood (elementary); Cummings, Charles E., Hamline; Cummings, Mary J. (Mrs.), Franklin; Cushing, Eleanor F., Hammond; Dalton, Kate, Waller (elementary); Daly, Ella F., Hamline; Daly, Minnie E., Franklin; Darneby, Mary M., Wells; Davey, Charles B., Crane (high); Davey, Elizabeth, Washington; Davis, Loretta P., Phillips (elementary); Decker, Catherine A., Franklin; Dedmond, Elizabeth, Hendricks; Del Banco, Miriam, Wells; De Cilbiss, Jeannette, Burley; Dibelka, Englewood (high); Dietz, Minnie A., Burr; Dignum, Jennie M., Franklin; Dixon, Joseph A., Phillips (high); Dodge, Solon S., Burley; Dolan, Agnes E., Garfield; Dalton, Mary B., Washington; Donders, Charlotte (Mrs.), Waller (high); Donecker, Franklin C., Franklin; Donovan, Margaret V., Englewood (elementary); Doran, Lura L., Scammon; Doran, Nora F., Englewood (elementary); Dougherty, Lillian F., Washington; Doyle, Lucy M., Medill (elementary); Duffy, Agnes D., Burley; Eberhart, Georgiana F., Jones; Edwards, Jay C., Phillips (high); Eldridge, Ed C., Harrison; Elliott, James M., Waller (high); Elliott, Josephine, Garfield; Elliott, Mary A., Washington; Erwin, Katherine, N. W. Division (elementary); Evans, Albert W., Phillips (high); Evans, Sarah M., Scammon; Fallon, Katherine, Harrison; Fallon, Nellie L., Harrison; Feely, Anne, Englewood (elementary); Feeney, Rose L., Froebel; Fetter, Hannah, Harrison; Ferguson, Helen E., Pullman (elementary); Fincham, Helen, Hammond; Fischer, Anna S., Garfield; Fitch, Kenneth C., Scammon; Fitzgerald, Charles F., Froebel; Flanegin, Henry W., Waller (high); Flanigan, Mary A. B. Hendricks; Flannery, Nellie T. Garfield; Flansburg, Sadie, South Chicago (high); Fleming, Maude M., Crane (elementary); Fleming, Sarah A., Medill (elementary); Flynn, Oscar R., Phillips (high); Foberg, J. A., Crane (high); Foley, Helen A., Wells; Foley, Nora I., Medill (elementary); Forde, Anna T., Garfield; Forsburg, Grace D., Northwest Division (elementary); Frederick, Oliver D., Northwest Division (high); Freeark, Frederick A., Medill (high); Freund, Alice A., Scammon; Friedman, Maxmillian M., Burley; Friese, C. F., Crane (high); Fuller, Elizabeth, Medill (elementary); Fuller, Mary E., Medill (elementary); Gage, Albert E., Medill (elementary); Gage, William H., Burr; Galligher, Susie D., Washington; Gaston, George H., Froebel; Gateley, Teresa, Garfield; Gaylord, Marion, Hamline; Gee, Etta Q., Burley; Gerlach, Mabel, Jirka; Gerlich, Frank J., Waller (high); Gerty, Frank K., Englewood (elementary); Gibbons, Elizabeth A., Froebel; Gillespie, John C., Washington; Gilmore, Celia M., Wells; Gilmore, Emma C., Medill (elementary); Glasheen, Gretta, Franklin; Golden, Mary E., Pullman (elementary); Goldstein, Theresa, Washington; Gorrie, David, Crane (high); Gould, Ella S., Pullman (elementary); Gould, Mary E., Phillips (elementary); Green, Herbert J., Englewood (high); Groves, John E., Crane (high); Gunn, Katherine E., Pullman (elementary); Hackett, Mary A., Froebel; Hadley, William A., Burley, transferred to Waller (high); Hall, Avon S., Englewood (elementary); Hall, Myra, McAllister; Halhiren, Flora E., Hamline; Hamilton, Elliott A., Phillips (elementary); Hanafin, Katharine H., Burley; Hand, Edwin E., Phillips (high); Haney, Ida B., Burr; Hanlon, Hanna T., Washington; Hannon, Elizabeth M., Washington; Harley Theo. L., McAllister; Hart, Lillian, Englewood (elementary); Hassett, Mary E., McAllister; Hauch, Jacob H., Wells; Hayward, Susan M., Jirka; Hazle, Maria F., Garfield; Hennen, Sarah M., Scammon; Herrick, Horace N., Waller (high); Henermann, Dora, Burley; Hevenor, Matt J., Harrison; Hill, Annie E., Waller (elementary); Hill, Jessie, Scammon; Hoffacker, Howard, Crane (high); Hogge, Morgan G., Hendricks; Holmes, Laura E., Harrison; Howard, Blanche L., Hamline; Hudson, Mary G., Jones; Huggard, Mary C., Waller (elementary); Hughes, Carrie A., Phillips (elementary); Hurley, Mary L., Franklin; Hurt, Libbie E., Hammond; Hutchinson, Alice J., Burr; Hutchinson, Josephine, Phillips (elementary; Irons, Charles S., Washington; Jacobson, John, Hammond; James, Emma M., Englewood (high); Jeffrey, Robert G., Hamline; Johnson, Thomas C., Washington; Jones, Abbie I., Garfield; Jones, Lillian F., Garfield; Joslin, Hettie J., Crane (elementary); Kambli, Minna, Waller (elementary); Keegan, Statia P., Hamline; Keeler, Harry, Englewood (high); Kelly, Dennis W., Jr., Wells; Kendall, Marian A., Hammond; Kennedy, Helen E., Garfield; Kerrigan, Anna J., Hamline; Kilroy, Marguerite B., Garfield; Kimball, Margaret H., Burley; Kimmons, John H., Scammon; Kincaid, Frances Ellen, Hammond; Kingsley, Frank

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W., Burr; Kinney, Arthur R., Froebel; Knox, Emma Daviess, Hammond; Kolloch, Maud M., Washington; Kopp, William, Northwest Division (high); Kordt, Clara N., Franklin; Lacy, Anna, Englewood (elementary); Lamar, Clyde P., Jirka; Lambe, Annie B., Jones; Lane, Frederick J., Washington; Larsen, Lena T., Northwest Division (elementary); Lawrence, Elizabeth R., Franklin; Learned, Mary Ada, Waller (elementary); Lennon, Mary E., Englewood (elementary); Letzkuss, Elizabeth B., Phillips (elementary); Levy, Alexander, South Chicago (high); Lewis, John L., South Chicago (high); Linane, Emma, Crane (elementary); Lockwood, Stephanie G., Phillips (high); Loewenau, Ida B., Medill (elementary); Loftus, Agnes A., Franklin; Loftus, Anna Margaret, Franklin; Lordon, Margaret H., Garfield; Lynch, Jennie J., Jirka; Lynne, Frances E., Franklin; Maher, Johanna A., Hamline; Maher, Julia G., Garfield; Maher, Kathryn V., Washington; Maloney, Katherine, Jirka; Maloney, Rose A., Jirka; Mann, Tabletha, Burley; Markey, Margaret J., Hamline; Marks, Charles Edward, Garfield; Marmane, Mary J., Scammon; Marshall, Mary E., Jones; Marshall, Mattie A., Waller (elementary); Martin, Gertrude E., Hamline; Martin, Harriet A., Hamline; Mason, Ida L., Washington; Masslich, George B., Burr; Mayo, Frank, South Chicago (elementary); McCarthy, Florence A., Franklin; McCartney, Margaret, Pullman (elementary); McClelland, George B., Pullman (elementary); McClements, Annie, Burr; McCracken, Frank J., Harrison; McCutcheon, Jane, Garfield; McDermut, Wilson E., Pullman; McDonough, Josephine E., Burr; McDowell, Jennie N., Jones; McGrath, Mollie C., Crane (elementary); McGuire, Stella, Harrison; McIlhon, Agnes V., Waller (elementary); McKinney, Winfield S., Englewood (high); McLaughlin, Anna, Wells; Maclean, Ida M., Franklin; MacMahon, Mary E., Phillips (elementary); McMahon, Mary F., Jirka; McNicholas, Mary A., Washington; Meade, Marion J., Waller (elementary); Merrick, Harry A., Northwest Division (high); Meyer, William H., Crane (high); Miller, Erin C., Waller (elementary); Miner, Imogene S., Wells; Mohan, Mary A., Northwest Division (elementary); Moore, Ada M., Froebel; Moore, Charles R., Medill (high); Morris, Mary Ellen, Franklin; Mortimer, Anna A., Washington; Moynihan, Humphrey, J., Garfield; Mueller, Albert C., Burley; Muller, Julia C., Northwest Division (elementary); Murphy, Agnes,, Garfield; Murphy, Ella Margaret, Franklin; Murphy, Julia T., Waller (elementary); Murray, David L., Harrison; Nichols, Josephine, Froebel; Niestadt, Mary C., Northwest Division (elementary); Noonan, Mary, Garfield; Northcott, Frances M., Washington; Norton, Catherine, Scammon; O'Brien, Elizabeth A., Phillips (elementary); O'Brien, Margaret L., Hammond; O'Brien, Rose M., McAllister; O'Connor, Catherine, McAllister; O'Grady, Julia, Garfield; O'Hayer, Rose, Froebel; O'Neill, Teresa, Burr; Osborne, Alice M., Froebel; O'Toole, Winifred, Phillips (elementary); Papot, Benedict, Crane (high); Padden, Katherine A., McAllister; Perry, Serepta A., Jirka; Peters, Charles S., Medill (high); Peters, Tyndal A., Northwest Division (high); Peterson, Emma, Hammond; Peterson, Hans C., Crane (high); Peterson, Mary J., Froebel; Pfuderer, Virginia L., Waller (elementary); Phelan, Anna E., Franklin; Phelps, Olive T., Phillips (elementary); Pilkington, Richard S., Crane (high); Post, Harriet L., Wells; Powers, Nellie M., Hammond; Pratt, Sarah F., Crane (elementary); Prendergast, Amelia M., Wells; Purcell, Minnie V., Medill (elementary); Pyne, Catherine M., Washington; Quealy, Margaret A., Wells; Quinlivan, Margaret, Froebel; Quinn, Katherine, Franklin; Raber, Edwin J., Burr; Rada, Rudolph C., Hammond; Raefsnyder, Florence E., Scammon; Raven, Albertine, Englewood (elementary); Reed, Jane C., Burr; Reilly, Margaret F., Garfield; Reynolds, Azile B., Franklin; Rice, Helen A., Phillips (high); Riddel, Charles L., Northwest Division (high); Riddell, William W., Franklin; Riley, Mary A., Jirka; Riordan, Katherine A., Washington; Ritchey, Samuel E., Crane (elementary); Roberts, Walter W., South Chicago (high); Robin, Anna, Medill (elementary); Robson, Mary, Hendricks; Rogers, Mary E., Washington; Ropp, Mina H., Franklin; Rose, Emily F., Burr; Rowan, Mary A., Garfield; Roure, Carrie H., McAllister; Ruff, Herman C., Medill (elementary); Ryan, Eleanor J., Jirka; Sampson, Mabel M., Froebel; Sauer, Emily F., Washington; Schaefer, Harriet S., Hammond; Scherbarth, Louise M., Burr; Schladweiler, Mary F., Washington; Schneider, Joseph, Medill (high); Schoch, William, Crane (high); Schoenstedt, Carrie H., Jirka; Scully, Florence E., Burr; Seaman, Georgia A., Hendricks; Shadbolt, Jessie, Franklin; Shanley, Margaret, Scammon; Shannon, John A., Northwest Division (high); Shehan, Sanna C., Crane (elementary); Sheehan, Mary E., Garfield; Sheehy, Nellie T., Garfield; Sheehy, Rose M., Garfield; Sheffer, Mildred M., South Chicago (elementary); Shirer, Seward S., Phillips (high); Shoemaker, William H., Englewood (high); Skelly, Mary E., Franklin; Slingluff, O. May, Waller (elementary); Smedley, Eva A., Franklin; Smiddy, Ellen M., Jones; Smith, Belle, Garfield; Smith, Edmund B., Hendricks; Sneed, M. Elizabeth, Jirka; Snively, Alice, Phillips (elementary); Soelke, Ida H., Burr; Spoor, Agnes J., Englewood (elementary); Spray, Mabel R., Washington; Stanton, Mary E., Garfield; Stephens, Emma M., Scammon; Stevens, ——, Harrison; Stodder, Ida Maria, Englewood (elementary); Stone, Louise, Hamline; Stritesky, John, Washington; Stutisman, Ida E., Washington; Styles, Agnes, Phillips (elementary); Sullivan, Anna G., Burr; Sullivan, Elizabeth G., Garfield; Sullivan, Francis P., Medill (elementary); Sullivan, Helen C., Garfield; Sullivan, Mary T., Washington; Sulzer, Harriet, Burr; Sumner, Henry W., Pullman (elementary); Sumney, Effa Grace, Englewood (elementary); Swanson, Jennie S., Waller (elementary); Talbot, Mae V., Jirka; Tanner, George W., Northwest Division (high); Taylor, George T., Northwest Division (elementary); Theiss, Mary, Jirka; Toole, Sellie H., Medill (elementary); Toomey, Rose A., McAllister; Tower, Willis E., Englewood (high); Tuohy, Hannah L., Hammond; Tuoby, Saide B., Jirka; Twohig, Anna A., Scammon; Twohig, Mary E., Scammon; Vognild, Enoch M., Northwest Division (high); Vorsheim, Henry G., Englewood (high); Wadleigh, Grace, Northwest Division (elementary); Walker, Ethel H., Northwest Division (elementary); Wallenberg, Emily L., Jirka; Ward, Della F., Garfield; Ward, Anna A., Garfield; Ward, Mae T., Garfield; Warnshuis, Minnie F., Washington; Waterman, Richard, Burr; Watson, Edith B., Burr; Weber, Bertha M., Northwest Division (elementary); Weigselbaum, Viola R., Burr; Weil, Julius, Pullman (elementary); Weisman, Mary A., Medill (high); Welch, Minian H., Burley; Weldon, Mary E., Garfield; Wells, Cherrill H., Hammond; West, Cora M., Harrison; Westbrook, June, Jones; Whelan, Helen M., Phillips (elementary); White, John E., Crane (high; White, Nan L., Hendricks; White, William H., Phillips (high); Whitfield, Charles J., Newsboys' Home; Whitney, Mary L., Washington; Wiggins, Mary S., Phillips (high); Wildeman, Edward, Pullman (elementary); Williams, Agatha, Garfield; Williams, David B., Pullman (high); Wilson, Cleopatra, Garfield; Wilson, Elizabeth K. C., Froebel; Wilson, Ida McC., Burley; Wirick, Cassius M., Crane (high); Wolcott, Myra, Jirka; Wood, Ella B., Wells; Wood, William W., Jirka; Woods, Mary A., Hammond; Wright, Mary E., Franklin; Young, Mary A., Jirka; Zapp, August E., Franklin; Zeller, Pauline S., Northwest Division (elementary); Zmrhal, Jaroslav J., Wells.

That Harriet Smither has successfully completed the prescribed course at the Chicago Normal School for teachers of manual training, and that she be awarded a partial certificate to teach manual training in the elementary schools and a certificate showing completion of the Normal School course in manual training.

That Jane J. McKeon, a former teacher, be placed on the list for assignment, to be assigned to a position in the public schools of Chicago.

That the name of Marion Wingard Wold, a former teacher, who holds a valid certificate, be placed on the list for appointment to a position in the elementary schools in accordance with the rules.

That the teachers named on the attached list be placed on the unassigned list in accordance with the rules:

Unassigned List.

Grace Pennoyer Bixel, Van Vlissingen; to date from Sept. 5, 1904.

Florence Burns Blair, Hendricks; to date from Sept. 6, 1904.

Valentine Bonfield, Dante; to date from Sept. 3, 1904.

Ellen R. Carroll, Kinzie; to date from March 1, 1904.

Anna F. Carter, Nash; to date from Sept. 6, 1904.

Grace Chamberlin, Andersen; to date from Sept. 5, 1904.

Laura C. Cope, Harvard; to date from Sept. 5, 1904.

Mabelle A. Costello, Ericsson; to date from Sept. 3, 1904.

Regina M. Eger, McClellan; to date from Sept. 6, 1904.

Augustus R. Fischer, Spry; to date from Oct. 1, 1904.

Eda D. Flagg, to date from Aug. 31, 1904.

Kate M. Flanagan, Willard; to date from Sept. 1, 1904.

Alice Forkin, Wentworth; to date from Sept. 5, 1904.

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Minerva O. France, Jackson; to date from Sept. 6, 1904.
Sarah Fuller, Chicago Lawn; to date from Sept. 6, 1904.
Juliette Pribyl Geringer, Bismarck; to date from Aug. 23, 1904.
Agnes J. Goodwillie, to date from Sept. 6, 1904.
Flora M. Jewell, Howe; to date from Sept. 2, 1904.
Emma L. Kiebo, Wicker Park; to date from Sept. 1, 1904.
Clara A. Kruse, Wentworth; to date from Sept. 5, 1904.
Minerva G. Linehan, Lawson; to date from Sept. 6, 1904.
Ottilie Louis, Prescott; to date from Aug. 25, 1904.
Katherine G. McIsaac, Stanley; to date from Sept. 6, 1904.
Corinne Marcellus, Motley; to date from July 2, 1904.
Elizabeth A. Marum, Healy; to date from Sept. 5, 1904.
Lillie A. Mathie, Cummings; to date from Sept. 3, 1904.
Agnes M. D. O'Brien, Jenner; to date from Sept. 7, 1904.
Mary G. Quilty, Calhoun; to date from Sept. 5, 1904.
Elizabeth Daubach Remien, Sexton; to date from Sept. 5, 1904.
Harriet R. Smither, to date from Sept. 8 ,1904.
Bertha A. Stoffregen, Agassiz; to date from Sept. 7, 1904.
Laura C. Thompson, Curtis; to date from Sept. 5, 1904.
Alicia Treanor, Curtis; to date from Sept. 6, 1904.
Margot Von Kamptz, to date from July 7, 1904.
R. Mabel White, to date from Sept. 5, 1904.
Anna Chambers Wilson, Revere; to date from Sept. 5, 1904.

That the Superintendent of Schools has received and accepted the resignations of the teachers named on the attached list since the date of his last report, and recommends concurrence in his action:

Anderson, Eva E., South Chicago High; Bell, Charlotte L., Dore; Cox, Lena May, Yates; Farley, Rose A., Hedges (head assistant); Goldstein, Florence, Jungman; Grenell, Elsie P., Brown; Holder, Emily, Howe; Huber, M. Susan, Nash; Jones, Emma McCune, Sullivan; Lutiger, Eleanor M., Burns; Lehmann, Frieda A. Marlow, Peabody; Malcolmson, Grace C., Earle; McDermott, Isabel I., Holden; Miller, Nellie T., Pullman; Smallwood, Mabel E., Medill High; Smith, L. C., Englewood High; Taylor, Nellie F., Columbus; Trumbull, Laura, Hammond; Warren, Polly Bishop, Cornell; Fischer, Augustus R., Spry.

Recommendations concurred in.

Nov. 4 was named as "Charter Amendment day" and each teacher of seventh and eighth grades and all high school teachers were instructed to place information before the pupils relative to the proposed new charter for Chicago, the information to be received from the charter amendment committee, and literature on the subject to be furnished to pupils of all grades.

CURZON'S CAUSTIC COMMENT.

Lord Curzon, the usually genial viceroy of India sometimes, when occasion seems to warrant, makes very cutting remarks.

Some years ago, says the English railway official who tells the story, Lord Curzon came down from London by what was then the London, Chatham and Dover Railway, to address a political meeting at one of the Kent Coast resorts. Lord Curzon was in a hurry. The train made its 20 miles an hour all right, but the future viceroy thought it the slowest train on earth.

He said so to the guard. That dignitary, as usual, took the remark as a personal insult.

"If you don't like the speed of this train, mister," he said, "you can get out and walk!"

Lord Curzon was not crushed. Tart as vinegar came his reply:

"I would, only they don't expect me till this train gets in!"

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ANNOUNCEMENTS.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, October 15, 1904.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, October 17, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

INCREASE OF MEMBERSHIP DUES.

There is a very general desire on the part of members of the Federation to increase the dues. The matter will come up for action at the next regular meeting, Oct. 15, 1904.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

DO WE DARE EDUCATE EVERYBODY?

(From the World To-Day for October.)

With the coming of autumn the United States betakes itself to education. There is no town so poor that it will not see its schoolhouse open and its boys and girls taking up again the routine of study. In the grade school, in the high school, in the college and in the university thousands of young people from all ranks of society will begin anew their preparation for the conduct of life.

Nothing yields itself more readily to rhetoric, and nothing is fraught with larger consequence to the republic. Why should we educate everybody? Why do we pour out money to educate our own and other people's children? Is it that we may insure a race of cultured people? That is what education—at least the higher education—meant a few years since. Beyond the rudiments of reading, writing and arithmetic, boys and girls studied almost nothing that could be used after school. We taught them Latin which they would never read; algebra with which they would never calculate; physiology whose rules they would not observe; literature which they refused to read. Results were unavoidable. The cultured classes were the well-to-do classes. The poor had no share in what passed as education.

* * *

We are changing all this. We believe in the education of the hands as well as of the mind. We believe that a boy should be taught to be useful as well as accomplished; that a girl should learn in school that which she does not need to forget in the home. Education is looking toward specialized efficiency.

* * *

Perhaps this is wise; perhaps it is not wise. This is not the question we would raise. That question is: Is America ready to face the consequences of this universal education for actual life? Culture is essentially purposeless; education is purposeful. But to have a purpose means that a generation is dissatisfied with its present. To arouse an ambition in a generation and to attempt to give that generation larger self-control is also to arouse in it discontent. An educated people can never be content to be contented. Individuals may be indifferent, but a society will be intent. And with this discontent comes a desire to change, to improve, to equalize one's lot with that of another; to increase one's own privileges, and to deprive another of those which seem unjustly his. No wonder some countries have been so much in terror of popular education. The privileged class preferred an ignorant under class that was content, to an educated proletariat that was ambitious. If education is an enemy of superstition, it is also the leaven of equality.

It is an unpleasant awakening that comes to some of us in these simple facts. Public opinion is too strong to venture to oppose a policy of popular education, but not to silence complaint against attempts actually to educate. "Let the masses learn to read and write, but not to think," is the educational creed of a growing class in our communities. "They should not be educated above their station." Nothing so terrorizes the successful man as the unrest among the children of the unsuccessful man. Yet if discontent in his case spurred him to endeavor, it is hard to see why it should not be praised as it spurs on an entire class. If a desire for larger opportunity, for the abolition of such restraint as prevents the expression of a larger life, and for a larger equalization of opportunity be dangerous, then every public school in the land should be suppressed. The school teacher is then the most dangerous member of the community. As long as we educate people we must be ready to see them dissatisfied with what they have. That, with the fear of the Lord, is the beginning of wisdom. It is also the beginning of a good many other things.

* * *

You can educate the individual away from the masses, or you can educate the masses themselves. The former is the easier and, to most men's minds, the safer program. But it is not the best. A schoolhouse should be the place where social equality and fraternity, and not mere fighting power, are bred. It must create a democracy and not an oligarchy. Do we really want a democracy? If not, let us close the schools!

THE PERSONAL LIBERTY OF THE TEACHER.

Wisconsin Journal of Education for October.

Whether or not the report is true, which declares that the school board of a Wisconsin city has issued an edict prohibiting the public school teachers from attending card parties, theaters or other public amusements on any evenings of the week except Friday and Saturday, we are unable to say; but no denial having been made to the same as it appeared in last month's Journal we feel safe in concluding that it at least bears the semblance of truth. A few years ago a city in the northern part of the state made a similar regulation which ultimately resulted in the superintendent's dethronement. Some eastern cities have also had the audacity to thus encroach upon the personal liberties of the teacher and it seems about time to "speak out in meetin'."

Through what process of reasoning or according to what law, human or Divine, does the school board of any community arrogate to itself the power of dictating what the teacher shall do or shall not do outside of the duties pertaining to his work in the school? Has that time come to pass in the teaching profession when its members must be hounded by sleuths both while on duty and off? Are they to have added to their present burdens of slaveship to a fault-finding public, the proscription of those in authority regarding their private life also? Woe be to the profession of teaching if this state of affairs must come to pass! Every day sees self-respecting people leaving the work because of their lack of freedom in the discharge of their public duties—and now comes the school board and says: "Thus shalt thou do in thy private life."

If going out after dark is immoral, there is redress in the statutes which provide for the revoking of the license of the teacher guilty of immoral conduct; if staying out late nights puts the teacher in bad condition for his work the next morning, there are plenty of people in authority to discover the fact and see that he is discharged for incompetency; possibly, it sets a bad example to the children—then, fond parents, stay home with your children nights, and your own and the teachers' bad examples will not affect them.

It will take only a few more such unreasonable regulations when the people of this land will face a worse condition of affairs than the capitalist ever had to contend with. We are not advocating "unionism" in the ranks of the teachers, but merely throwing out the hint that by and by, as it happened in the ranks of labor, the last straw will be placed which will break the humbleness of the teacher and cause him to rise in righteous indignation against that body of unreasonable people who would deprive him of his personal liberty—that dearest of all rights guaranteed by our constitution, upheld by our courts, and fought for upon the bloody fields of battle.

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MEETING OF THE ILLINOIS EQUAL SUFFRAGE ASSOCIATION.

The meeting of the Illinois Equal Suffrage Association on Saturday, October 1, was especially interesting because of the presence of Miss Anthony. The women rose as she entered, greeting her with grace as well as with enthusiasm. Miss Anthony's years deal gently with her. Her step is firm, her kindly face still sensitive and alert, her voice softened perhaps to gentler tones, but retaining the wholesome ring that brings out strong truths with directness, conviction and common sense. Miss Anthony spoke briefly of the growth of the movement, and once took part in the discussion.

Mrs. Carrie Chapman Catt, also a guest of the association for the day, spoke chiefly of the woman suffrage movement abroad. She and Miss Anthony having recently returned from the congress at Berlin.

The speakers of the day were Mrs. Hefferon, of the Mothers' Congress; Miss Brehm, of the W. C. T. U.; Dr. Julia Holmes Smith, who spoke for women in the profession; Miss Ellen Lindstrom, of the Federation of Labor; Miss Kate F. O'Connor, of Rockford, and the Rev. Anna Shaw.

Miss Lindstrom urged a united effort of the suffrage associations and the labor organizations. She argued that the women who need the ballot most are those who have not the leisure to organize for it. Her remarks were received with applause, and followed by some discussion, and a motion that steps be taken to bring the two movements into closer relation.

Miss O'Connor, representing the business woman, spoke also for those who are too busy to agitate. She said the woman who does a good day's work makes the best argument that has ever been made for her right to vote. She acknowledged the debt to Miss Anthony of every woman who has to earn her living. She then drew from her own experience in business and probate law a number of pointed instances of the absurdity of leaving woman a minor before the law. She herself, she said, had had the pleasure of breaking in three new county clerks, but being ineligible for any office higher than that of deputy she finally renounced this privilege and went into business for herself. Of the woman in business Miss O'Connor said she can succeed if she goes into it expecting no concessions. She is hampered by prejudice and she herself sometimes caters to prejudice by expecting in business what is ordinarily known as chivalry from men. "There is something higher than this," says Miss O'Connor. "The respect upon which chivalry is based. And when a woman gives a man a square deal she gets it."

The Rev. Anna Shaw called the attention of the meeting to the wording of the bill before congress admitting the territories of New Mexico, Oklahoma and Arizona to statehood, which debars from the suffrage only for "crime, pauperism and sex."

At the request of the body Miss Margaret A. Haley addressed the morning session on the subject of the initiative and the referendum. Many teachers attended the sessions.

THE SALARY QUESTION.

This is from the clerk of a school board.

"We are in need of an Assistant Princ. in the ——— High School Salary Thirty Five Dollars begin work about Sept. 5 Length of school nine mo. We want a Normal or University Graduate that has had some experience."

And this is our answer:

"Replying to your valued inquiry of June 28th for an assistant in your high school, $35 a month, permit me to say that we have no person registered with us who is at the present time receiving less than $50 a month. A Normal or University trained teacher who has had successful experience can command all the way from $50 to $75 a month in the smaller high schools."

Some of the most ridiculous propositions are received at our office of which the above is only a mild example. The pomposity with which some people write us "to send a list of available candidates at $40 per month" would lead the ordinary mortal to believe that teachers are crawling on their hands and knees to school boards. Not a bit of it! There is a scarcity of teachers to-day—that is, good ones—and no man or woman in the work, who is fitted for it, need accept a position at such starvation wages as indicated in the letter quoted.

As a matter of fact the teacher is every day assuming his manhood and standing upon his rights as a freeborn citizen. The shoe is being shifted to the other foot. Usually the school officer looks carefully into the character, ability, personal appearance and temperament of the applicant and finally says, "Well, you may do, come on." We are glad to note that this procedure has been reversed in many instances during the last summer. Teachers have been offered positions and on looking up the character, etc., of the "officer," have withdrawn on the grounds that he was not competent. Why not? This one sided business of having all the investigation done by "the party of the first part" is wrong. There must be at least two parties to every contract, and each has a right to use his own best judgment as to whether or not he wishes to deal with the other.

Arrogance and uppishness are not to be encouraged; "swell-heads" are not necessary; but a straight business deal, carefully thought over by both parties, is the only equitable way in which a contract can be entered into without injustice to either party.—Wisconsin Journal of Education for October.

ALTON'S APPOINTIVE SCHOOL BOARD AND TEACHERS' SALARIES.

Alton is now one of the three cities of Illinois in which the school board is not elected. Here we have the old system of appointment by the mayor, thus giving one man complete control of our school board, although Belleville, East St. Louis, Edwardsville, Jerseyville and all the towns about us have long since abandoned this method and permit the people to select their own members of the school board at the polls. When this is done the welfare of the teachers will be the first consideration; their salaries will receive immediate attention and the schedule will be arranged upon a basis somewhat different from that it occupies to-day. It is about time that Alton was paying the teachers a salary more in keeping with their worth; our people are taxed sufficiently for the purpose and perhaps if these educators had an organization to speak for them—or if the members of the board were directly accountable to the people for their acts, there would be a different story to tell here. But a change will come; there has been an increase in salary and wages in all branches of industry and it is about time that a corresponding increase was being made in the compensation awarded our educators. Those who take advantage of the free school system to educate their children at public expense should at least see that those who are intrusted with the welfare of their little ones receive some such recompense as their merit demands. And this is not done in Alton; the objection to the increase comes mainly from those who have enjoyed every advantage which the free school affords.—Alton Daily Sentinel, Oct. 4, 1904.

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EDUCATIONAL IDEAS OF THE NINETEENTH CENTURY.

By Rt. Rev. John Spalding, Bishop of Peoria.

Abstract of address before the education section of the International Congress of Arts and Science held in St. Louis, Sept. 19 to 25.

The history of the development of a people or age is the history of its education. During the last century mankind grew more than in the whole past. In our hands a key has been placed that from the beginning shut man out from the treasure house. Sense of the need of education came with the knowledge that the world would be governed more and more by the popular will. The pagan ideal was aristocratic. It considered but a class and not humanity. Christ was the first humanitarian. All men should have access, he taught, to the rights of liberty. The past still keeps us company. We do not owe to the nineteenth century the alphabet, printing, gunpowder, the discovery of America, or the steam engine. It could not have flourished at all if its roots were not stuck deep in the past. It was an era in which mankind came to fuller self-consciousness. Men became aware of the applicability of the forces which they had discovered. It was an epoch in which the human mind was stirred to greater activity. What had been achieved was but the victory of mind over matter.

They are meckers who talk of a brotherhood of men and leave some of them ignorant. Work is a blessing, but to be condemned to work ignorantly and stupidly is degradation. All genuine popular movements are inspired by sympathy. Where the masses are allowed to remain ignorant tyranny is inevitable. Public opinion turned toward the establishment of free schools. The teacher's profession had evolved into a learned profession. He is no longer a pedagog. Men have come to know that the teacher is the school. He who for ages had been a slave came to be the honored among men. The first requisite is to be a fair, brave man or woman. Since the end of education is the acquirement of wisdom, much depends on the teacher. Education is a universal right. The greatest minds of the nineteenth century gave their best thought to education. Obedience is a virtue only when it is enlightened and free. Faith in education gave the same rights to women and men. In nothing is the present age more superior to all others than in the education of its women. Germans were leaders in developing educational ideas, but the Americans were first to perceive that there can not be a free and fair-minded people when the women are not free and fair-minded. In the family the father is the head, the mother the heart. Right education is a sovereign thing. Its greatest power shall be shown in giving women a better outlook.—School Journal, New York.

WHEN OLD AGE COMES CREEPING ON.

What the country shall do with its ex-presidents is not nearly so vital a problem as what it shall do with its old men.

According to the new gospel of business economics a man is "old" at fifty. That is to say, he can no longer remain an integral part of the industrial machine.

Young men are in demand everywhere. Old men are in demand nowhere. The commercialism of the age feeds upon young blood and rejects everything else.

Most of the railroads have placed an age limit upon their pay roll account. It is a tacit rule that no man over forty-five years of age shall be employed, even at clerical work.

One of the great steel companies of the country, employing thousands of men, recently adopted a rule that in certain departments requiring expert knowledge and skill no man over thirty-five years of age should be given employment. Other large industries are following a similar policy.

Practically the same thing is true in the professions. Except as a counselor the old lawyer is not in demand. The churches are calling for young ministers, and the schools give preference to young teachers. When a man reaches the age of fifty he is supposed to have crossed the dead line.

It is a strange commentary on our modern civilization that while medical science is bending every energy to prolong the span of human life—to people the world with old men—the tendency of our economic system is to drive them out of business—to make them a charge upon the world, which is said to owe every man a living.

Here is a question for political economists to digest, if possible, for the benefit of the coming generation: What shall the world do with its old men?—Chicago Journal, Oct. 8.

WHERE IS A WOMAN'S HOME?

In declining to publish suffrage articles a Kentucky editor says:

"We believe that the dear women can do a greater good for our land in the home than at the ballot box. Therefore we cannot consistently use your articles."

If casting a ballot interfered with a woman's duty to her home, this gentleman would be quite right in his refusal to help suffrage cause by publishing suffrage matter. But if he will answer the question, "Where or what is a woman's home?" he will see that the care of her home is a duty no woman can wholly perform unless she has the right to go to the ballot box as a citizen and cast a ballot.

Home is something more than the house in which a woman lives, the one-story frame cottage or the two-story brick mansion, where she sweeps, dusts, sews, cooks and rocks the cradle. The town or city in which a woman lives is her home. The municipal government of the town concerns her and her children as deeply as it concerns any man. The state in which she lives is also her home, and every affair of state is as much her affair as the darning of the children's stockings or the sewing on the family buttons.

The country in which a woman lives is also her home. To every American woman "America" means "Home," and national affairs ought to interest her quite as much as the latest fashions in shirtwaists or hats.

There are three hundred and sixty-five days in a year, and with this time at her disposal a woman who understands her duty can attend to the affairs of the house in which she lives and at the same time play a citizen's part in the management of her larger home, her city, her state, her country. LIDA CALVERT OBENCHAIN.

WOMEN MOURN SENATOR HOAR.

The following resolution was adopted by the General Officers of the National American Woman Suffrage Association, at their recent business meeting in Warren, O.:

"That in the death of United States Senator George F. Hoar the woman suffrage cause has lost one of its noblest, most scholarly and most eloquent champions; and that his fearless advocacy of this reform, throughout his long and illustrious public life, entitles him to the undying gratitude of women.—Woman's Journal, Oct. 8.

"Ye Merry Tunes for Ye Modern Lads and Lasses," is a little book which will be very useful to teachers. It has been arranged by Harry Carleton Eldridge and many of the songs are his compositions. The new songs are bright and pleasing and in addition to them the book contains the old songs which one is always wishing to find. The collection includes a variety of songs ranging in difficulty from the simple songs for small people to quartette arrangements of the good old songs.

"Ye Merry Tunes for Ye Modern Lads and Lasses," by Harry Carleton Eldridge. Published by March Brothers, Lebanon, Ohio.

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Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, OCTOBER 21, 1904. Vol. 36.

THE RIGHT TO LABOR.

By John Bascom, Williams College.

(From the August Number of the Quarterly Journal of Education, Published for Harvard University.)

Contracts express the terms of reciprocal power on which men stand with each other. Mutual claims and concessions are expressed in them. The frequency with which contracts are formed, their explicitness and binding power, indicate diffusion of rights and equality of privileges. A class that makes no contracts is either a ruling or a subject class. A contract stands for mutual power. The civil law accepts the enforcement of contracts as a primary duty.

Permanent and important relations between men are assumed by written contracts, and some of them by contracts which require public record. Verbal contracts indicate slighter and more transient connections,—connections with few reciprocal obligations. A verbal understanding indicates that the parties to it are acting under some general custom which needs no explanation, confers but few rights, and can readily be dissolved. Those whose entire lives rest on implied or verbal agreements lie, like empty bubbles, on the surface of industrial activity,—rise, disappear, and are replaced by a tide whose movements they in no way control. They do not enter into governing forces. Their services simply fall to them, and fall away from them, as occasion offers. Their rights are of the simplest character, and are incapable of enforcement beyond narrow limits.

The great mass of laborers have hitherto fallen below the region of contract. Their opportunities for labor have come with as little definite sequence, as little mastery over the conditions of life, as the foam that springs out of the sea and is gathered or scattered by the winds. If inventive power goes with labor, the workman may begin to make terms with his employer, or, if the service rendered is of a professional character, a tendency to establish periods of employment appears, and dismissal becomes less arbitrary. The great mass of workmen are left under verbal agreement of the simplest kind, and are constantly open to the vicissitudes of change. When we consider how large a portion of any industrial community laborers constitute, how slight a control they exercise over the forms and degrees of industry, how weak a social element they are under existing methods, we cannot fail to see that a primary and essential constituent in the economic world is treated as if it were a negligible factor. Society cannot be broadly or deeply organized under such a system, nor can productive power approach its maximum. The prizes of life and the toils of life fall apart, and there is no free circulation of motives.

When a community clings to this state of things, it is accepting, under the blinding force of conventional sentiment, an unfortunate and transient relation as a permanent framework of order. An assertion of a right to labor indicates that some, at least, are beginning to feel the incongruity, the disproportion of power, between essential parts of society. Our own time has brought out this conflict of rights which lurks in the freedom of management and bondage of labor. It begins to be seen that sagacity and leadership can, advantageously, have no absolute authority conceded to them, any more than supreme rule can be granted to chiefs, kings, and emperors. The democratic idea comes to the surface once more; and we feel again, as we have felt before, that men must be allowed claims in connection with what they have to do. The slavery of an industrial world, ordered by a few in their own interest, becomes as real, and at times as severe, as enforced labor. The industrial world is making a stand against tyranny, talks about duties and rights, and struggles to define and defend mutual obligations.

In this phase of development we encounter, as elsewhere, profound difficulties. The power which falls to leadership, when leadership first arises, is always excessive, whether we are dealing with the political or the economic or the intellectual or the spiritual world. In all these directions it is a primary consideration to secure leadership. Till this is attained, nothing effectual can be done. The moment, however, it appears, the second difficulty arises, —of putting upon it suitable limitations. The most controlling relation in the economic world is that between those who lead in industry and those who are led, between the employer and the employe. These two together are the active producing agents, and neither has power independently of the other. Management is impotent without labor, and labor is futile without management. An agreement between them by which concordant and concurrent action is secured lies at the foundation of universal and permanent prosperity. If a contract is in order, it is very much in order.

The reason why this field has been left so destitute of terms of agreement has been because the immediate advantages of management have been so superior to those of labor as to enable it easily to claim the foreground. There has not been sufficient reserved power in labor to force a contract. The employer is content to proceed without an agreement, as control is already in his hands; and the workman is pressed by so many necessities, so driven by competition, that he cannot stop to bargain about the future. Sufficient unto the day are the evils thereof. The obvious reason of this predominance of power resting with the employer is the scarcity of employers and the abundance of laborers. The numerical relation between the two parties is unfavorable to a discussion of terms, and tends to become more and more so. The employer must have labor, and the laborer must have employment; but the equality of the need is at once overshadowed by the fewness of those who appear on the one side and the number of those who offer themselves on the other side. The intrinsic equality of claims is lost sight of in the self-contained attitude of the one party and the urgent necessities of the other. Commercial development rapidly increases this inequality. Management is constantly concentrated. Employers become fewer and fewer in reference to employes. Even without formal agreement, they adopt one policy in reference to labor, the policy of repression. In earlier periods, when the employers were more numerous, less separate from laborers, more distinct in methods and less frequent in consultation, the employe could more readily alter his engagements, and find refuge from the hard temper of one man in the easy ways of another. His individuality

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went for more, and personal ties retained some strength. Even then he was a dependent, but dependence counted for something. Now we have scarcely more than a sum in remainders, and a sum that is often thrust aside by an imperious temper and the feeling that no loss is so great as the loss of power. The workman thus has found himself more and more adrift, more and more subject to the accidents of production and the caprice of employers, because individually he could not command a contract, and he has not been accustomed to collective action. He has been as needful to the community as the manager, but he has had no way of making that need felt. We have had extreme combination on the one side and but little combination on the other, till we have lost all sense of the real balance of claims between the two parties.

The laborer, acting alone, can offer no effectual resistance to the employer when he undertakes to force down wages. If he refuses to accept lower pay, he is dismissed and another laborer is called out of the crowded market to take his place. The new man may be inferior, and probably is inferior, to the one he displaces. That is not material. He subserves the present purpose. Wages are reduced, and after a little the better workman will find his way back at the lower rates. The diligent, enterprising man does not settle wages, not even his own wages, but the class next inferior. This process is renewed as often as the employer thinks it worth while; and the laborer is kept in a dependent, timid attitude which incapacitates him to use even the power of resistance which still remains to him.

The social and economic movement is thus, as far as the workman is concerned, the exact reverse of what it should be. Inferior skill, inferior thrift, inferior productive temper, rule the market. The moment the laborer attempts to force an advance, the man below is called in, and the effort is made futile. To this retreat there is no limit but that of bare subsistence. Thus the workman, no matter what his personal quality, is without any secure footing. His prudence avails him nothing; and the price of his labor is determined by the class to which he belongs, not in anxious and thoughtful action, but in stolid contentment on the part of its most indifferent members. In England, where the system has been partially corrected, the industrious workman who lives beyond sixty-five is liable to go to the poor house. This state of things is most distressing in its effect on the laborer. What is its effect on the manager?

The manager has the most unrestrained control of business, with the least possible responsibility to the employe and to the community at large. If profits are abundant, he has no scruples about appropriating them, and is reluctant to raise wages.

Any pressure in profits, on the other hand, makes itself felt at once in wages. If competition is severe, if the wishes of the employer, eager for wealth, are not being met, he looks about for some reduction of expenses. The economy with which he is most familiar and which promises most immediate relief is a diminution of wages. This is the line of least resistance. In any other direction he encounters capitalists who are prepared for vigorous contention over the price of their products. The workman alone has no measure of price and no power to sustain the current price. Some one is always waiting to underbid him. Hence the employer proceeds to throw the disaster of failure on the workmen, regarding it as an expression of good will that he does not dismiss him altogether. Under the system of uncombined labor each man drops helplessly into the position which falls to him. Resistance is reduced to its lowest terms. Both employer and employe look upon these fatalities as something unavoidable. Not only can the workman plead no rights, his mind comes to be destitute of the very notion of rights. This movement being regarded as inevitable, it ceases to be studied for the means of correction.

It is not strange that the employer, familiar with this method and this method only, should come to think of the business of the world as exclusively his own, and should avail himself at once of all its immunities and all its advantages. When wealth has been in the most rapid process of accumulation, management has been most cruel. The extreme toil of children and the degrading labor of women, in the early development of productive power, are proofs of this temper. Individual rights, and the rights of the race to strength and perpetuity, were trampled under foot. The same tendency, under similar conditions, is reasserting itself at the South. Management entering new territory, like the Sandwich Islands or the Philippines, is anxious to avail itself of some form of coolie labor. The gold region in South Africa is disturbed by the reluctance of labor to perform the tasks assigned it, and is anxious to secure some form of coercion. The condition of the laborer and his wishes hardly enter into the calculation.

It is plain that the results of undivided and irresponsible power in business have not been fortunate, whether we look at the restless, speculative, and unsympathetic temper of management, or at the disasters which it scatters in the community, or at the overtopping claims and oppressive wealth to which it gives rise in the form of trusts. With workmen kept in a dependent position the transition is not far nor difficult to a neglect of all interests save those which the manager has under immediate consideration. Special protection, special franchises, a special control of the instruments of commerce, enhanced by extended combination, at length give a monopoly of advantages which threatens the overthrow of all equality of rights in the economic world. It has been justly said that the combination of workmen is the first line of defence against the march of a tyrannical few towards a commercial conquest of the world. We may well recognize the social value of this movement of the workmen to establish for themselves an economic footing, and to secure a real partnership in the wealth-creating processes.

Here lies the bottom principle in the entire discussion. Shall society be organized under the leadership of a few, primarily for their own benefit, or shall it be deeply, increasingly, organized through its entire membership for the profiting of all? Is there any kingdom of heaven possible, or is there not? Does every movement in civilization issue in wider and wider spaces between those who rise to the top and those who sink to the bottom, while morality and religion are only spasmodic efforts to shake together oil and water that begin at once to separate again? Is democracy a mere cobweb that glitters in the morning light, but stays no man's step? We have one answer for all these questions. The spiritual heavens have the same breadth of service as the physical heavens, that dissipate noxious vapors, that absorb moisture and return it as showers, that yield the elements of every form of life, that receive light and scatter it to the world's end, that are translucent with the revelation of the entire cosmos.

An essential step in the organic growth of the community is the combination of labor. Singly, the employe can make no terms with the employer. He is easily pushed from the shore, like a spent swimmer. When workmen stand together, in recognition of the fact that labor is a primary constituent in all production, they have a position from which they can make a contract with capital in defence of mutual rights. The great advantage of capital at the present time gets expression in the ease with which it combines. A like facility of collective movement on the part of labor will restore the equilibrium between the formally opposed but fundamentally united parties in production. Claims, reasonable and capable of enforcement, will appear on the side of labor. The right to labor will become formulated, and recognized directions and limits of activity will take the place of the caprice of a few. Organic dependencies will be established, profitable to both parties and to the entire community.

Barbarians are easily defeated because they are not trained to act together. Let workmen take thoughtful and deliberate counsel, and the labor-market will take on a new appearance. It is not the mere fact of numbers which occasions the difficulty, any more than it is the swarm of savages that occasions the slaughter.

The heedless scramble of a few for a first position, by which many are thrown down and trampled under foot, is seen in the manner in which machinery has frequently been introduced. Machinery ultimately becomes a gain to all, but it also imposes immediate losses. These have been allowed to fall heavily upon the laborer, and have been ordered at times with the express intention of reducing wages. So also the accidents which inevitably accompany the use of machinery have been left as the inheritance of labor. They are properly the burden of the community. Those wounded in the industrial ranks are entitled to as much consideration as those who have borne the brunt of battle. Why should the fatalities which attend on railroad labor rest so exclusively on the employe?

There is sound philosophy in the workman's assertion: "We are bound to have families. We are bound to make

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suitable provision for them. Malthus be damned." The old economic doctrine proceeded on the ground that laborers would act without foresight, and thus sink to the bottom. We have ordered the relations of classes in such a way as to make foresight ineffective, and so in a measure have fulfilled the prediction. There are not two distinct sorts of men in the world,—one sort that responds to motives and one that does not. All men respond to inducements. The chief difference between classes is found in their opportunities. When workmen are in the very act of combination for the express purpose of enhancing motives, it does not behoove us to bring against them that old accusation of an irredeemable carelessness.

Employers find no difficulty in securing conditions which depress labor. Why should they find more difficulty in accepting conditions which help labor? They have had no doubt as to the effect on wages, and on the independence of workmen, of flooding factories and shops and mines with foreign workmen, who have endured all the disaster of a bad system and can be made the instrument of its propagation. If wages can be pushed downward by one set of influences, they can as certainly be pushed upward by another.

In pursuing his purposes by the legitimate means of combination, a method which is the secret of civilization, the workman has made some mistakes. This was unavoidable, and has been due partly to his own lack of experience and partly to the unreasonable opposition he has encountered. It is said that he has lost interest in labor, and in many ways retards its speedy accomplishment. There was a time when personal fidelity was relied on as a spur to exertion; but that time has passed by, chiefly through the force of circumstances. Little intercourse or good will lies between the large employer and his help. Fair and mutual gains must take the place of attachment. When the manager complains that the workman, in times of great activity, is apathetic and refuses to hustle, that he assigns tasks, rejects overwork, and dislikes piece-work, that he keeps down the number of apprentices, he should remember that unusual activity has been urged as a means of increasing profits, with no direct or certain bearing on wages. If wages and profits were bound to each other by suitable contract, the case would be greatly altered. The laborer wishes to unite his labor to his own welfare, and he holds back as a means of securing this object. The fundamental idea of a trade union is that workmen shall act together, making common cause in the pursuit of their mutual welfare. The employer, on the other hand, desires in every way to break up this combined action. The agents of it are very distasteful to him. If he can stampede workmen, break their ranks, and lead the more enterprising to desert their fellows, the old relations will reappear, and he will shortly command the situation. The phalanx is broken, and slaughter commences. The workman must espouse the cause of every workman, or the weaker ones drop from the ranks and are ready, when any struggle arises, to consult their own advantage. The very movement in which he is engaged compels the workman to make all the interests of labor his own. The equalizing tendency must be allowed to prevail, till some just and admissible discriminations as to skill become possible. These cannot be established in the presence of the enemy, when deliberation is taken for weakness and leads to division. If the two parties could be brought to a peaceable parley, claims and classes might be established, and each person be protected according to the volume of his power, the sluggish not driven by the active, nor the active restrained by the sluggish. This complete adjustment is impossible till both employer and employe are willing to come to terms by means of it.

The labor movement has been the occasion of able, sustained, and fair-minded leadership. If conference is welcome, and real grievances are pointed out, the workman will not be the last to correct them. The superiority of leadership and of reasonableness in advancing claims was very manifest in the coal strike. The workmen, pressed by immediate and urgent wants, are bound over to a patient and moderate temper. This is illustrated in regrettable violence. Notwithstanding the brute force and violent passion which are sure to be present in the ranks of workmen, notwithstanding the degree to which they are hampered in the use of legal and peaceable means, trade unions are arraying themselves more and more on the side of law, and making a quiet appeal to their fellow-citizens. We are to remember that the community at large is not an impartial tribunal in labor disputes. The average citizen is unduly inclined to the existing order. The laws and courts have been built up about it. Wealth governs our daily affairs. Most persons have at least a little to do with labor, and it is not inconvenient to find it pliable. Many near and remote advantages depend on the present relations of employer and employe. Any serious modification of them seems ready to topple down the economic structure and put confusion and anarchy in its place. Justice, urged by a single class in an unusual direction, encounters great obstacles in making its plea.

Existing courts are schooled in the rights of property, and hold in light esteem the personal rights of the laborer. They are slow, difficult of access, and costly in the remedies they offer, and place the two parties in a labor dispute on very unequal terms. They annul by injunctions the remedies of the workman, and put no other remedies in their place. When just and fitting tribunals are established, the attitude of the workman will be altered. On the whole, the patience, forbearance, and perseverance which trade unions have shown in England constitute a most encouraging chapter in human history. In America the arrogant claims of capital, its sense of being the all-sufficient and only sufficient agent of production, the degree in which we stand dazed by the parade of commercial power, the contempt we entertain for a principle developed in far-off Australia, have made us dislike the labor movement, and think lightly of the new rights which it implies.

We are ready to assume that the right to labor gets expression in the "scab," and the denial of that right in the trade union. The exact reverse would seem to be the truth. The entire contention of the union is to secure a social status, the power to form and enforce suitable contracts as safeguards of labor, thereby putting the rights of labor beyond the caprice of the employer. This safety of labor depends exclusively on the trade union. If it succeeds, the fitting terms of such contracts will be slowly determined. If it fails, all the claims of labor will fail with it. All the rights of labor lie for discussion and determination between the employer and the employe. It is the unsatisfactory character of this relation that is the ground of controversy. The employer so well understands this that his bitterest hostility is directed against the union and any extension of the union that serves to give it more power. He frequently anticipates all discussion of claims by a flat refusal to recognize the organization through which they come. He will deal with workmen separately, or, if not that, with his own workmen separately. He undertakes to determine the ways in which workmen shall consolidate their power. The "scab" is the resource of the employer in breaking down workmen, and in this connection he begins to talk of the right to labor. Yet the scab has no right to labor conceded him by the manager. The scab is taken on and dismissed as suits his own convenience, and this solely that his own power in dealing with the laborer may be unrestrained. The scab makes and enforces no contract. He is present that no contracts may be made and enforced. The scab lends himself to the tyranny of the employer, and secures in return only a brief period of employment. When a new equilibrium and a lower equilibrium shall have been established, he, having done what mischief he was able to do, falls back to his old position of waiting for further trouble. Between the scab and the unionist no rights are to be gained. The unionist held his own job, and had not yielded it. The scab steps in to oust him under conditions inimical to the entire class of laborers. The cry of the right to labor made in behalf of the scab is a misleading cry, designed to divert attention from the true issue. His own chances of labor are in no way interfered with. If the scab succeeds, he throws some one else out of labor, and cripples labor in its entire extent. It is this fact that is the ground of detestation in which he is held.

The intelligent non-union laborer, directly involved in a strike, frequently recognizes this dependence of interests in employes, and makes common cause with the union. It is the soundness of the underlying principle which has sustained trade unions, and carried them forward in face of the opposition of employers, of the indifference of the community, and of the majority of their own class.

In a discussion of this question with a judge of a United States court he remarked, "If a man was willing to work and an employer was willing to have him work, he did not see why those facts did not settle the question." They do settle the question so far as existing law is concerned,

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

The article on "The Right to Labor," portions of which we print in this issue is one of the strongest arguments for the organization of wage earners that has come to our notice.

Appearing in a Harvard University publication and written by a college professor, adds to its interest. We regret that we could not publish it in full, for every line is well worth careful reading. Teachers have a special interest in Mr. Bascom's treatment of the matter of contract. The status of teachers generally is so vague and uncertain that they are for all practical purposes without contract and unable to make or enforce one.

OVERWORK AND RESPONSIBILITY FOR RAILROAD WRECKS.

In view of the number and the gravity of American railway accidents, the question of legal or moral responsibility for them assumes a serious, practical character. A point of law raised the other day in a Philadelphia court bears directly on this question.

An engineer in the employ of the Pennsylvania railroad was on trial for manslaughter. The case involved the usual mixture of issues of fact and of law, but it finally resolved itself into the question of the criminal or excusable negligence of the engineer and conductor in charge of a freight train which collided with a passenger train.

The testimony disclosed that the freight train had been ordered to wait on a siding until four trains should pass. The crew had been on duty for twenty-two hours, and while waiting for the other trains to pass had fallen asleep from weariness and physical exhaustion. Before the fourth train had passed the men awoke and, thinking that the road was clear, took their own train from the siding. A wreck resulted from this fatal mistake and several passengers were killed.

On this evidence counsel for the engineer asked the court to rule that when a railroad employe falls asleep from weakness or weariness due directly to unreasonably long hours of steady employment—the long hours being exacted by the company—and an accident occurs, the employe is not liable for the unfortunate consequences of the unavoidable negligence. The court refused to make this ruling. No man, said the judge, had the right to work on a railroad when not in good physical condition, and when too weary or exhausted to do his full duty he should discontinue work, even at the risk of losing his position through disobedience of orders.

But what about the moral aspect of the question? Taking men and conditions as they are, how many will violate orders and discontinue work, at the risk of losing their livelihood, in the interest of public safety? The moral responsibility in cases like that tried before the Philadelphia court is on the railway companies, and it behooves them to ponder the question with earnest and anxious solicitude.—Record Herald, Oct. 10.

BOARD OF EDUCATION ASKED TO AID "LITTLE BALLOT."

Resolutions Adopted by Chicago Federation of Labor, October 16.

WHEREAS, The Charter Amendment Committee of the Civic Federation has secured through the Board of Education the privilege of circulating through the schools, the children and the teachers, literature and information concerning the proposed constitutional amendment to be voted on the "Little Ballot" November 8th, and,

WHEREAS, On the same "Little Ballot" three other questions of public policy of vital importance to the people of Chicago and of the state will be presented to the voters on November 8th—namely, direct primaries, people's veto, and home rule in taxation; therefore, be it

Resolved, That the Legislative Committee of the C. F. of L. be directed to take the necessary steps to secure from the Board of Education the privilege of furnishing to the voters of Chicago on the same conditions as those to be submitted to and complied with by the Charter Amendment Committee of the Civic Federation, information concerning the three questions of public policy to be voted on the "Little Ballot" November 8th, and to this end that the Legislative Committee be directed to take such steps as in its judgment it may deem necessary to secure this privilege.

THE GOOD OLD WAY.

Child Training; Better Methods Needed.

Obedience is conformity with law. It is an obligation upon the adult as well as upon the child. The reason for a child's more detailed obedience is his temporary dependence and limited knowledge. In The Daily News recently Mary E. Fitzgerald gave her views as to the necescity for compelling Johnny to obey his parents and his teacher. The weak point in Johnny's mother and father and teacher is that they were raised under the ancient system and without being quite sure of themselves they are entirely sure that it could be improved upon.

According to all testimony it used to be Johnny's secret joy to steal away and go swimming, for which he was whipped, and which he did again on the next opportunity, the boy's delight in the natural right to swim overcoming his fear of punishment. Johnny does not need to lie and run away in these days if he wants to swim. There are natatoriums in the city parks where he can have companionship and a measure of protection. On the whole Johnny probably lies less through fear in word and deed than he did in the old days and there are those who see in this a balancing advantage.

As to the boy who is a bully and a coward, the most elementary knowledge of human nature would warn any teacher not to meet brutality with brutality. The law does that in inflicting punishment, but the law is society acting in self-defense and dealing with criminals. No child is a criminal. A child is an undeveloped organism. The teacher, one might say the adult, who takes toward any child the attitude of self-defense stands upon false ground.

In the fact that the child is undeveloped lies his hope. Growth is sacred. No matter how much a coward or a bully or worse the lad may be, so long as the divine light of youth is in him there is hope for him. Not great hope, perhaps. He may be handicapped with an ancestry of crime, which has dulled his mind and strengthened all his lower instincts. But the germ is there, while it is yet unformed. This is not sentimentalism; it is the truth on which all education rests. The application of it sometimes issues in sentimentalism and that is an injury, but not so great an injury as to bump his head against the wall. "He is to mind as he walks, without thinking of it." Surely the ideal of obedience. But he will think of it and much else when you bump his head against the wall, assuming that his brain is left uninjured to think with.

The man or woman who in any dealing with a child, makes use of sarcasm, of retaliation or any other grown man's weapon, is as brutal as the teacher who bumps the child's head against the wall. The conditions which prevail, the crowded rooms, the lack of individual treatment, the natural incapacity or undeveloped capacity of some teachers for teaching, the helpless ignorance of some principals, who are the local court of appeal, make it seem

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necessary at times that the school should take the attitude of self-defense toward the child. But it is an attitude growing out of false conditions. And it is the conditions which should be arraigned.

There is nothing that Johnny's mother or teacher desires more than to secure a rational obedience. So long as they cherish that ancient fetish that "his will must be broken" they will not attain it, for he cannot obey rationally with a broken will any more than he can work effectively with a broken arm.

But the tendency of the time, whatever be its shortcomings, is to give Johnny the best there is, and Johnny needs it. He is growing up to take his place in a complex order of society. He has the fruits of the old system and of the new to reckon with. His only hope and society's only hope is that his father and his mother and the school may "find a way." Sometimes he is a boy who needs to be isolated. There are institutions for that. Sometimes he suffers because he is one of sixty and not one of forty in his schoolroom. There is surely some remedy for that in American wealth and resourcefulness. It is unfortunate that there should be any looking backward in educational ideals at the present moment. It is not the obvious and practical way out of the difficulties which do certainly exist. As a rule the influence of the school upon a child is for good. As a rule the home into which he has been born is a real home. There is love in it, whether it be a severe love or a weak love or a love built on unchanging truth. What the parents and the educators need to understand is how to deal with the child.

After all, there is an element in the situation which is stronger than the old method or the new. As the immortal Dooley says: "The prisint race of hayroes who are now startlin' the wurruld in finance, polytics, th' arts an' science, burglary and lithrachoor" were brought up in the good old way. The fruits are various.—A. M. M. in Daily News, Oct. 18.

THE CHILDREN OF THE OFFICE HOLDER AND OF THE PEOPLE.

Is There an Education "Too Good" for the Masses?

(Editorial Chicago American, October 17.)

Mr. Grout, Comptroller of the City of New York, has for a long time been taking a deep interest in public school education.

He fears that there may be too much spent on the public school child, that the son or daughter of the ordinary citizen will get an education as complicated—let us say—as that which a well paid public official citizen gives his own children.

This attitude of New York's Comptroller is unfortunately of interest to all the cities and citizens of the country.

The idea is growing among us that it will not do to spend too much in educating ordinary children.

The people who pay Mr. Grout his salary, the people who pay for the public schools, are told quite solemnly by Mr. Grout and the Grouts of other cities that the ordinary American child does not need "too fancy" an education.

Mr. Grout says there are too many fads in the public schools, and he employs people, at the expense of the ordinary mothers and fathers, to prove that the ordinary children ought not to be educated so expensively.

We feel bound to say that we think Mr. Grout is sincere.

We are not sure, of course. No one can read the human heart.

Mr. Grout may be pandering to those that want to save taxes. Or he may be toadying—in the hope of political preferment—to those that hate and constantly oppose the public schools—the ignorant and the selfish.

Our belief, however, is that Mr. Grout is honest and earnest in his belief that the public school child must be trimmed and kept down, in his belief that a public school child ought to have such an education as an English gentleman would want his butler's son to have.

There are too many, like Grout, who think that the public school child in America ranks with the butler's son in England.

Mr. Grout thinks that all a public school boy is entitled to is some knowledge of the English language, "together with such knowledge of mathematics, geography and history as may reasonably be expected."

Mr. Grout a few years ago was a struggling boy in sad need of an education. At this moment he is a man in sad need of an American education. Had he been taught more when he was young, he would probably not oppose the thorough teaching of the masses now.

Very distinctly Mr. Grout and the experts whom he hires at public expense announce that you must not overdo the education of the public school child.

Is the best education in the world too good for any American child?

Mr. Grout has children, and they are not in the public school.

It is not pleasant to investigate Mr. Grout's teaching of his own children. But since he takes so deep an interest in cutting down appropriations for the education of public school children, he will surely not resent it if the public ask a few questions about how he educates his own children.

Mr. Grout wants to cut certain branches out of the public school course.

Has he cut those branches out of the education of his own children?

He is well off, able to send his children to private schools, able to give them all the "fads" that he thinks too good for the public school child.

But the money that he spends on his children's private education is given to him as a salary by the public.

Does he think it fair, or just, or wise, or American, to say that the child of the man who pays his salary shall not be educated as well as his own child?

The English gentleman would say that his butler or bailiff would be foolish to place his "under bred" child on a par with the child of an English "gentleman." But Mr. Grout will hardly take that attitude.

Unless he can say that all of his own children are restricted and cut down in their education as he wants to restrict and cut down the public school child, he cuts a sorry figure.

It is perhaps too much to say that the man who does not send his own children to public school is unfit to control public school moneys. But it is not too much to demand that Grout shall allow the people who hire him to educate their children at their own expense as well as Mr. Grout educates his children with the help of a public salary.

If you said to Mr. Grout: "All your children need is a little reading, writing and arithmetic, with a superficial knowledge of geography thrown in," he would reply indignantly:

"How dare you limit the requirements of my children? How dare you suggest that they should know only as much as would make them good office boys or obedient grocery clerks? I want my children to be thoroughly educated, that they may be equal to any man's children, and ready for any opportunity."

The taxpayer who hires Grout and pays his wages tells him that the humblest American citizen wants his child as well educated as Mr. Grout's child. He wants his child "fitted for any opportunity."

The people of the United States and the public schools of the United States are to supply the great men. No little families of little office holders are going to do that.

There is no education too good for the public school child.

There should be no teacher's salary higher than that of the competent public school teacher.

Mr. Grout, we believe, is a sincere, well meaning man, although narrow-minded, conceited and ignorant in public school affairs.

It ought not to be possible for such a man, with his own children in a private school, their tuition paid by the public, to cut down the needs of the public school child.

The child of the big city requires a complicated education. He must have appeals made to his imagination. He must in the public schools find an offset for the dull routine life of the streets.

There are ten thousand sound arguments against the stupid effort of self satisfied ignoramuses to treat our public school children as though they were an inferior servant class.

For to-day we'll content ourselves with asking the public what they think of a man who gives to his own children, in private schools, that education which he considers too good for the children of those that hire him and pay his wages.

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MY LADY ELM TREE.

We heard a spring breeze coming
And the trees all bent to hear.
Said my lady Elm-tree, sweetly,
We are glad to see you, dear.

Oh! My lady Elm-tree always knows
The proper word to say.
The spring breeze was delighted
With her dainty, graceful way.

She stood, so tall and slender,
She bowed, with such an air,
He sighed and hovered near her
And told her she was fair.

My lady wore a shawl of lace,
The blue sky showed between
The threads so fine; beneath the lace,
She wore a robe of green.

My lady's taste is delicate,
None found a green so rare.
The spring breeze whispered tenderly,
My lady did not care.

She laughed and, Oh! her laughter
Was music to my ear;
For I love Lady Elm-tree,
Perhaps my song she'll hear.

M. O'R.

THE RIGHT TO LABOR.

(Continued from page 1.)

and open the question so far as a fitting relation of productive classes is concerned. The settlement assumes that workmen can make and enforce no contract, that they are subject to the will of the employer and beyond the protection of the law. If a contractor, under an agreement to put up a building, should, in the progress of the work, find himself at disagreement with his employer as to the interpretation of certain specifications in the contract, it would not be in order for the latter to say, "There is a man ready to take up and complete the work as I wish it to be done; all you have to do is to stand out of the way." "Not in the least," would be the response. "I have put myself to expense, I have declined other work, and, moreover, I expect to make something out of the job. The difference in the rendering of the contract must be adjusted, and I must proceed."

In the case of the laborer he is first robbed of the power to make a contract, and then robbed of his opportunities because he has no contract. The thing under contention is the power of contract and the rights which go with it. The law and the administration of the law and the action of the "scab" under the law, when they oppose themselves to a fundamental right in a great class, are one and all hostile to democratic society. We can secure no organic completeness in society till every part ministers to every other part in reciprocal advantages. It is on this claim that the rights of labor rest.

LOANS TO TEACHERS BY A TEACHER

At Live and Let Live Low Rates

"First aid to the injured" in pocket promptly rendered.

L. A., Care of Federation Bulletin, 437 Unity Building.

MONEY LOANED
TO TEACHERS.

I loan money to teachers on their plain notes at a lower rate than is given by any one else.

Address, X. Y., CHICAGO TEACHERS' BULLETIN

ANNOUNCEMENTS.

CLAIMS FOR BACK SALARY.

The list of new claims for back salary due for year of 1900 is now closed and no additional slips can be received.

FEDERATION DUES.

Membership dues are now due and may be paid to the correspondent of your school or mailed direct to the Financial Secretary, Miss Catharine Goggin, 437 Unity Building. Dues two dollars, membership in Mortuary Fund Department fifty cents, which includes the first assessment.

Chicago, Oct. 17, 1904.

A reception will be given at the Art Institute of Chicago on October 27, at 8 o'clock p. m. by the Board of Education, Superintendents and Principals of the Chicago Public Schools to the members of the Northern Illinois Teachers' Association and the Teachers of Chicago.

TRIP TO ST. LOUIS.

Many requests have been received asking that a Thanksgiving trip be arranged to the St. Louis fair. Such a trip, if decided upon would probably be upon the following lines. Leaving Chicago Wednesday evening, November 23, and reaching St Louis Thursday morning; spending Thursday, Friday and Saturday at the fair either remaining in St. Louis for Sunday and returning Sunday evening to Chicago, or, leaving St. Louis Saturday evening and arriving in Chicago Sunday morning.

The Wabash, Alton and Illinois Central railroads run night trains at convenient hours and teachers who wish to take the trip are requested to indicate their choice of roads in order that sufficient reservations may be made. Send this information to the St. Louis Trip Committee at Federation Office, 437 Unity Building.

Estimated cost of trip: Fare, $6.00; board, three days, at $2.00 per day, $6.00; entrance to fair, three days, $1.50; incidentals, $1.50. Total, $15.00. If Sunday is spent in St. Louis, $2.00 must be added to this sum.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, November 12, 1904.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, October 31, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

Only the deaf and dumb fail to appreciate the

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Business & Residence **5 Cents** per day and up.

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October Sale

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The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 243 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

FOR OCTOBER ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465
Special Offer, complete	**$275**

Easy Payments if Desired.

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STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $2.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, OCTOBER 28, 1904. No. 37

HOW TO SAVE THE TEACHER

An Address to the Minnesota Educational Association at St. Paul, Minn., given Jan. 1st, 1903, by J. K. McBroom, Elgin, Minn. (now of Excelsior, Minn).

I undertook this topic with fear and trembling, for I was not sure that the teacher needed salvation. It was my private opinion that the teacher, especially the woman teacher in the grades, wears out quicker than any other class of workers; I had seen a good deal to confirm that opinion; especially had it been "ground in" by several recent and pitiful cases of broken health and broken life among the best of them. But I knew that my experience was insignificant and my horizon was narrow; and I did not care to parade my opinions in this august presence unless others of far more experience had reached the same conclusion. So I first groped around for confirmation,—and got it.

I wrote a great many letters to superintendents, principals, grade teachers, normal school presidents, doctors and officers of hospitals for insane. I wrote to no one who had not had long and successful experience, no one whose views I knew beforehand: nor did I tell anyone what sort of views I wished him or her to express on the subject. I made it an honest, independent concensus of opinion of the highest authorities I could reach; and this is what they say:

From superintendents of the larger cities of this state: Says one,—"The work tends to make both men and women prematurely old." Another,—"A larger number of women teachers in a hundred break down before thirty-five, than in any other occupation." Another,—"If all the women who enter the teaching profession had to remain in it for ten consecutive years, there would be more physical wrecks among them than among an equal number of workers in other professions." A principal writes.—"I have known many who have stopped teaching as nervous wrecks, and two who were made insane." Another principal,—"I have seen many cases of nervous prostration, broken health, and in some instances death, before thirty." Another,—"A grade teacher of average health who does all the work required of her will be able to do so about four years." The Fergus Falls Hospital for Insane reports a record of twenty-three insane teachers—though not all there now—and with this footnote,—"The direct cause in each and every case has been nervous worry and overwork." No doubt the reason the percentage of insanity is not greater is that at the first symptom of mental aberration the teacher loses her position and is forced to take the rest and change that may partially restore her.

And so on, and on, and on, in each and every letter, without one dissenting vote in the entire correspondence. And the rosiest, most optimistic view expressed by any of the writers puts the age limit of the *average* teacher's efficiency at *thirty-five;* many place it far below that. Think of it! At an age when in every other calling the worker is just coming into the most robust vigor, the greatest efficiency,—and highest salary,—just beginning to feel and to apply the power that has been developing in him,—at that age the average *teacher's* work is done, and she's cast aside, unfitted in large measure for the enjoyment of life, and for the duties, cares, responsibilities that may come to her. Do you tell me, as one writer suggests, that only maudlin sympathy takes note of that? Is it time this matter is up for consideration, or is it only a great big joke? And what are we going to do about it? First, let us hunt for causes. Again I refer to the masters in the profession,—real school *masters* I think we may call them.

Frequent mention is made in the letters already referred to of natural unfitness and insufficient preparation; very important factors, beyond question; but they are found equally in every other calling. To mention them is to point out the remedy, so I pass on.

The doctors lay a great deal of blame on the way teachers take their meals. They eat breakfast by shorthand, take along some of the fragments to season with chalk dust for dinner, and then at the third meal try to make up for the other two. Of course that program persisted in, would damage the digestion,—and the nervous system,—of an ostrich. But I hardly see how teachers can do otherwise under the present regime.

Some stress is laid on the teacher's neglect of the laws of health. She should balance *work* with rest, exercise—especially out-doors—sleep and recreation. This point cannot be emphasized too hard. Without question many, very many teachers wear out long before their time because they neglect these at least partially preventable causes. But I must add that nearly every one in every occupation is equally negligent. Teachers are by no means the chief of sinners in this particular; they understand and obey the laws of health at least as well as any other class of workers,—except as the conditions of their employment prevent,—yet these others workers far outlast the teacher; and if we could enforce upon other callings the "health hints" that are so freely offered to the teacher as *her* only salvation, cemeteries would become obsolete, except so far as the teachers could make use of them.

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Teachers are urged to take time off and away to "freshen up," to "renew their youth," to "broaden their horizon," etc. Certainly they should. And yet,—and yet, no other class of workers spend *half* so much time and money *now* for exactly that sort of thing. I rambled through Europe one summer. On the steamer going over I got acquainted with all the passengers in second cabin and some in first cabin. It seems to me as I recall now, fully half of them were teachers. I suppose the percentage was not so large in first cabin, for teachers can't afford to travel that way. Perhaps the percentage was larger in the steerage. And wherever in Europe I paused long enough to note what other Americans were in the vicinity, it seemed to be *teachers* that were swarming everywhere. Another summer I spent among the still greater marvels of our own great West: The giant pines of Washington, the gigantic redwoods of California, Chinatown, Yosemite Valley, Salt Lake City, Yellowstone Park, and everywhere the teachers were flocking to get back some of the vitality they had sacrified in the schoolroom.

To find, then, the causes that make the teaching profession short-lived we must look for faults or misfortunes that we do not find in an equal or even greater degree in other lines of work; nor need we look very far.

For example: The teacher who carries her school about with her so constantly that she makes herself obnoxious by talking "shop" wherever she goes,—she is foredoomed to early decadence; and, oh, what a relief it will be to her friends when at last she must quit teaching, if only at the same time she will quit talking about it.

Over and over and over in these letters the point is urged that teachers have too many pupils. One writer, who has reached the top of his profession in this state,—Pres. Weld, Moorhead Normal,—says it is almost a crime to compel a teacher to care for and teach fifty children, and many others say almost the same thing; and well they may. Also, unsanitary buildings are held accountable, as they certainly ought to be, for a vast amount of evil. Both these causes are chargeable chiefly to ignorance, indifference and economy (?) of the taxpayer, and can be reached only by the pitifully slow and painful process of educating public sentiment; but school authorities everywhere are hard upon the trail of those problems now, and their discussion here would be a waste of time.

Now I wish to get at causes that are almost entirely in the hands of principals and superintendents; and for this purpose many letters from grade teachers are most illuminating. Let me quote: From a faithful, efficient teacher with years of successful experience behind her,—"It is not so much the work that wears, as the worry trying to follow other people's ideas instead of your own." And this next I wish I could drive home with a hammer of Thor: "The heads of educational work, many of them, have not taught for years; they have forgotten how much drill is needed to nail certain truths, how little a child can really take in and *retain*. Each is ambitious to make a *showing*, and, alas, too often at the expense of pupil and teacher. I want my children to gain *power*, but I see very little show for them. At present on my program more time is spent on dabbling in water colors than on language, and three-fourths as much time on *basket weaving* as on language." And then she quotes from another teacher, who tells her: "The quicker you put away all ideas of your own, and follow just those of your principal, if she has any, or if she hasn't any, follow those she gets from someone else, the easier and better you will get along." And these very points are emphasized again and again and again in these letters. Of course a teacher of spirit and earnestness and power would wear out quickly under such conditions. I quote again. This time from a very successful principal of one of the largest buildings in the Northwest: "Put a teacher, no matter how good or strong she may be, with a principal who keeps a cat-like watch of her, constantly nagging and urging her to do better, and even threatening her, and what is the result? The teacher often is equal to the task, but she succeeds at the cost of nervous energy that should not have been drawn upon. The insistence upon certain methods,—often the notional fad of the supervisor,—grinds the teacher and proves very irritating. If she has notions and ideas of her own and attempts to carry them out there is bound to be trouble Supervision which does not take into account the *personality* of the teacher, giving that best part of the teacher a chance to be a factor in her work, is vicious,—vicious in its effect upon the teacher, and vicious in that children are deprived of the best thing the teacher has to give them." And he points the remedy so clearly that I quote further: "Of course, I believe most strongly in hard work, and I always get it from teachers as well as pupils. The best of it is, teachers are happy to work hard; but my plan is to show definitely and clearly what results must be accomplished, and say to them to go to work and obtain those results as best they can. Suggestions are offered always with the understanding that these are not to be adopted unless the teacher believes the work will be improved thereby." The remedy is "not less supervision, for the teacher may find the supervision a source of help and inspiration,—but a different kind of supervision, by a supervisor who has not only brains but a bit of humanity and a heart beating sympathetically." *"A bit of humanity and a heart beating sympathetically."* Those points cannot be underscored too heavily.

Some principals insist that the teacher should not sit. She may have been very heroic in coming to school when she was indisposed and should have remained at home, yet she must not sit, though many things can be done better sitting than standing. I can name one large city, with scores of teachers,—not in this state, however,—where the superintendent requires his principals to report promptly to him as a black mark the fact of any teacher found sitting when the principal enters the room. Think of that! And in a country that only recently has been trying to *civilize* the uttermost parts of the earth. A man,—so-called,—so densely ignorant or so viciously indifferent to the needs of human anatomy isn't fit to be foreman of a slaughter house. He's better qualified to be supervisor of civilization by water cure in the Philippines.

Many times here the point is urged that teachers should leave their school work and all thoughts of it behind them when they leave the school house.

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It is true, pitifully true; but the teacher does not burn the midnight oil in the most abominable of all school drudgery just for fun. She *must* do it in many, I think in most cases, or places. I have here some sample daily programs. The essential features are alike in them all. Here, for example, a seventh grade teacher with fifty-eight pupils has seventeen recitations a day, most of them requiring special preparation by the teacher, some of them a great deal of it, and many of them yielding great bundles of written work which the teacher must read, correct, grade, record, and return. Yet she has not one moment during school hours for preparation or to correct written work, and shortly after the pupils get away the janitor comes in to sweep and she must go. Tell *that* teacher that all she has to do to keep young is to leave her school work and all thoughts of it behind her when she leaves the building. Very simple plan, isn't it? It's more than *simple,* it's *idiotic!*

I quote from another grade teacher, who has proven her efficiency in two of the largest cities of the state: "One teacher who has taught here for years told me that the day before, her principal informed her that their baskets were not right and would all have to be started over. I had called on this teacher an evening a little while before, and while visiting with me she kept on working with her raffia and rattan. Teachers have tugged home large boxes of raffia and rattan night after night and spent most of their evenings working on these mats and baskets." Keep their evenings for rest and recreation! They would be glad to if they could.

But the one feature of school work that is the most appalling drudgery of it all is written work; practically all of it useless, and much of it a positive harm to the pupil. Written work at the board, or even at the desk, that is corrected then and there, is of great value; but written work that is corrected by the teacher alone, after it gets cold, and returned to the pupil after he is already overwhelmed with new work,—that is worse than folly. That suggestion is so radical that I would hesitate to give it if it were only my own; but, fortunately, it is volunteered in most emphatic terms, without my suggestion, by several of the very highest authorities in this and other states. For example, a lady who has been a very successful principal for many years, serving in the larger cities of two states, writes: "One afternoon a week for written work, review, correction and re-written work in class would be worth more to the pupil than red ink marks for a month, for he would *help find* his mistakes." Pres. Cooper of Mankato Normal writes: "The wear and tear which brings about this lamentable condition,—the early decadence of the teacher,—can be greatly lessened by requiring far less of written work, much of which is useless, much more harmful." Pres. Millspaugh, Winona Normal: "I am still more strongly convinced that the amount of written work required in many schools is a positive injury to the pupils, hygienically and educationally, and a cruel burden to the teacher." Supt. Denfield, Duluth: "There is much that the teacher and the school authorities can do to make the work less burdensome, especially in the matter of correcting papers. Carrying papers to one's room for the purpose of correcting the errors is a waste of time. These same papers should be corrected in the presence of the pupils."

And then the reports that are often required. The absurd lists and statistics and averages and percentages that are rarely made any use of, perhaps never referred to again. They are such a hopeless waste of time and vitality.

Principals and superintendents: Cut off the written work; cut off most of the reports; cut off the frills and furbelows and fads and folderol, and then the advice to the teacher to leave school work at the schoolhouse would cease to be such a ghastly sarcasm.

Please do not misunderstand me. I do not make any appeal for the lazy or indifferent or incompetent teacher; nor for the teacher who wears herself out by dancing till two or three o'clock in the morning, or something like that; nor yet for the unfortunate ones to whom nature or fate has denied the full equipment of physical or mental vigor; nor for weaklings from any cause or in any particular. I must confess a feeling of almost contempt for the man or woman of any occupation who must take Hood's Sarsaparilla.

As I come to the next point I know I am treading on dangerous ground, but I am not there entirely alone. I refer to teachers' meetings and the incidental professional study. I shrink from opposing my puny judgment to the "wisdom of the ages,"—of the Dark Ages,—and so I was glad to have Supt. Uline of Mankato say in his letter: "Some superintendents overdo the teachers' meeting and reading circle business, too." I should think they do. And a doctor of long experience and high eminence in the profession writes: "Do not insist on a teacher 'improving her mind'; overtraining is as bad in education as in athletics." Do you want to know what the teachers think about it? I have questioned scores of them, and without one dissenting voice I get replies like these: From a long successful eighth grade teacher, herself a principal,—"There is very little benefit obtained from the ordinary teachers' meeting. They are usually held when teachers are physically weary and when a complete rest would be of more benefit. In some parts of the state professional reading has been sadly overdone." Another, who has had successful experience under three superintendents: "Teachers' meetings have been simply time wasted." One of the best teachers I ever saw at work, a born teacher and master of everything she touched in the schoolroom, did magnificent work in two cities and then, of course,—got married. She says,—"I always detested teachers' meetings. A whole hour, frequently more, was spent in studying McMurry's Methods. Nearly all of us had had a year or so of methods at some normal school, college or university, and to say that we were heartily sick and tired of it is putting it mildly." Of course this does not refer to the occasional teachers' meeting to consider for a few minutes or longer something or several things that may really need the attention of all the teachers. One of the best, most effective, most inspiring teachers I have ever known says he makes it almost a religious duty *not* to read anything on the method or art of teaching, and he objects to any teacher doing it, because its tendency, so far as it has any tendency at all,

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

WHY OUR IMPROVED EDUCATIONAL MACHINERY FAILS.

By J. M. Rice Editor The Forum, in July-September Forum.

While the fundamental purpose of supervision lies in seeing that the education of the pupil is not neglected, the latest style of supervision has practically lost sight of the pupil, and has concentrated its efforts upon seeing that the education of the teacher is not neglected. And the most advanced form of supervision manifests itself by demanding greater theoretical qualifications on the part of those who seek appointment, and by laboring toward the improvement of their minds after their appointment, through conferences, lectures, visits to class-rooms, and, in many instances, promises of promotion upon their ability to pass certain specified examinations in general and professional subjects; while efforts looking to the discovery of what the pupils get out of all this hubbub are looked upon as signs of mental depravity.

It must not be supposed that I am so foolish as to believe that, all other things being equal, the education of the teacher does not in any way accrue to the benefit of the child. But I do maintain, as a result of my study of the actual product of the schools, that there is no definite relation between the amount of general or professional knowledge possessed by the teacher, on the one hand, and her success as a teacher, on the other. In fact, so loose is the connection between these two things that one who is exceptionally well up in theory may be very much of a failure as a class teacher, and a signal failure as a supervising principal, whose efficiency depends upon executive ability, common sense, and the power to see things not with the eye of a theorist, but just exactly as they are. Consequently, a supervisory system so conducted as to distribute its rewards to teachers in proportion to their standing as scholars, and failing to give them any credit for their ability to develop their pupils, could not fail in due course of time to turn things topsy-turvy, and to render efficient workmanship—the end and aim of it all—an incident or an accident rather than a matter of design. And that things are now as topsy-turvy as they can very well be, and demonstrate a condition *par excellence* which it has been the purpose of supervision to avoid, has been amply proved by the fact brought to light through my tests, namely, that the condition of different schools—schools conducted on identical lines and at an identical cost—may vary from a remarkable degree of excellence down to the verge of positive neglect.

Under the circumstances described, it is evident that the existence of a certain number of excellent schools cannot be attributed to the influence of supervision at all, but is due simply to the fact that a certain number of those who for one reason or another—accident, pull, examination, or what not—have received appointments as principals happen to have been born with that happy combination of faculties essential to success in a supervising principal, and not to the fact that they have been put in their places by reason of their possessing those faculties, or by reason of having developed them as a matter of necessity while in the service of the schools. In truth, the fact that these principals are exceptionally gifted may not even be suspected by their supervising officers, who are as likely as not to pick out as their strongest principals some who may know a great deal more, but whose practical efficiency is far inferior. What I have said is, of course, not intended to indicate that a scholar is necessarily a poor schoolmaster or that one who is lacking in scholarship is necessarily a good one. But it does mean that one can get the knowledge without the knack, as well as the knack without the knowledge; and it is the knack and not the knowledge which it is the purpose of supervision to develop.

In consideration of all this, it is evident that if supervision has been added to the educational machinery for the purpose of advancing the education of the teachers, it has done its duty to the full, as we cannot justly complain that the education of those appointed in recent years in communities maintaining a well-regulated school system has been below the plane of reasonable expectations, or that not enough has been done for the education of the teachers in the service. However, if supervision has been established for the purpose of seeing that all the children in the system are receiving such an education as they are entitled to receive, then the amazing number of very weak schools proves that its capacity for good has been as yet but little utilized, and that a change in its course of procedure is required. And the change indicated is this, that once a teacher has received her appointment by reason of her theoretical qualifications, which should naturally be pushed as far as conditions will permit, she shall be made to feel that her tenure of office, her standing as a teacher, and any further rewards to which she may be eligible shall be dependent not upon her methods of teaching, not upon her conscientious attendance at meetings, or any other evidence of a desire for self-improvement, but solely upon her professional success as manifested by the intelligence and efficiency of her pupils.

Therefore, setting aside a certain degree of amiability in disposition, such as will assure the maintenance of a wholesome atmosphere in the class-room, supervision should no longer be guided by the principle that by keeping an eye upon the teacher the education of the child will take care of itself, but should instead act upon the principle that by concentrating its attention upon the pupil the education of the teacher will take care of itself. This means, of course, that the teacher shall be looked upon as an independent worker, responsible

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for the accomplishment of certain definitely prescribed minimum results, to be obtained in a way best suited to her individuality, and that her rating and right to advancement shall be determined by the product of her efforts, *i. e.*, by the intelligence and efficiency of her pupils. This does not in any sense mean that the teacher shall cease to develop; but it means that the degree of her development shall be measured by the degree of the development of her pupils. Nor does it mean that she shall be deprived of the opportunities now afforded to her through the supervisory department for suggestion, assistance, and instruction, if she cares to avail herself of them; but it does mean that the nature of the self-improvement that she will seek under those circumstances will have a more direct bearing on the needs of her work than it has heretofore had; and it means also an end to that harassing and positively nonsensical form of supervision which compels the experienced teacher to be guided in her methods by those who have been so frequently made her superiors not by virtue of superior ability, but simply by virtue of superior pull.

BOARD OF EDUCATION.

Wednesday, October 26, 1904.

The following reports were concurred in:

That Harriet Smither, a former teacher who holds a valid certificate as teacher of manual training in the elementary schools, be assigned to duty as teacher of manual training for a probationary period of four months, beginning October 17, 1904, and that her salary during her probationary period be fixed in accordance with the rule of the board for adjusting salaries of teachers in the elementary schools who are transferred to other departments.

That the name of Flora Seator Hampton, be placed on the list for appointment in accordance with the rules.

That Mabel A. Vincent be awarded a certificate as teacher of manual training in the elementary schools.

That Marie A. Dunne, who holds an elementary principal's certificate, be elected head of the Kelvyn Grove Branch of the Nixon School at an additional salary of $75.00 per year over the regualr schedule of clementary teachers, according to the rules.

Laura Ashleman, who was elected teacher in the Austin High School for part time, be paid for five-sixths' time, beginning October 3, 1904.

That the teachers named below, have been transferred from positions in the elementary schools to the department of manual training and household arts for probationary service of four months, in accordance with the rules, to date from September 5, 1904:

Teachers of Cooking—Cora Winchell, Mary Hartwell, Helen M. Holmes, Nellie Wolcott, Kathryn Barry, Florence Winchell, Jennie D. Moore.

Teachers of Sewing—Mary G. Merritt, Clara E. Law, Estello M. Hubbell.

Teachers of Manual Training—Margaret Tennent, Florence E. Rice, John M. Forsyth, Laura E. Holmes, William O. Helbing, Joseph Barnebee.

A communication from the president recommending that the action of the board in setting aside Nov. 4 as "Charter Day" in the schools be rescinded, was concurred in by unanimous vote.

HOW TO SAVE THE TEACHER.

(Continued from page 3.)

is to transform a *living* personality into a *dead* machine. I would hardly go that length, but there's a good deal more than a "*grain* of truth" in the suggestion.

A superintendent of the state who has had longer and more successful experience at one post than any other superintendent I know, says this,—I recommend it to the rest of you: "I do not wish my teachers to take up any line of study except such as they choose for their own recreation. No psychology or sociology or technology or any other ology for *me*." Another superintendent, who did splendid work in this state for several years till promoted to a high college position in another state, used to tell his teachers: "It is none of my business what studies you pursue, or whether any. We were engaged here under the same circumstance, each to attend to his own work, and I was not engaged to further or complete your education."

City superintendent or county superintendent: Suppose you should accept a new position where, besides superintending, you were to teach physics and chemistry, and botany and astronomy, and algebra and geometry, and civics and ancient history, and bookkeeping and classics, etc., etc.,—the grade teacher carries more than that. Suppose you signed a contract and came on to do the work. Suppose the school board should call you into their first meeting and say: "We know you are qualified for the position here. Your recommendations and references convinced us of that or we would not have hired you. But we think it would improve your intellect and increase your power if you would study 'The Philosophical Basis of Theism.' The book will cost you only six dollars, and you ought to have it in your library anyway, so we will expect you to master four chapters a week and come into our board meeting every Friday evening and tell us all about it." What would you say to that school board? I don't know what *you* would say, but I know what *I* would say. I'll not tell you though, for it wouldn't sound well *in a church.*

Just a word about summer schools. Of course a girl just out of High School, and wishing to teach, ought to review the common branches, and the teachers' examination ought to be severe enough to require it of her; but the best and *cheapest* place to do it is at the business college of her nearest city. But what is the sense or the justice in requiring an experienced teacher, just when she should rest and revitalize for the next term, to spend half her savings from last term and most all the vitality she has left over, attending summer school, studying what probably she has taught, and taught well, for years? If she could earn, say, $100 a month there, it might be justifiable; otherwise it's almost or entirely an outrage; and I have never yet found a single teacher who thought otherwise,—except a few of those who *teach* in summer school.

This point is so important I must clinch it by higher authority. Superintendent Uline, Mankato, was to discuss this paper and I sent him a copy. At the last moment he found it impossible to be here this afternoon, but he wrote me this:

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"I heartily agree with every sentiment expressed—particularly what you say of the summer school." There is no higher medical authority in the Northwest than Dr. Eugene Riggs of St. Paul. I did not mention summer schools to him, but in his letter he says: "A word about the summer school. Its only possible justification is the bringing of teachers together with the inspiration and helpfulness arising from such association. It should broaden their horizon, intensify their enthusiasm, deepen their purpose. This is easily accomplished in a few days' time; but the essential purpose of the summer school for work and study during vacation, is more than a fault, it is a *crime*. Unfortunately, so long as the vacation school exists there will be found teachers who will feel compelled,—he might have said will *be* compelled,—to avail themselves of it." County superintendent: Please don't brush that aside as the maundering of a callow youth from a little cross-roads high school. It has better backing, and, besides, *it is true*.

Let us take a hint from Old Soldier's Day, and Old Settler's Day; and let us establish a Teacher's Day, some day in June, the same for the whole state, with a teachers' reunion for each county at some lake or grove. Give the day up to picnic and festivity and acquaintance and fun,—and a *little* spread-eagle oratory. That one day would benefit the teachers more than summer school till the crack of doom.

City superintendent, principal, county superintendent: The health and welfare, and the *fate* of the teacher, are very largely in your own hands. *What are you going to do about it?*

SCHOOL CHIEF REFUSES INCREASE.

Suggests That Poorly Paid Teachers Should Get More Money.

Rahway, N. J., Oct. 15.—The Board of Education at its last meeting wanted to raise the salary of Superintendent Broom, now receiving $1,800, as a recognition of his good work. Previous to the vote being taken Superintendent Broom arose and gave the board to understand that as superintendent he was working hard for the schools and that if the board had money to increase his salary it would be better to divide it among the poorer paid teachers. No increase was voted.

CLIMATIC EFFECT.

An amusing story of a very black customs inspector was sent to us by Hedge Mustain, Rocky Comfort, Mo.

The inspector boarded a German steamship the other day. The immigrants did not take to him, protesting that he could not speak the language. "Oh, yes, he speaks German, all right," was the reply of an old-timer. "Try him."

"How long you been in dais contree?" said a prospective citizen from the low country.

"Drei months," said the colored inspector, gutturally.

"Drei month!" exclaimed the German. "Ant so much color change? I go me back to Zhairmany py ter next steamer!"

Write it in your heart that every day is the best day in the year.—Emerson.

ANNOUNCEMENTS.

CLAIMS FOR BACK SALARY.

The list of new claims for back salary due for year of 1900 is now closed and no additional slips can be received.

FEDERATION DUES.

Membership dues are now due and may be paid to the correspondent of your school or mailed direct to the Financial Secretary, Miss Catharine Goggin, 437 Unity Building. Dues two dollars, membership in Mortuary Fund Department fifty cents, which includes the first assessment.

TRIP TO ST. LOUIS.

Many requests have been received asking that a Thanksgiving trip be arranged to the St. Louis fair. Such a trip, if decided upon would probably be upon the following lines. Leaving Chicago Wednesday evening, November 23, and reaching St Louis Thursday morning; spending Thursday, Friday and Saturday at the fair either remaining in St. Louis for Sunday and returning Sunday evening to Chicago, or, leaving St. Louis Saturday evening and arriving in Chicago Sunday morning.

The Wabash, Alton, Eastern Illinois and Illinois Central railroads run night trains at convenient hours and teachers who wish to take the trip are requested to indicate their choice of roads in order that sufficient reservations may be made. Send this information to the St. Louis Trip Committee at Federation Office, 437 Unity Building.

Estimated cost of trip: Fare, $6.00; board, three days, at $2.00 per day, $6.00; entrance to fair, three days, $1.50; incidentals, $1.50. Total, $15.00. If Sunday is spent in St. Louis, $2.00 must be added to this sum.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, November 12, 1904.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, October 31, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

NOTICE.

During the last few weeks a number of teachers have *verbally* expressed an intention of going to St. Louis. If such teachers will send in their names it will oblige the committee.

Only the deaf and dumb
fail to appreciate the
TELEPHONE
now-a-days.
Business & Residence 5 Cents per day and up.
CHICAGO TELEPHONE CO.
203 Washington Street.

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PIANO BUYERS

Find Strong Temptation

—IN—

October Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 243 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great **Kimball** factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

FOR OCTOBER ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465
Special Offer, complete	**$275**

Easy Payments if Desired.

W. W. KIMBALL CO.

(ESTABLISHED 1857)

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CARSON PIRIE SCOTT & CO.

STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $3.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5 00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, NOVEMBER 4, 1904. No. 38.

HOW CAN THE COMBINED INFLUENCE OF HOME AND SCHOOL ELEVATE THE SOCIAL STANDARD OF THE SCHOOL?

Address Delivered Before Chicago Woman's Club, Nov. 2, 1904, By Kate Starr Kellogg, Principal Lewis-Champlin School, Chicago.

It may be well—for the first few minutes of the time allotted me—to look at some of the most significant phases of the educational movement which is to-day recognized as the most potent force in shaping our multiplex and many-sided civilization. It may not be amiss also to consider some of the conditions that now exist in these public schools, whose social life we are striving to lift higher.

Education in its largest sense—that of the school to be sure—but education through the printed book, through the newspaper, through travel, observation, through the mingling of men with men, and through the contact of man with nature—all this has made mankind increasingly conscious of self, and has provided a vastly increased content for his consciousness.

When we try to sum up or to estimate this educational movement in all its forms we are dazzled and perplexed, and yet, through these chaotic seemings, through economic struggles, and religious upheavals, behind radical outbursts, and conservative repressions, the truth dawns slowly but steadily upon us, that mankind is working toward unity, toward that far-off goal long since perceived by seer and poet,—the solidarity of the human race.

Of late the various classes and ranks of schools—universities, colleges, high schools, and common schools, have followed with clear-sighted purpose the idea of mutual adjustment to each other.

The fact that education in all its phases should be a unit, marks a most important step in the history of education, and denotes the ascendency of the idea that all kinds and classes of educational institutions serve one grand aim.

While the energies of school supervisors have been employed in perfecting the organization of teaching and in bringing it into true pedagogic form, they have failed to recognize that human society—to whose demands education is to adjust the youth—is not a fixed fact, nor a steady condition, but is, itself, in a process of change.

The result is, that the school in its formal state, has remained chiefly as its parents instituted it, while every other phase of life and action in the social, industrial and political world has changed.

By this I mean that to the minds of four-fifths of the people and many of the teachers, the school is still a place for intellectual culture only, where books are to be studied for the facts in them and the omission of thorough drill in the historical three R's is a high crime.

Any attempt to break down a hard and fast course of study and to render more flexible the unyielding boundaries in which the expanding lives of our children are imprisoned, is met with contempt by the large majority of business men who still emphasize the utilitarian motive as the right one upon which to build all educational reform.

For the last fifteen or twenty years awakened intelligence has been pouring the new wine of high ideals into the old educational bottles with the result that they are like to burst.

Old educational methods have been superseded. Subject matter—to be administered like Mr. Squeer's sulphur and molasses, in stated amounts at regular intervals—has, since the marvelous revelation of child study—become an unknown world, waiting to be rediscovered.

The individual child now comes with the request that he be considered not only with his fifty-three fellows en masse, but as himself most particularly.

He demands manual training, music, art, science and literature rightly correlated and administered.

He calls for physical, mental and moral examination, and his teacher must be able to sum him up in all his various categories from his "fears" inherited from some maternal great grand-parent, to his freedom from possible contagion as evidenced in a typical vaccination scar of the year 1901.

The modifications of the course of study, as shown in the introduction of the so-called "fads" meet with but little sympathy from the majority of parents, while the child, who stands to-day the connecting link between home and school, listening to criticisms from the one and himself failing to comprehend the purport of the other, becomes bewildered and frequently loses faith in methods that are intended for his best development.

Incredible as it seems, yet is it not true that we have been educating our children in two almost unrelated groups of school and home, not conscious, seemingly—that the long divorce between them could be ended and that in their mutual understanding and harmony, lay the only possibility of real growth for the child.

Years ago Froebel and Pestalozzi made of the school a home. In our own time Col. Parker and John Dewey with voice and pen have preached the gospel of this natural union. That some have lis-

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tened is shown in the growth of Parents' Club that have suddenly appeared in our midst.

Slowly but surely the great tide of civic consciousness is rising until it is penetrating the closely guarded citadel of the individual home—that too long has been the unconscious barrier in the path of human development.

The mother is beginning to learn that, guard as she may, her individual child in her particular home spot, it will avail little unless she reaches beyond its narrow boundaries and make fitting the larger homes of school, city and state, in which her child must dwell.

I think this truth has been forced upon her through the realization that, somewhere along the road, she lost her child.

Her own at home, where she lived in every phase of the developing life—at school, it entered upon strange and devious pathways with whose windings she was unfamiliar.

It seemed never to occur to her that she should walk there, too, at its side. She has seemed to feel that within those sacred boundaries she was an intruder. That those were the teacher's rightful, inherited preserves, upon which her foot might not venture.

If I am using the female gender alone, in talking of this supervision of the child's school life, it is because long years of experience have taught me that the fathers, as a rule, leave all "that sort of thing" to their wives, feeling that they have amply discharged their parental duty to their children when they have placed before them some tangible lure, in shape of glittering watch or bicycle to be bestowed when class honors are proudly won.

True, they occasionally assume sudden and peremptory dictatorship and help the weaker vessel out by "thrashing the boys."

Is it not they, alas, who most loudly protest against the so-called "fads" and long for the good old honest days of the McGuffy's Speller and the New England Primer?

The mother it is who guides the tender feet into the friendly warmth of the kindergarten, and who, later, initiates the little six-year-older into the mysteries of the first grade.

Here, alas, too soon she unfastens the clinging clasp of the small reluctant fingers and, immersed in the heavy cares and responsibilities of home and social life visits the school less and less frequently.

Exhibition days and special exercises bring her to the school. With many compunctions of conscience she tries to sandwich an occasional call in between her necessary trips to dentist and dressmaker.

Matters of discipline demand her presence, and from the fact that these are the *usual* explanations for the parent's appearance in the school, there has grown up a very singular attitude on the part of the child, who now objects to her visits.

"Don't come to the school, please; all of the boys will think I've been naughty."

These visits of discipline, too, are not always productive of the most harmonious feeling between parent and teacher.

Meeting only at long intervals and then to discuss the unpleasant topic of "Tom's very rude conduct in his class" it is not to be wondered at if the teacher and parent fail fairly to estimate each other's point of view and that Tom, forsooth, is the loser.

To the mother's expostulation, "I cannot understand these things in my child; he never behaves in this way at home," the teacher can only respond, "Conditions are very different in school. I do not myself think they are right. But what can we do?"

That question insistently repeated as the child journeys from elementary to secondary school is demanding an answer of us to-day. It has assumed the potency that always gathers about that magical word, "we."

Parents and teachers draw close together in sympathetic apprehension as the various manifestations of the adolescent period, frequently beyond their untried skill to direct, waken them at last to the contemplation of the child himself, not his rank in examination.

The child himself as the product, the child as the legitimate reaction of the work he has done, or not done, as the result of his home and school environment modified by the stern fact of heredity.

Then it is that the mother realizes that it is not enough to house, and feed, to dress and to attend to the religious instructions of her child.

There is a long period of time in which it is being taught in school; she must know "how" and "why." There are years, precious, plastic years, in which she completely surrenders control of it for 200 days of the year.

How is it being shaped in mind and soul? Is it more or less a responsible, interested actor in life? Is it developing that power of initiative so essential in a citizen of the republic? Is it learning to live humanly and helpfully with its fellow beings?

Does it go to school with joy, as the bird flies, blithely, into its natural element, and is it bringing back, as the outcome of its freed energies a growing life more beautiful than song?

Remember, it is the child as the product that we are thinking of. In the degree that marks, and spelling, and examinations make the child, we want them, too. After all, of what use are our Latin, our Greek, our mathematics, of all our culture, if it does not make easier and more beautiful, simpler and more sincerely helpful the lives of the human group about us?

Toward this living, and to what degree, does the public school as now constituted contribute?

Because of the conditions that environ it, I believe the social relations are those least developed within its walls.

From the child's first entrance into school, the idea of promotion, of getting ahead of his fellows, is, consciously or unconsciously, instilled into his mind.

Later on, the competitive marking system, reinforced by pressure at home, develops in the child his egoistic and nonsocial tendencies.

The spirit of mutual helpfulness that animates the games and work of the kindergarten soon disappears under the influence of the competitive system.

How many, think you, when the monthly report is brought home hear the question, "You have stood well in mathematics. It is easy for you. How much time have you spent this month in helping Solon Slow?"

The spirit of social helpfulness develops best in group work, where children together are constructing one thing, it may be building a house or a small village, or, contributing each a separate part of one piece of furniture.

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Again, the group work means a limited number of pupils to each teacher, a course of study whose demands are most liberal, time, in which to work out ideas, patiently, slowly, and, lastly facilities and material with which to work.

It is alike inspiring and discouraging to the public school teacher to visit any of our great progressive private schools. She contrasts the groups of from fifteen to twenty with her own fifty and some times sixty children.

She notices the apparatus on every hand ready for use, the manual training and domestic science rooms, the laboratory, the clay room for modeling, the gymnasium and the music room, each with its splendid equipment and specially fitted teacher.

She reflects that in the public schools manual training is given in the seventh and eighth grades only, that each class has but one and one-fourth hours a week, and that material is hard to get.

Below the seventh and eighth grades the only provision possible for material is the fifty cents a year each pupil may be asked to contribute in the grammar grades and twenty-five cents each in the primary. Anything above that amount that is needed, the teacher must herself furnish.

In drawing she must derive her inspiration and help from the two brief visits, of twenty minutes each, the special teacher can make during the year with, possibly, one or two institutes besides.

I had before me this morning the program sent me by the drawing teacher for her semi-annual visit, twenty minutes for each room and she says, "I cannot possibly see any one lesson finished, my time is so limited."

The teacher of to-day who must prepare herself to teach intelligently to fifty-four children, ten or twelve different subjects, including literature, music and art, works under a terrible pressure that is in itself the greatest obstacle toward cultivating a social spirit in the school.

I am not portraying all this to discourage. I am simply trying to show you that the new educational ideas are, at present, pouring too rapidly for the size and strength of the bottles.

I am also strong in the belief that an intelligent community, once awake to the necessities of the case, and to the needs of their children will furnish the new bottles.

We have to-day the broadest outline of study that has ever been presented to the public schools.

The sentiment in favor of manual training, domestic science and construction work was never so strong as now.

The time is ripe for intelligent action upon the part of both parents and teachers and I believe every indication points to their growing interest and willingness to do.

Is it not true that in the home as in the school, the element of "time" is the one thing needful?

Does not the agonized mother cry with the overburdened teacher, "Time! Where is the time in which to socialize the school?"

Have we not arrived at the place in our development where we must earnestly differentiate the real and essential things from the unreal and non-essential, and, unitedly, declare in favor of a mode of life so simple that time at least to live *in*, not *outside* the life of our children will be found?

This great ideal of lifting the social life of the school higher, is going to demand some readjustments in the home before it is possible of accomplishment.

There is nothing so calming, so refreshing to our overheated energies as a little glimpse of the long perspective that stretches on before us into the great time we call eternity. Our pride must not be so arrogant. Others coming after us have something also to do. What is the next step on this road we are so hopefully and with good faith, traveling together?

First of all, we cannot, armed with new and strenuous convictions, rush too hastily into those conditions of school life from which we have so long been aliens.

We should be but a disturbing element, where we would fain produce a better and higher order.

We must study the schools and their life where they now are. We must discover the things that hamper them and we must do this, not only for those schools in which our own children are placed, but for all schools existing as they do under widely differing conditions.

A member of this Woman's Club, the other day, gave me a most illuminating interrogation. It has been shining in my soul ever since, and in its radiance I read a large part of the answer to the problem now before us.

It was, "Don't you want some member of our art class to come and talk to your children about the pictures in your school?"

I don't know that I answered it fully. The sudden vista of possibilities I saw before me quite took my breath away and I am afraid I forgot to answer properly. If I did, I present my apologies here and now.

I saw the culture, the wisdom, the ripe knowledge of literature, of music and of art that have for years been garnered up in the store houses of our Women's Clubs poured forth through the social channels of helpful human hearts, into the eager opening lives of the children of this city.

How may we lift the social life of the school to a higher level? I answer, not in entertainment and social function alone, but in loving service, from which must grow the truest of social feeling.

To translate book, art and musical knowledge into terms of actual service will be to enter into vital living relations that will of themselves solve the problem of how to unify home and school.

Take for instance the construction work in a school. In most public schools it is a bugbear, because of the lack of time, lack of material, and lack of knowledge on the part of the teacher who must give it.

Only yesterday a teacher said to me, "Oh, if I only understood wood carving, if I had the time, money and intelligence, I could save four of my boys from the street."

"Well," I said, the illuminating interrogation in my mind, "perhaps we can find a mother who can teach it." And I think we have.

I can imagine a period of construction work in a big public school where teachers, parents and children meet in happy work together. One group gathered from several rooms may be working in raffia, another in embroidery, others may learn the necessary darning and mending, while another, specially selected, might be drawing from studies

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

ILLINOIS STATE FEDERATION MEETING.

The tenth annual meeting of Illinois Federation of Women's clubs was held in Danville, Ill., October 17th to 21st, inclusive.

Your correspondent being unable to be present Monday missed a very interesting portion of the program, if the testimony of those present be admitted.

The convention was formally opened Tuesday morning.

Mrs. Kimbrough of the Danville Clover club presented the president, Mrs. Eugenie M. Bacon, with a gavel, which possessed peculiar historical value, having been made from a Lincoln tree.

Mrs. Fithian, president of the Danville Woman's club, followed with a cordial address of welcome.

Mrs. Bacon responded in a happy vein, giving a short history of the organization. Mrs. Bacon closes two years of effective and progressive administration of the organization.

Tuesday afternoon ushered in educational subjects dear to the heart of a school teacher. We are not permitted to recount all the good which was seen and heard, but domestic science took a new departure and avoided all unpleasantnesses by explaining the standard loaf of bread, what its virtues should be but gave no royal recipe for attaining them, thereby, avoiding all discussion.

Prof. David Felmley gave a paper on "The Needs of Our Normal Schools." He argued the necessity of higher regard by the public of professional training for teachers, higher standards in the schools themselves and more ideal conditions for the teacher with these professional attainments.

The Library Committee, through Mr. Nelson, state librarian of Minnesota, urged the benefits of a Library Commission. The committee has traveling libraries valued at $10,000, which it is ready to turn over to the commission. Twenty-two states have found this an effective way of carrying on library work and Illinois should adopt every good thing. An effort will be made in the legislature next winter to have the necessary law passed to create such a commission.

Tuesday evening a reception was given to the visiting delegates in the commodious Woman's clubrooms.

Wednesday morning was given over to the subject of civics. Judge Tuthill and Raymond Robbins, both of Chicago, through their interesting papers, gave much food for thought. A manifest desire for discussion of these questions was expressed at this time, but the program gave no opportunity.

An excursion to the Danville branch of the National Soldiers' Home closed an afternoon given over to a consideration of our duty to deaf children and a program furnished by the Forestry Committee. Such a visit is pathetic! One inmate expressed the facts in few words: "Every thing is done that can be done for us here, but you don't have your own folks to talk to."

The Legislative Committee will have several bills which will probably be presented at some future time and therefore we refrain from mentioning them here.

A bill providing for full suffrage for women, so far as it is in the power of the legislature to grant suffrage to women, was endorsed and will be taken to the legislature at its coming session.

L. L. K.

TEACHERS' PENSIONS.

"What is going to be done about the teacher's pension?" is a question I have heard many times in the last few months. The only reply I can give is the answering query, "What are *you* going to do about it? What do you want done?" The legislature meets this year. The present condition of the so-called "Teacher's Pension Fund" is such that something must be done in regard to it and no doubt something *will* be done. Shall the work be done by those—*all* of those—who see the necessity for and believe in the justice of a fund established and maintained by the state or shall we leave it to those who are opposed to pensions for teachers? Or shall we ask that, when we have become so old and helpless that we can do nothing but sit in a corner and long for death, the state shall step in and grant us a pittance that shall serve to keep body and soul together till a beneficent power intervenes and severs the cord that binds them? Has the teacher earned nothing better than this? The policemen and firemen are pensioned while they are still in the prime of life and can then take up any new occupation they choose. The officers of our army and navy are retired on half pay while in the full vigor of manhood and the families of all these men are provided for when the original pensioner dies. This is right. The services they have given deserve recognition. But does not the teacher who stands always in the forefront of the battle with ignorance and lawlessness, who has no paid furloughs, and who must be a miracle of strength or determination if she can live through twenty years of intense nerve and heart strain in a vitiated atmosphere, deserve something also from the nation she has served?

F. E. T.

PERMANENT TENURE FOR NEW YORK TEACHERS.

The State Teachers' Association, at its meeting in Ithaca in July, appointed a special committee on legislation and instructed the committee to work to secure legislation looking toward the making of teachers' positions more secure.

This committee will prepare a bill and secure its

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introduction in both houses of the legislature at the opening of the session. This bill will not ask for an appropriation, it will not deprive boards of education of their undisputed right of hiring such teachers as they may deem wise or of discharging any teacher at any time for cause. The single point for consideration is that after a probationary period of from three to five years in the same community has been passed to the satisfaction of the board of education of that community, a re-engagement means that the teacher thus re-engaged has a continuous contract, not an annual one, which can be terminated only for cause, in short, that this branch of the public service be made as secure as the fire and police departments, etc.

Let the teachers of the state unite upon this one issue. Do not permit any other to come up. Keep posted on the progress of the work and respond promptly to all calls of the committee.—New York State Teacher.

THE CART BEFORE THE HORSE.

The Western Teacher.

A prominent public school inspector says that he has observed one almost infallible sign pointing to the excellent teacher. This is the quality and quantity of tone used in addressing pupils. So sure is this a test that he says, *the right sort of voice means certain promotion.*

Reasons for this are evident. An even, well controlled voice of pleasing quality shows that the user of the voice has acquired self-control; and the self-controlled person is the one who can easily control others.

Here, then, is a hint worth many dollars to hundreds of teachers: *Cultivate your speaking voice, and try to have it indicate a corresponding control of your entire physical, mental and spiritual organism.* The effect of the cultivated voice is not merely to soothe, but also to charm; and no small part of its influence lies in the imitation which, unconsciously, it inspires..—Popular Educator.

We have no fault to find with the doctrine that the voice is (usually) something of an index to the character. There are of course many exceptions. Some of the sleekest rascals we have known would pass for saints if judged by the voice alone. While "a soft, low voice in woman" is a valuable asset to its possessor, yet there are many good women and excellent teachers who have squeaky voices—most of them have such a tendency when excited or strenuously in earnest. The inspector who would make "the right sort of voice mean certain promotion" is either a fool, a fraud or a frivolous fellow.

But granting all that is claimed for the voice as an indicator of character, how superficial to say therefore, "*cultivate your speaking voice*"! A rosy complexion usually indicates good health. Shall we therefore use rouge, or booze?

If the theory advanced regarding the relation of voice and equipoise is correct, then the advice should be to cultivate self-control, a calm repose of soul. Work from the inside, and the outward evidences of the inner life will come of themselves. Acquire the genuine essentials and all these things (outward accessories) will be added unto you.

HOW CAN THE COMBINED INFLUENCE OF HOME AND SCHOOL ELEVATE THE SOCIAL STANDARD OF THE SCHOOL?

(Continued from page 3.)

skillfully arranged by a mother competent to do it.

I have even hoped that the manual training room, now used but one day in the week, might open its doors to some friendly father or big brother who would introduce the longing fourth or fifth grader into the fairyland of tools.

This would mean but one hour a week in time given. It would mean an incalculable amount in increasing the value of that invaluable product, the child.

It would develop between parents and teachers that sturdy "elbow to elbow" feeling that gives us courage on the long march, a sense of strong backing that takes away the weariness of fear.

Good times, purely social times, would spring out of the friendly relationship thus quietly established.

Have we not mothers versed in the philanthropies of this great city, its parks, its playgrounds, its vacation schools, and great charitable institutions who will come and awaken in the hearts of the boys and girls a great longing for the City Beautiful which they are to build?

What a joy it would be in geography or history to have scenes described by the lips of someone who has actually seen them or illustrated with pictures and lantern slides not obtainable in the ordinary school?

In some favored sections of this city there are bands of mothers who have for years been studying the problems of education under the most skillful guidance.

Might not they bring into the Parents' Clubs of our schools that very nucleus of knowledge and inspiration about which enlightened systems might grow?

In those schools that have no Parents' Clubs are many teachers eager for the truth that comes with authority from a new and sympathetic voice.

I believe that such an infiltration of love and wisdom would come as the sunlight does to the hidden seed, quietly, but with the quickening force of life itself.

It would be, not an accretion of knowledge, but a process of growth that would melt away all intervening barriers and reveal the fact that the school and the home life are really one.

Relations thus fundamentally and simply established in the elementary schools would lead naturally into a better social condition in the high school.

Perhaps some of the social aberrations we meet with there, are the natural and aggressive reactions from a too formal, non-social condition in the grades.

But whatever may have been the condition in the past, I feel the new and happier day has dawned.

Yesterday I lunched at the Cafe established by the Englewood Woman's Club (in connection with the High School). I looked at the long table of quiet, happy young men and maidens partaking of the most carefully prepared food in the most social manner possible. I looked at the twelve interested mothers who, that day presided at the lunch, and my mind reverted to the time when the streets were filled with these same youths and maidens who were rushing to and from the bakeries eating their scanty

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luncheon as they ran. I went back to my own school and in my office found the executive committee of our Parent's Club busily planning for our yearly school entertainment. Two of the teachers, members of the committee, were in consultation with them. One mother said to me delightedly, "We have almost money enough for our stereopticon." "Our" stereopticon! What a comfortable sounding word that "our" is. Three boys came into the office to report to the mother who is on the Building and Grounds Committee concerning some seed they had been collecting, under her instructions, to be planted on the school ground next year.

I passed out into the hall. In one of the rooms the children were singing. The old familiar words chimed in with my mood.

"Be swift my soul to answer him, be jubilant my feet,
For God is marching on."

Beware of little expenses. A small leak will sink a great ship.

An approving conscience is better than an applauding world.

People who do the best they can to-day have the way open before them to do better to-morrow.

LOANS TO TEACHERS BY A TEACHER

At Live and Let Live Low Rates

"First aid to the injured" in pocket promptly rendered.

L. A., Care of Federation Bulletin, 437 Unity Building.

ANNOUNCEMENTS.

FEDERATION DUES.

Membership dues are now due and may be paid to the correspondent of your school or mailed direct to the Financial Secretary, Miss Catharine Goggin, 437 Unity Building. Dues two dollars, membership in Mortuary Fund Department fifty cents, which includes the first assessment.

TRIP TO ST. LOUIS.

Many requests have been received asking that a Thanksgiving trip be arranged to the St. Louis fair. Such a trip, if decided upon would probably be upon the following lines. Leaving Chicago Wednesday evening, November 23, and reaching St Louis Thursday morning; spending Thursday, Friday and Saturday at the fair either remaining in St. Louis for Sunday and returning Sunday evening to Chicago, or, leaving St. Louis Saturday evening and arriving in Chicago Sunday morning.

The Wabash, Alton, Eastern Illinois and Illinois Central railroads run night trains at convenient hours and teachers who wish to take the trip are requested to indicate their choice of roads in order that sufficient reservations may be made. Send this information to the St. Louis Trip Committee at Federation Office, 437 Unity Building.

Estimated cost of trip: Fare, $5.00; board, three days, at $2.00 per day, $6.00; entrance to fair, three days, $1.50; incidentals, $1.50. Total, $15.00. If Sunday is spent in St. Louis, $2.00 must be added to this sum.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, November 12, 1904.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, Nov. 14, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

UNIVERSITY LECTURE ASSOCIATION

In Co-operation with THE UNIVERSITY OF CHICAGO

SECOND SERIES

NORTH SIDE CENTER

Monday evenings, Lincoln Park Congregational Church, 707 Fullerton Boulevard.

History and Civilization of Egypt, by Prof. James Henry Breasted, Ph. D., Associate Professor of Egyptology. (Illustrated with many stereopticon views.)

Nov. 14—The Dawn of Civilization.
Nov. 21—The Pyramids; the Oldest Human Buildings.
Nov. 28—The Middle Empire; Social life in the time of Abraham.
Dec. 5—The New Empire; the Rise of Thebes.
Dec. 12—Egyptian Art.
Dec. 19—Egyptian Literature.

WEST SIDE CENTER

Thursday evenings, Lewis Institute, Robey and Madison Streets.

The Modern Novel, by Richard Burton, Ph. D., Professorial Lecturer in English Literature.

Nov. 17—The Beginning: Richardson & Fielding.
Nov. 24—The Development of Personality in Fiction.
Dec. 1—The Novel of Character.
Dec. 8—The Novel of Action.
Dec. 15—The Triumph of Realism.
Dec. 22—The Return of Romance.

SOUTH SIDE CENTER

Tuesday evenings, All Souls Church, Oakwood Blvd. and Langley Avenue.

Our Natural Resources; their Economic Significance, by J. Paul Goode, Ph. D., Assistant Professor of Geography. (Illustrated with many stereopticon views.)

Nov. 15—Geographic Location as a Factor in Commercial Supremacy.
Nov. 22—The Evolution of a Continent as Shaping its Economic Exploitation.
Nov. 29—Climate as a Natural Resource.
Dec. 6—The Age of Coal.
Dec. 13—The Iron Industry.
Dec. 20—When the Coal is Gone, what then?

ADMISSION TICKETS

Course Tickets (six lectures) - - - $1.50
Single Admission Ticket, - - - - 35c

Family, package, and membership tickets at reduced rates.

Tickets may be secured at the lecture halls or of A. C. McClurg & Co., 215 Wabash Ave.

Information as to other lectures to be announced, and as to conditions upon which University Credit may be secured, will be sent upon application to

WALTER A. PAYNE, Director, 58th St. and Ellis Ave.

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The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 243 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great **Kimball** factories to the home.

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FOR NOVEMBER ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465

Special Offer, complete $275

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STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $2.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. 3. CHICAGO, NOVEMBER 11, 1904. No. 39.

THE NEEDS OF OUR NORMAL SCHOOL.

Paper Read Before Illinois Federation of Women's Clubs, Oct. 18, 1904, by David Felmley, President Illinois State Normal University.

Mrs. President and Ladies of the Federation:

I esteem it a rare privilege to speak before so large and representative a body of the womanhood of our state upon the needs of our Normal Schools. It is natural and proper that this topic should find a place upon your program. Plato has said, "Man cannot propose a higher or holier object for his study than education and all that pertains to education." While other schools educate, the normal school alone chooses. for its subject matter the process of education itself, and investigates its aim, its scope, its means, and its methods.

Normal schools supported by public taxation as an intergral part of the public school system exist in all the states, territories and insular dependencies of the United States with the single exception of Arkansas. They exist in all foreign lands where a public school system is maintained at state expense.

The normal school owes its origin and more recent expansion to the same demand that is creating technical schools for every profession or vocation that requires trained intelligence. It is the demand of civilization with its division of labor which finds further advance impossible without greater individual efficiency in every field of activity. Until comparatively recent times the apprentice system has prevailed almost universally in all callings. All arts and crafts were learned as girls learn to bake bread. Partly by watching their mothers, partly under their direction, partly through experience with the batches they spoiled, they mastered the various stages of the process.

Now all this is changed. It is recognized that the highest skill in any art cannot be acquired by mere imitation, nor by the somewhat haphazard adjustment of means to ends, the failures and waste that we call "learning by experience." The highest skill rests upon a clear perception of the ends to be attained, a thorough knowledge of the laws that control the materials and conditions with which we deal. The arts of civilization are becoming rational arts, based upon the underlying science, and it is to discover and teach this underlying science that the technical school, the professional school, the normal school exist.

The early normal schools in this country presented little more than good models for imitation. They were headed by great teachers; their atmosphere was full of enthusiasm and consecration, but there was little that could be called a science of education. Later during the sixties and seventies the emphasis was laid upon method. It was believed that there is a right mode of procedure in the teaching of each branch and subject. Normal schools endeavored to discover and teach it. Normal method was often caricatured as if the phrase meant not merely right or natural method, but some new discovery, some patent prescription like "delsarte" with its secret formula that one could learn only at a normal school. The older college would reproach the normal school for its narrow scholarship and for its reliance upon "methods" so called.

But during the last twenty-five years the normal school has come to know its problem better. It recognizes that for success in the high calling of the teacher are needed at least three qualifications: (1) A personality adapted to teaching; (2) broad and accurate knowledge of the branches to be taught; (3) knowledge of and skill in the art of teaching. It recognizes, too, that the art of teaching must take its law from the child, his instincts and tastes, his capacities, his physical being, the laws of his unfolding life. Systematic child-study has laid the foundation of rational method. The normal school, however, has by no means solved its problem. Teaching is like its sister art, medicine; its rules of practice are still based more largely upon experience than upon the rational insight into the physiology or psychology of the child.

The work of the normal school is constantly enlarging. It must grow with the development of public education, which in turn must meet the demands of advancing civilization. Progress in civilization depends upon division of labor. It demands not passable skill in several lines, but high excellence in one line. Man must do his one thing well. No one ever got more than a fraction of his education from the school. The home, the playground, the church, political life, the newspaper, industrial life, society—all aided the school in determining his habits, his knowledge, his ideas, his character. But nowadays the school is a larger factor. School life occupies more years, more days in the year, more hours in the day. Lessons learned in school determine a larger share of our conduct, especially the conduct of our occupation. For on the one hand we have lost the training of the old farm home with its busy life, its hand labor, and varied occupations; on the other we meet the demand from factory and office, from shop and store, for such education as shall give greater industrial efficiency.

The last few years have witnessed the advent into our schools of manual training, gardening and

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household arts. Their coming has been due to two causes. First, teachers have recognized that in the development of human powers occupation has been a vital factor. The primitive industries, the use of tools, the cultivation of the soil, and the various household arts fundamentally connected with food, clothing and shelter, have educated the race. The child cannot be severed from his past. His own development must recapitulate the education of his ancestors. The other cause, already referred to, is the demand from the arts and trades that the schools shall make for higher efficiency. The old apprentice system in the trades is nearly dead. The trade-school will take its place, and in the earlier years is needed daily practice in handwork to give precision to space conceptions and deftness in manipulation. The intensive agriculture needed to feed and clothe the multiplied millions of the future demands early acquaintance with all that body of sciences upon which agriculture rests; while every consideration of social well-being requires that modern science shall enter the home to make it more wholesome and beautiful.

These branches have already come into our best schools, and they have come to stay. They will be taught in the lower grades by the regular teachers, in the upper grades by special teachers. At the State Normal Schools courses in the elements of manual training, agricultural science and household economics should be taken by the students partly as a necessary element in their own education as men and women, partly to understand the function of these branches in the general scheme of education. Teachers in the elementary school, moreover, need enough practical acquaintance with the material and method of the early work in these subjects to give efficient instruction in the grades.

In the high school and grammar grades these branches, as well as art, music and physical training, are usually taught by special teachers educated in technical schools like Pratt Institute. When thus educated in separate schools they often fail to co-ordinate their work properly with other school studies. Their branch remains a thing apart, an excrescence or fad, in the estimation of parents, children and regular teachers, rather than a regular part of the school program. Such special teachers should be educated in the normal school; they need the broad foundation in mathematics and general science that the normal school affords; they need the same knowledge of child-study and general method, of the philosophy and history of education; of school organization and administration. They need to breathe the same atmosphere and acquire the same professional spirit as other teachers. Moreover, it will be found here, as has been found everywhere in the development of education, private agencies cannot be depended upon for a supply of well-prepared teachers.

In Massachusetts and in Wisconsin, where the numerous state normal schools are under the control of a single board, the problem has been solved by providing elementary instruction in all these lines at all the schools. At separate normal schools provision is made for training special teachers in some one of these subjects. A similar plan should be adopted in Illinois.

While the Illinois State Normal schools are fairly well equipped with buildings, library, laboratories, training school, and instructors for the older studies, but little has been done with the new studies. While manual training is taught in all, only one school has fairly good equipment, including power tools. Two of the schools have school gardens in charge of trained gardeners educated at St. Louis. Two have small greenhouses. Only one maintains a special instructor for the natural sciences as related to agriculture. None of the schools has made any provision for household economics. In the case of the oldest and largest school no such provision can be made without an additional building. For even now the nature study and manual training classes are crowded into basement rooms.

Another need of our normal schools is better equipped gymnasia, with qualified instructors devoting their entire time to physical training. Only two have such instructors. One normal school has no gymnasium. In these days of physical culture the teacher needs to be acquainted with various forms of hygienic exercise, corrective gymnastics and school games. She needs, in her own student days, to improve her health, to add to her grace and ease of movement, to make the body the ready servant of the will.

Another need in each normal school is a stronger musical department. Every mother before me desires the teacher of her children to be a person of culture, sensitive to the finer influences of literature and art and music. But a fine appreciation of either pictorial art or music is rarely gained unless one himself gain some skill as a performer, some acquaintance with the technique of the art. All the normal schools teach vocal music, but there are many students with indifferent voices who might acquire skill upon some instrument. Private lessons upon the piano may be had everywhere; I have in mind here the less expensive instruments, like the violin and flute, that become real companions; as much a part of the student as his cap.

Another need in all our normal schools, in my opinion, is a well-furnished woman's building, to contain study and sleeping rooms for, say, eighty students, a dining hall for twice that number, with parlors and reception rooms and quarters for visitors, all in charge of a refined, intelligent, level-headed, womanly woman. The majority of the young women in the normal school are from farm homes or from our smaller towns. They are splendid girls, eager to learn, aspiring, of the finest spirit and character. But their opportunities have often been narrow. Not a few have much to learn of the usages of good society.

While such a building would accommodate only a fraction of the student body, it would afford a resort for all the women; and would furnish a standard of rooms and board which private parties would need to consider.

The greatest need of the State Normal schools of Illinois is more students. In the five State Normal schools to-day the total enrollment does not exceed thirteen hundred. Without any material increase in buildings, equipment or instructors twice this number can be accommodated. Of the 5,000 new teachers that began work this fall not six per cent are graduates of Illinois Normals, not over twenty per cent have had any normal instruction.

This unsatisfactory state of affairs is due to a variety of conditions, all of which, I suspect, may

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be referred to a single cause, a want of popular appreciation of the value of good teaching, a want of belief that teaching is an art that either rests upon a foundation of scientific knowledge, or can be developed by training and study. In other words, the people of Illinois do not seem to believe in the normal school. It is true that in many of our larger cities, rules have been adopted by the school boards providing that only teachers with normal training shall be employed. Yet even in these the rule is frequently relaxed. The school boards of our larger cities are likely to contain a majority of intelligent and public-spirited men, but in our smaller towns, our villages and rural districts this is not always the case. The common belief seems to be that anybody can teach school—provided he can get a certificate from the county superintendent.

Do you ask, Does not this state of public opinion prove that normal schools have failed to demonstrate the value of professional training?

My reply is that teaching is harder to judge than any other kind of expert service. In most service requiring special knowledge or skill, if we cannot judge of the work while in progress, we can judge of its results. If the blacksmith is unskillful the horse goes lame; if the builder is a botcher, his roofs leak, his doors sag, his paint scales, or his plaster falls; the poor lawyer loses his case, the physician his patient; but for poor teaching there is no prompt or ready test. In fact, most otherwise well-informed people have very hazy notions of what the school ought to bring to pass. Our people believe in education without knowing exactly what the word means. Suffice it to say that from a good school the youth should come forth with a body sound, healthy and graceful, with a mind furnished with a goodly stock of knowledge of the sciences that underlie our civilization, and of the best literature in which its ideals and spirit are expressed; it will have trained his powers of perception and reasoning; it will have established that scientific spirit which does not believe and take for granted, but weighs and considers; it will have secured reasonable proficiency in reading, writing, drawing, singing, speaking and the art of good behavior.

The daily administration of the good school will have established habits of punctuality, order, industry, courtesy and self-control, of fidelity to obligations, and a due sense of responsibility. It will have implanted high ideals of life, the love of excellence, a passion for justice, a chivalrous sense of honor; in brief, the school should turn out, to adapt the words of Milton, honest, honorable, high-minded men and women, able to discharge justly, skillfully and magnanimously all the duties of public and private life.

Now the best teaching will not always bring this to pass. It may be nullified by the influence of home and street, of press and stage. The point is that few employers know what to expect from the schools, fewer still can separate the mingled currents in adult knowledge and character and trace each to its source. In any case, to judge of today's schools by results we must wait a generation. Evidently, then, those charged with the employment and supervision of teachers need to know good teaching when they see it.

Now, the average man asks only two questions, Do the children like the teacher? Does he keep order? Both are good tests as far as they go; yet this audience knows that the affection of children is easily won; quite as easily by him who entertains as by him who instructs. The value of order in the school room depends very much upon whether it is secured by threats and bribes, by appeals to fear or selfishness; or whether it is secured through the preoccupation of the children in interesting and profitable work.

I cannot argue this point longer. I submit the proposition to your serious judgment that in no other form of service is the difference between true excellence and mediocrity harder to detect. This fact puts trained and intelligent teachers at a serious disadvantage.

As a consequence of this state of popular opinion, a young person looking to teaching as a profession may well pause before going to a normal school. What's the use? In the opinion of many, if not most school boards, the three years spent in professional training at the normal school is of no more value than three years spent in any other school, and of less value than three years of actual experience in teaching even of the poorest sort.

The normal school, therefore, needs a better informed public opinion, and rightfully demands of the agencies in our state charged with the shaping and administration of our school system such action as will give to professional training due recognition. I shall state three of these demands:

In the first place the state legislature should enact a law conferring upon normal graduates a state certificate good for at least three years, empowering him to teach in any county in the state. The state has established the normal schools, has erected and equipped costly buildings for their use, has provided liberally for their support. The students pledge themselves to teach in the state for as many years as they attend. Upon graduation, having completed the course of professional training provided by Illinois for its future teachers, they may go to Minnesota, California and several other states noted for the excellence of their schools, and at once receive certificates good for life, but in Illinois they must present themselves for examination by the county superintendent before they can be employed by any school board. It is self-stultification for the state thus to repudiate her own work and is a serious bar to the recognition of teaching as a profession.

2. School boards should raise the scale of wages and insist upon better preparation. In some cases it is difficult to raise wages because of insufficient revenue; our bad tax laws are at fault. But during the past six years while all other wages and salaries have risen, teachers' wages have shown little advance. A farm hand can usually save more than the rural school teacher. Other occupations pay better and are less exacting. The number of men teaching in Illinois falls off at the rate of 500 per year. Teachers are growing scarce. County superintendents must lower the standard of requirements for certificates or leave the schoolhouse empty. Young girls, fresh from the village schools, find ready employment. Why should they attend the normal schools if professional training does not secure an advance in salary commensurate with the cost of securing it?

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

ST. LOUIS TRIP.

The following telegram has been received from the president of the St. Louis Exposition:

St. Louis, Mo., Nov. 9, 1904.

Louie L. Kilbourn,
Pres't Chicago Teachers' Federation,
437 Unity Bldg., Chicago.

Glad to hear teachers coming to Exposition Thanksgiving Day. Expecting large attendance from colleges and schools that week. Are preparing special features of interest for Thanksgiving Day.

DAVID R. FRANCIS, Pres.

BOARD GIVES TEACHERS WEDNESDAY.

The Board of Education at its meeting Wednesday, Nov. 9, adopted the following recommendation of the school management committee:

That any teacher desiring to absent herself from school on the Wednesday preceding Thanksgiving Day for the purpose of attending the St. Louis Exposition be permitted to do so with loss of substitute's pay, one dollar and a half, provided she notify the Superintendent of Schools prior to Nov. 21 of her intention to do so.

Arrangements have been completed for a Thanksgiving trip to the St. Louis Exposition, leaving Chicago Wednesday, Nov. 23, and arriving in St. Louis Thursday morning.

The larger party will leave by the Wabash railroad at 9:17 or 11:30 p. m., occupying tourist sleepers. The World's Fair Station, directly opposite the main entrance, will be reached at 7:30 or 8 a. m. and breakfast may be obtained at the Harvey restaurant in the station. The Exposition Assistant to the Secretary informs us that the World's Fair management is trying to arrange for a Thanksgiving football game between the students of Washington University and those of Haskell Institute. If these arrangements are perfected the day will not lack its usual diversion. Estimated cost of trip: Fare, $6; lodging, 3 nights, at 75 cents, $2.25; meals, breakfast, 25 cents; luncheon, 35 cents; dinner, 40 cents; toal, $1.00; three days, $3; sleeper, tourist, double berth, $1; admission, three days, $1.50; total, $13.75. If chair car is taken $1.00 less, or $12.75. As much more may be spent on incidentals and souvenirs as the purse will permit, but $15.00 ought to cover it for those who go for the educational value of the Exposition. Being nearly three hundred miles farther south than Chicago, St. Louis climate at the Thanksgiving season is like early October.

A smaller party will go by way of the Alton railroad, leaving Chicago at 9 or 11:40 p. m. and reaching St. Louis, Union Station, at 7:15 or 8:10 a. m. the following morning. The Board of Education having decided to allow teachers to remain away from school Wednesday, with loss of substitutes' pay, an additional day may be spent at the Exposition.

Low Salaries and Low Standards of Efficiency.

President Felmley in his address, published in full in this issue, makes it clear that low salaries operate to keep down or even to lower the standard of requirements for teachers' certificates.

When Mr. Felmley blames low salaries to lack of revenue and lack of revenue in turn to bad tax laws, he strikes at the foundation of the difficulty.

If the teachers and patrons of the public schools had President Felmley's clear understanding of the question of taxation and the relation of the subject to the efficiency of the schools, an early and rational settlement of the question of school revenue would inevitably follow.

He says: "School boards should raise the scale of wages and insist upon better preparation. In some cases it is difficult to raise wages because of insufficient revenue; our bad tax laws are at fault. But during the past six years while all other wages and salaries have risen, teachers' wages have shown little advance. A farm hand can usually save more than the rural school teacher. Other occupations pay better and are less exacting. The number of men teaching in Illinois falls off at the rate of 500 per year. Teachers are growing scarce. County superintendents must lower the standard of requirements for certificates or leave the schoolhouse empty. Young girls, fresh from the village schools, find ready employment. Why should they attend the normal schools if professional training does not secure an advance in salary commensurate with the cost of securing it?

CHICAGO TEACHERS' FEDERATION.

Chicago, Nov. 9, 1904.

The regular meeting of the Chicago Teachers' Federation is Saturday, Nov. 12, at 412 Masonic Temple. With the possibility and probability of a new charter for Chicago, the interests of the schools of Chicago should be seriously considered.

The Legislative Committee of the Federation will report at the next regular meeting. Those having any interest in this matter should be present. A full report will be made on the Mortuary Fund Department; also on the St. Louis trip.

Special order of business: Election of Vice-President of District Two.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, Nov. 14, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY, Cor. Sec.
LOUIE L. KILBOURN, Pres.

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THE NEEDS OF OUR NORMAL SCHOOL.

(Continued from page 3.)

Our neighboring state of Indiana is wiser than Illinois in two ways: First, it has enacted a minimum salary law based upon the grade of the certificate by which the poorest teacher in the state shall receive at least $34.65 per month, a salary larger than the average paid women teachers in thirty-nine counties of Illinois.

Second, it charges one man in each township with the employment of all the teachers, elects him for four years, and in practice selects men of character, intelligence and public spirit. The magnitude and responsibility of his task secures careful work.

The third demand is that the state universities and other institutions of like rank shall not discriminate against professional training. Such discrimination is doubtless not intended; our own state university in many ways distinctly recognizes the work of the normal schools, as in accepting two years' work in Normal as the equivalent of two years in the university; yet this distinction exists, and no small share of the growth of our state universities in the last eight years has been at the expense of the normal schools.

During these years the universities have developed their system of accredited high schools; a condition of such accredited relation often is that the high school instructors shall be—not teachers of professional preparation at the normal school—but graduates of college or university. This requirement ignores a co-ordinate branch of the state system of public education, and discounts the value of professional training. Ambitious girls desire to become high school teachers; there is more salary, prestige and social standing attached to such positions. Hence they go to the university to prepare for such positions in greater numbers than the high schools of the state can absorb.

Furthermore, high school teachers have the largest voice in determining what higher institutions their graduates shall attend. The college graduate, having herselt received no training in teaching, ignorant of its value, often, indeed, holding the normal school in contempt, will send to college or university young women who, in the end, are destined to become instructors in the grades.

The high schools are right in desiring the degree of scholarship attested by the university degree, but with it is needed a professional training far more thorough than any state university yet affords. In our own state the normal schools have urged their graduates to move on to the university to secure the broader scholarship needed for the best high school positions. In Michigan, Iowa and Kansas, where the strongest normal schools in the country are to be found, the normal course of study has been lengthened to collegiate grade; degrees are given to the graduates. This is the only logical and consistent course; for the state's professional schools should be prepared to train every kind of teacher needed in her public schools.

In conclusion, I may say that the schools of Illinois will never be better than the teachers. In Illinois of late we have been erecting beautiful and sanitary buildings, we hang upon the walls copies of the masterpieces of art, we furnish their laboratories and libraries, but these material things do not make a school any more than a kitchen range and dishes, chairs and tables, rugs and bric-a-brac make a home. There must be a presiding genius to give life and meaning to all these dead things. If this Federation wishes to confer the utmost benefits upon the schools of Illinois, it should address itself to this problem, How to place in each school an intelligent, cultured, competent and devoted teacher. Whatever tends to honor the teacher's profession aids the normal school; its greatest need is such honor and recognition.

CHICAGO TEACHERS' CLUB.

Regular meeting of the Chicago Teachers' Club Saturday, Nov. 12, at Randolph Club, 82 Randolph street. Luncheon, 35 cts., 1 p. m. Speaker, Mrs. G. A. Baker, chairman House Committee of the Model Lodging House.

EMILY A. HAYWARD, Cor. Sec.,
1280 W. Irving Park Boul.
MARY E. REYNOLDS, Pres.

FEDERATION DUES.

Membership dues are now due and may be paid to the correspondent of your school or mailed direct to the Financial Secretary, Miss Catharine Goggin, 437 Unity Building. Dues two dollars, membership in Mortuary Fund Department fifty cents, which includes the first assessment.

BOARD OF EDUCATION.

Wednesday, Nov. 9, 1904.

The following reports were concurred in:

The Superintendent of Schools respectfully reports that he has received and has accepted the resignations of the following named teachers:

M. Etta Adams, King; Anna M. Evans, Cummings; Bertha S. Forbes, Ericsson; Carolyn Hunt, Tennyson; M. Mabel Megan, Lowell; Celia V. Murphy, Jirka; Fannie Ottenheimer, Harrison; Charlotte H. Sievers, Englewood High; Lida F. Wall, Burroughs; Eugene C. Woodruff, Lake View High.

The following named teachers have been placed on the unassigned list in accordance with the rules, since the date of last report from the Superintendent of Schools: Esther A. Berquist, Jessie E. Black, Cecelia M. Brennan, Starry Carol, W. C. Hobson, Margaret C. Kemmet, Dora McDonald, Katherine B. Miller, Eva H. Reed, Mina H. Ropp, Charlotte Wightman.

That the following named former teachers, who hold valid certificates, be placed on the list for assignment: Mary Temple Acton, Lena May Cox, Leona E. Koehne, Leah Goldstein Wolf.

That Elizabeth S. Morrison, a teacher in the Longwood Branch of the Alice L. Barnard School, be elected head of that branch, and that her salary be fixed at $75.00 per month in advance of the regular schedule of salaries for elementary teachers, in accordance with the rule.

The Superintendent recommends the election of Charles C. Krauskopf, who holds an elementary principal's certificate, to the position of principal of the Patrick Henry School, at the salary fixed on the

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schedule for the first year of the second group of principals, $1,700, to date from November 14, 1904.

The Superintendent further recommends the election of Frank Peregrine, a teacher in the Patrick Henry School, to the position of head assistant in that school.

That Sections 152 and 153 of the Rules and Regulations relating to hours of schools be repealed and the following be substituted in their place, in order that the opening and closing of school may be definitely fixed and in order that the giving of recesses to pupils shall be mandatory:

Section 152—Hours of Elementary Schools—The morning session of the elementary schools shall commence at nine o'clock with appropriate singing, and shall close at twelve o'clock. The afternoon session shall commence at one thirty o'clock and shall close at three thirty o'clock, or shall commence at one fifteen o'clock and close at three fifteen o'clock, as the special conditions at each school may seem to require; provided, that principals may, not oftener than once a month, close their schools one-half hour before the usual time, for the purpose of holding teachers' meetings.

The hours of opening and closing sessions in schools in outlying districts may vary from the above provision for the purpose of accommodating teachers wholly dependent for transportation on steam railroads, when on application of the principal, permission for such variation is granted by the Board of Education.

In no case shall preparation for dismissal of school be begun previous to the hour fixed for closing the session, but the regular school work shall continue until the hour for closing arrives. Pupils of the first and second grades, who attend school both forenoon and afternoon, may be dismissed not more than three-quarters of an hour before the close of the morning session and not more than one-half hour before the close of the afternoon session; provided, that at least one class shall remain in the room until the close of the session, so that no teacher shall be without pupils during any part of the school day.

Section 153—Recesses in Elementary Schools—All pupils of elementary schools shall be allowed a recess each forenoon of fifteen minutes and each afternoon of ten minutes, from the time they leave their seats until again seated. Pupils shall not under any circumstances be deprived of recess. If the absence of a suitable playground makes an out-of-doors recess impracticable, pupils shall have a recreation period of the usual length in their rooms or in the corridors of the building. In such case, all pupils desiring it shall be given an opportunity of leaving the room, either during the recess period or soon thereafter.

That the following named schools and branch schools be permitted to begin and close sessions of school as at present authorized: Henry Clay School, Riverdale Branch of the Pullman School, Edgebrook Branch of the Jefferson Park School, Branch No. 1 of the Norwood Park School.

It is not enough to be industrious; so are the ants. What are you industrious about?—Thoreau.

The one eternal lesson for us all is how better we can love.—Henry Drummond.

Your Last Chance

The greatest fair in the world's history is drawing to a close. Even a few days' time there has great educational value. No teacher should fail at least to see the buildings. The trip may be made at small cost.

The **WABASH** is *the* World's Fair line. It has its own station directly opposite the main entrance, where all trains stop to discharge passengers and baggage. Save time and avoid the crowded Union Station by purchasing tickets via the **WABASH.** Four daily trains. For further details, call on

N. C. KEERAN, City Ticket Agt., 97 Adams Street, or write to **F. A. PALMER, A. G. P. A., 311 Marquette Bldg.**

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PIANO BUYERS

Find Strong Temptation

—IN—

November Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 243 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great **Kimball** factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

FOR NOVEMBER ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465
Special Offer, complete	**$275**

Easy Payments if Desired.

W. W. KIMBALL CO.

(ESTABLISHED 1857)

Southwest Corner Wabash Ave. and Jackson Blvd.

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CARSON PIRIE SCOTT & CO.

STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $2.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

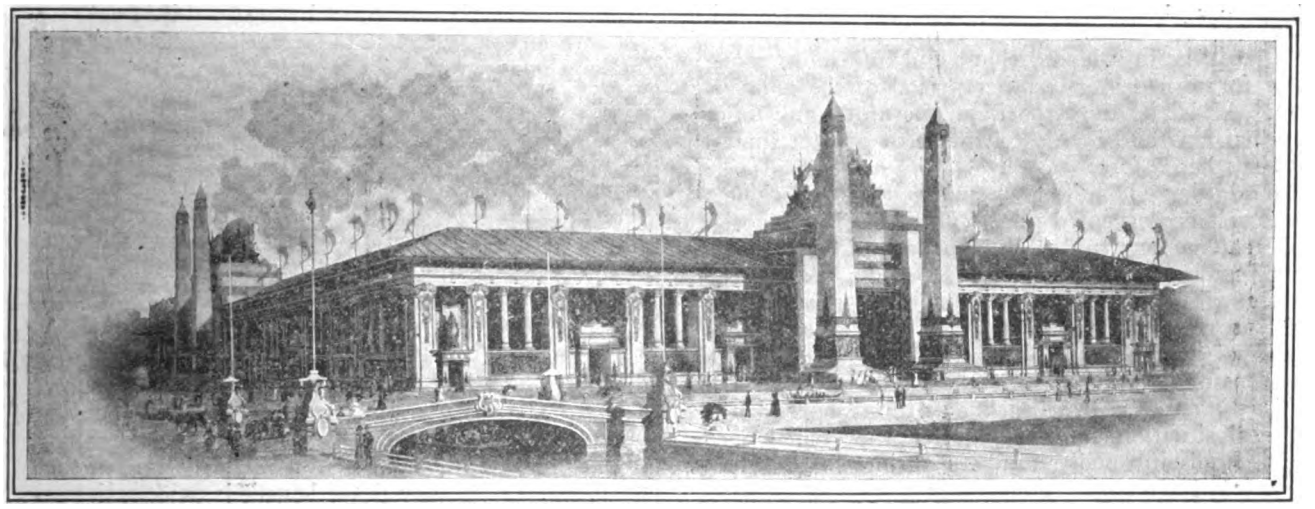
Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation
Bulletin

Vol. 3. CHICAGO, NOVEMBER 18, 1904. No. 40.



PALACE OF MINES AND METALLURGY.

ST. LOUIS TRIP.

Arrangements are now complete and the larger party will leave Chicago Tuesday evening at 11:30 p. m. in tourist sleepers on the Wabash road, and arrive in St. Louis, World's Fair Station, at 7:45 a. m., on Wednesday.

The necessary expenses of such a trip will be comparatively light. The railroad fare will be $6.00 for the round trip. Tourist sleepers will be furnished in which the berth rate is $1.00 only in each direction. The berths will accommodate two persons. These cars will be attached to Wabash train No. 25, leaving Chicago 11:30 p. m., November 22.

Those who wish to occupy regular sleepers (in which the berth rate is $2.00 each way) should purchase $10.00 excursion tickets.

All Wabash trains run directly to the World's Fair grounds before going to the Union Station. Baggage may be checked to Wabash World's Fair Station, thus saving time, trouble and expense of going to the crowded Union Station.

Accommodation may be secured at the Inside Inn, Hotel Epworth, or at any one of a selected list of private homes and boarding houses. We quote from a letter received from the Inside Inn. "We can accommodate your party at $1.50 per day for each, European plan, two people to occupy a room, each paying the amount. This includes admission to the grounds, which is fifty cents, and lodging, which is $1.00 for each person. . . . The same accommodations can be given you with all your meals at the rate of $3.00 per day, for each person, being fifty cents per meal for three meals."

The Hotel Epworth offers lodging at seventy-five cents for each person, three in a room, and meals either on the European or American plan. A number of private houses offer lodging for $1.00 and up, or $1.25 including breakfast.

Returning from St. Louis, choice may be made of tourist sleeper on Saturday night, leaving St. Louis at 11:30 p. m., or a day ride on Sunday through Illinois, reaching Chicago early in the evening.

Reservations in the sleepers are being rapidly taken and all indications point to an enjoyable trip.

Thanks are due to Miss Mary P. Squier, who initiated the request to the Board of Education for the additional day of Wednesday; also to the Board of Education for granting permission to those who wished to visit the fair to remain away from school for that purpose, by sending notice to the superintendent not later than Nov. 21.

The party leaving by the Alton will start from the Union Depot at 11:40 p. m., Tuesday evening, in chair cars, and reach St. Louis at 8:10 a. m., Union Station. Returning, the train will leave St. Louis at 11:40 p. m., Saturday evening, arriving in Chicago at 8:10 a. m., Sunday morning, or if a day trip is decided upon, leaving St. Louis at 9 a. m., Sunday morning, and arriving in Chicago at 5 p. m., Sunday afternoon.

We would advise all who are going to dress warmly, as even St. Louis is not exempt from sudden changes, especially at this time of the year.

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LETTER FROM ST. LOUIS.

St. Louis, Nov. 11, 1904.

Miss Catharine Goggin,
Financial Secretary Teachers' Federation,
437 Unity Building, Chicago, Ill.

Dear Miss Goggin: Upon my arrival in St. Louis this morning I was informed by our Chief of Domestic Exploitation that reports had been circulated among the teachers of your city stating that it would not be worth their while to visit the exposition this month because the exhibits would be all broken up and there would be nothing of interest to see here.

I wish to say to you that this rumor is without foundation, and I can assure you that none of the exhibits will be molested. On the contrary, everything will be in splendid shape and in a more complete form than at any other period of the exposition. A visit to the exposition, therefore, any time between now and its close, will be of greater interest than heretofore.

In addition I might mention that President Roosevelt has accepted the invitation of the exposition management and will spend a couple of days here, commencing Saturday, Nov. 26. This, of course, will attract a great number of people and will prove a fitting climax to this greatest of universal exhibitions. The World's Fair will close its gates on Dec. 1, as previously announced.

Trusting that you will acquaint the teachers with the real situation, and hoping that they will come to St. Louis in goodly numbers during Thanksgiving week, I remain, Yours very truly,

THEODORE HARDEE.
Assistant to the Secretary.

MORTUARY FUND DEPARTMENT.

Provisions Adopted at Meeting of Federation Nov. 12, 1904.

Membership.

Members of the Chicago Teachers' Federation, principals of schools, and teachers who are ineligible to Federation membership may become members of this department on payment of the initiation fee. Associate members and principals and teachers not eligible to Federation membership may join this department.

Fees, Dues and Assessments.

Initiation fee shall be fifty cents, which shall include the first assessment. Dues shall be twenty-five cents per year, payable not earlier than Oct. 1, nor later than Dec. 15 of each year. Assessments shall be twenty-five cents for each death, payable on or before one month from the date of notice of death, and if then unpaid, membership shall lapse. Members who allow their memberships to lapse shall be eligible to renew them on the same basis as new members. Members of the Federation who allow their Federation membership to lapse shall thereby cease to be members of this department.

Benefits.

The entire sum collected from any assessment, less ten per cent, shall constitute the death benefit, which shall be paid to the beneficiary of the deceased member immediately on receiving proper notification and proof of the death of a member.

Funds.

The initiation fees, annual dues and ten per cent of each assessment shall be used for the necessary printing, postage, etc., incident to the proper carrying out of the spirit of this department.

Amendments.

These by-laws may be amended at any annual meeting of the department by a two-thirds vote of the members present at the meeting and voting on such amendment, provided that the proposed amendment has been presented to each member at least one month previous to such meeting or by unanimous vote of the members present and voting without such notice, and provided that such amendment shall be ratified by a two-thirds vote of the members present at the annual meeting of the Federation.

Annual Report.

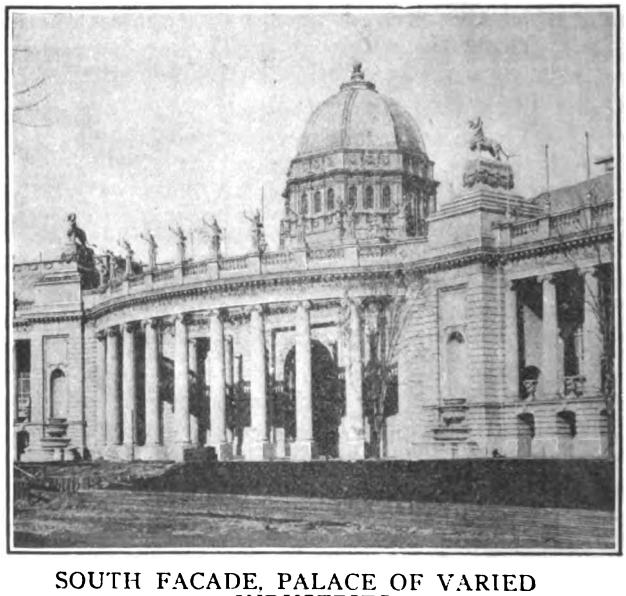
The chairman shall, at the annual meeting in the month of January make a report of the work of the department, including the receipts, disbursements and balance on hand. This report, in condensed form, shall be mailed to each member, without special postage if possible, before May 1, of each year.

Collection and Disbursement of Funds.

All funds of the department shall be collected and disbursed by the financial secretary and treasurer of the Federation, and no death benefit shall be disbursed by the treasurer to any beneficiary other than the person or persons named in the certificate of the member. Before any death benefit is paid, satisfactory evidence must be furnished that membership had not lapsed.

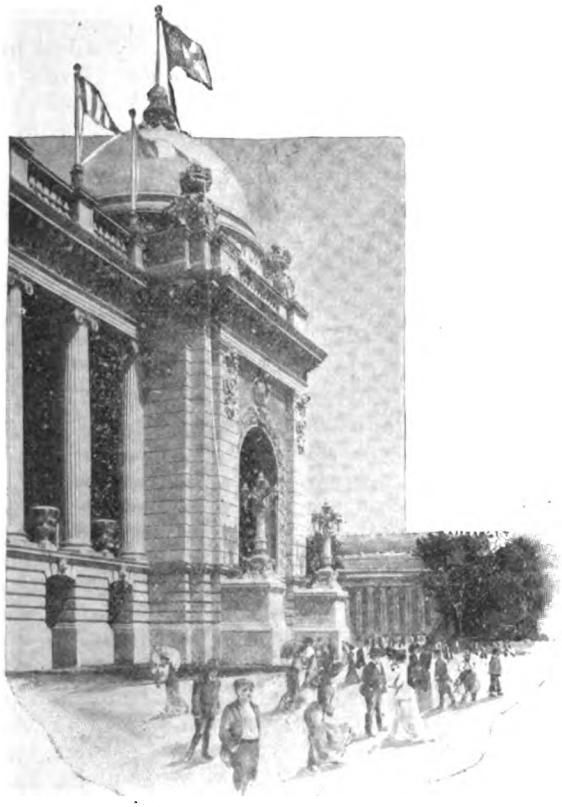
Annual Meeting.

The members of the Mortuary Fund Department shall meet once each year during the month of January for the election of a chairman and auditors for the ensuing year and the transaction of such other business as may properly be brought before such meeting. When a teacher or principal severs his or her connection with the school system, membership shall cease.



SOUTH FACADE, PALACE OF VARIED INDUSTRIES.

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NEW CHARTER FOR CHICAGO.

Constitutional Amendment Adopted.

By Margaret A. Haley.

At the election Nov. 8 the voters of Illinois adopted the constitutional amendment passed by the legislature in 1903 by which amendment the legislature is authorized and empowered to pass a law providing a charter or scheme of government for Chicago.

Until this amendment was adopted on Nov. 8 the constitution of Illinois adopted in 1870 prohibited the legislature from passing a special charter for any city. The present charter of Chicago, which was adopted by the voters of Chicago in 1875 is known as the "Cities' and Villages' Act," and was passed by the legislature in 1873. It is not a special charter for Chicago as the new charter will be; it is a general act, and having been adopted by most of the cities of the state it is the charter of those cities.

The constitution of Illinois forbids special legislation for cities, corporations or individuals. In order to get around this provision of the constitution whenever the legislature wants to pass a special law for Chicago it enacts it for "cities having more than 100,000 inhabitants." All these special laws, some general laws and the original "Cities' and Villages' Act," taken together, constitute Chicago's present charter.

There are certain powers conferred on the legislature by the amendment adopted Nov. 8, which it not only did not have before but which permit it to do in regard to Chicago what it has no power to do in regard to any other city.

For instance, no other city in the state contains more than one township, or thirty-six square miles. Chicago has several entire townships and parts of other townships. Under the constitution each of these towns or townships has a separate government and the legislature had no authority to abolish or consolidate these township governments.

When the county clerk of Cook county "spreads the taxes" he applies one rate of taxation to the property in the city of Chicago situated in the North town, another rate to the property in the South town, a different rate to the towns of Lake, Hyde Park, etc. The legislature now abolishes those towns and consolidates these taxing powers within Chicago. Another important power conferred on the legislature by this amendment concerns Chicago's power to incur debt. The constitution of Illinois limits the power of all cities in the matter of borrowing money or incurring debt. No city in Illinois is permitted to issue bonds beyond 5 per cent of the assessed valuation of its taxable property. Of course, Chicago has gone in debt up to its constitutional limit. The new amendment enables the legislature to pass a law permitting Chicago to increase its debt five-fold. This is done in this way. The amendment provides that Chicago's bonded indebtedness may be 5 per cent of the full value of its taxable property, instead of 5 per cent of the assessed valuation as now. According to our state laws the assessed valuation is one-fifth of the full valuation of property. Other cities in the state will still be obliged to keep their debt down to 5 per cent of the assessed valuation, but the legislature may if it sees fit authorize Chicago to base her debt on the full value of her property, which is five times the assessed value. Those who advocate an increase of the city's debt want it for permanent improvements, bridges, paving, etc.

Another change the amendment permits is the consolidation in the municipal government of the powers now vested in the city, the board of education, the park boards and other boards. The legislature may, if it choose, under this amendment, abolish the board of education and make the schools, or rather the whole educational system, a department of the city government, under a head or chief appointed by the mayor. Some of the papers have reported that the committee framing the new charter contemplates recommending such a provision.

As to the new charter for Chicago, it must be granted Chicago by the legislature. Anybody may draft a charter and take it to Springfield, but only the legislature has the power of enacting it into law, and the legislature is entirely free to accept or reject any or all drafts of charters brought to it by individuals or citizens.

After the legislature has passed a law providing a charter for Chicago it must be submitted to the voters of Chicago and approved by a majority of all the voters voting on it before it becomes the charter of Chicago.

The Civic Federation called together the committee that framed the constitutional amendment, adopted Nov. 8, and the executive committee of this amendment committee met Monday afternoon and took the first steps toward drafting a new charter.

Progress in the charter movement will be regularly reported in the BULLETIN.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.



CORNER OF PALACE OF LIBERAL ARTS.

ECHOES OF THE N. E. A. AT ST. LOUIS.

The Gove-Haley Incident.

(The Western Teacher, October.)

The one incident of the St. Louis meeting of the N. E. A. which was at all dramatic or sensational was the attack made on Miss Haley by ex-Superintendent Gove, of Denver. Miss Margaret A. Haley of Chicago read a paper on "Why Should Teachers Organize?" Naturally her name on the program attracted a large audience, and her paper was received with remarkable enthusiasm. Mr. Gove was the next speaker, and read a paper on another topic; he took occasion to deliver a carefully prepared argument in opposition to the organization of teachers in which he sought to discredit the work in which Miss Haley is engaged. Considered in itself as a bit of composition from the pen of a past master in the art of casuistry the paper was highly interesting, and quite peppery with vindictive and satire, it elicited some applause from the "Old Guard" and from those superintendents who have not yet seen the dayspring in the east, the dawn of democracy in education.

When Mr. Gove ended, Miss Haley asked to be allowed five minutes to reply to Mr. Gove's misrepresentations; but under the rules—and of course the rules for such cases made and provided by the guardians of the N. E. A. are as sacred and unchangeable as the laws of the Medes and Persians—the request could not be granted. But President Cook is clear-headed and fair-minded. He could not shut his eyes to the fact that Mr. Gove deserved a spanking, and while he could not allow Miss Haley to administer it then and there, he pledged his word that if she would write her reply it should be printed in the volume of proceedings.

Whether Mr. Gove will "be good" after the switching that he is to get remains to be seen. A word in his defense, however: Much of the criticism which Mr. Gove is receiving because of this attack on the Teachers' Federation is undeserved; he is naturally an autocrat, a delightfully genial one to be sure, but nevertheless an autocrat, and has trained so long with those in the N. E. A. who believe that the few should direct and the crowd should obey (and pay the bills) that it is hard for him to see anything but sedition and anarchy when the rank and file begin to think and talk and presume to participate in the decision of matters which hitherto have been managed by the masters. His best friends were sorry for Mr. Gove at St. Louis but no one who knows him will attribute any sinister or unworthy motive to him, for whatever his faults, he is a gentleman. Knowing that Miss Haley stands for democracy in education as firmly as did Col. Parker and no less unreservedly than does John Dewey, and conscious of the fact that he himself stands for the opposite, and that the "Old Guard" would expect him to do something to check if possible the uprising of those who, as he no doubt sincerely believes, should take their orders from those above them, it is easy to understand how Mr. Gove may have construed the fact that his paper followed that of Miss Haley as a sort of challenge to combat. The fact that the two topics announced on the program had no necessary relation the one to the other is of no consequence. Educators are not bound to stick to their subjects as announced on the program, and they sometimes feel as free to make excursions far afield as does a sweet girl graduate in writing her commencement essay.

The following open letter from a fellow superintendent to Mr. Gove is a trifle severe. Whether or not it is too severe all who read the two addresses and Miss Haley's rejoinder which is promised to accompany them in the forthcoming volume of proceedings will be able to judge:

[It may be of interest to note here that the morning after Miss Haley delivered her paper in St. Louis, the president and secretary of the N. E. A. notified her that she would not be permitted to answer Mr. Gove in the proceedings, that the committee having in charge the preparation of the volume would not permit it. The president also said Mr. Gove was not willing to allow Miss Haley to have his manuscript for this purpose. No answer to Mr. Gove's attack will, therefore, appear in the proceedings of the N. E. A. The letter referred to here is the one from the superintendent of schools of Excelsior, Minn., printed in the BULLETIN of Oct. 7.—EDITOR BULLETIN.]

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INVESTMENTS IN SCHOOL.

The public school has been the corner stone of our civil and social structure. Whatever of strength we have attained, whatever advance we have made, have had their origin and their inspiration there. The suggestion that we are aiming too high and spending too much on our schools sounds ominous and reactionary. We may be spending too much if our system is to be the sport of local politics and the spoil of their maniplators, because that way lies graft and general demoralization, but if the funds are honestly employed to make our educational influences the most enlightening and far-reaching possible we can make no better investment than to keep on spending and annually increasing the amount.—From the Chicago Chronicle, Nov. 13.

AN INSULT TO AMERICAN WOMEN.

The leading organizations of women throughout the country are sending protests to their congressmen and the territorial committee of the senate against the bill proposing to unite Oklahoma and Indian territories into one state under the name of Oklahoma, and to combine New Mexico and Arizona territories into a state under the name of Arizona.

The portion of the bill to which the women take exception is found in paragraphs 5 of sections 3 and 21, which would allow these states, when organized, to disfranchise minors, criminals, lunatics, non-residents, ignoramuses, and women. It reads as follows:

"That said state shall never enact any law restricting or abridging the right of suffrage on account of race, color, or previous condition of servitude, or on account of any other conditions or qualifications, save and except on account of illiteracy, minority, sex, conviction of felony, mental condition, or residence."

This not only authorizes the disfranchisement of women, but classes them with the degraded, imbecile and immature of the opposite sex. Such a classification is an insult to American womanhood. The pioneer women of the West, who have labored and suffered by their husbands' sides to advance civilization, ought not to be so unjustly classed. The Congress of the United States ought not to set its seal upon the possibility of the perpetual disfranchisement of these women, an unmerited disgrace and punishment. It is true that in many states women have been tacitly ranked with these defective, delinquent, and dependent classes, but never before has the insult been so open and flagrant, nor has it been in an act of Congress.

VACATION SCHOOLS.

The women who are making great displays of the work of the students in the vacation schools are claiming altogether too much. In the short term allowed the vacation schools the proficiency shown could never have been brought about but for the work done in the grades during the year. Vacation schools are all right and are doing a good work, but they must not claim greater success than comes from ordinary school work, especially when the chief part of the instruction was given in the public schools and for the larger part of the year.—Chicago Chronicle.



CORNER OF PALACE OF VARIED INDUSTRIES

OUR EDUCATIONAL PROBLEM.

Chicago Evening Post, Oct. 25.

A popular system of education, we read in the comptroller's reports, comments the Nation, aims "to provide a course of instruction and study best calculated to secure the highest average of intelligent citizenship." * * *

Intelligent citizenship! Is that to be nurtured by an education adapted to the production of tally clerks and cash girls—an education which gives no outlook upon the vast industrial civilization of our time, quickens and aids no aptitudes other than those of the pen and the tape measure, awakens and feeds no interests that are humanizing and civic? Genuine education is scarce begun: the tools of education are furnished—little more—to be used selfishly or socially, criminally or worthily, according as the development of the moral faculties, the sentiments, the energies, the aspirations of the child is directed.

It is assumed that education is mainly a matter of the intelligence, whereas it is more fundamentally a matter of the emotions and the will. Of a truth, it is because education has failed to touch the heart and imagination, to nourish "admiration, hope and love," and to discipline the will—has concerned itself so little with the real essentials of citizenship, with character, with honesty, loyalty, reverence, service, self-respect, self-control, idealism—that it has done so little, comparatively, against the forces of corruption, lawlessness, selfishness and vulgarity which are rampant among us. The old education of a simpler social and industrial order achieved some of these things, though not so much by the school as by those other agencies, the home, the church, the broader type of vocation, which have long been failing us and must now be so often replaced by the school. Must, we say, because this is no matter of choice, but of national necessity.

Democracy cannot prosper with parts of men for its pillars; it must produce whole men or perish.

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And it must do so despite the tendency of modern industrial life to develop and use mere fractions of men, mere "hands," the makers of small parts of things, mere cogs in the great commercial wheel. And it is upon its educational agencies, upon its potency as an educational institution and influence, that the state and the nation must rely to produce men and the leaders of men upon whom its destinies depend. It is because the old education now promotes a narrow, routine intelligence, with the emphasis on drill, habit and memory, whereas democracy demands reason, judgment, observation, originality, that it must give way to an education which is liberally directed toward these ends.

Conventional educational values must be revised in the light of new standards. There is too much naïve ignoring of the real and well-known causes of our present failure to accomplish the results we have hoped for in the elementary school—namely, greatly overcrowded classes, which preclude individual attention; the poor physical condition of the children, due to underfeeding and insanitary conditions in the tenements; the foreign nationalities (twenty-seven in one school) and their varying standards of living and manners, and, we must add, the still insufficient equipment of our teachers, for which the too low standards of our training schools are partly responsible.

It will no doubt be said in reply that the old education at any rate succeeded in producing worthy and powerful men and women. Undoubtedly; but mainly because, co-operating with the meager forces of the school, were other educational forces mightier than they—the old-fashioned home, gone from the city and so fast disappearing even from the country, the old forms of domestic industry, the old trades and crafts, the old free life with nature at the door, the direct contact with the simpler productive activities of the world, the old folklore and folksong, and all the popular arts. We have discovered that we must find substitutes for these educational forces. The new education is in part an effort to provide them.

GIFT TO TEACHERS.

Donates House Where Born and $10,000 for Indigent Teachers' Home.

Rutland, Vt., Nov. 11.—Senator Redfield Proctor has announced that he will give $10,000 in cash and the house in this city in which he was born, valued at $10,000, for the establishment of a home for indigent and worthy public school teachers who have passed the age of usefulness.

It is probable this sum will be combined with a fund of $30,000 which was left by Lucy Ruggles of Bennington in the care of Charles H. Darling, assistant secretary of the navy, for the same purpose, and that an additional amount will be appropriated by the state.—Chicago Daily News.

LOANS TO TEACHERS BY A TEACHER

At Live and Let Live Low Rates

"First aid to the injured" in pocket promptly rendered.

L. A., Care of Federation Bulletin, 437 Unity Building.

Your Last Chance

The greatest fair in the world's history is drawing to a close. Even a few days' time there has great educational value. No teacher should fail at least to see the buildings. The trip may be made at small cost.

The **WABASH** is *the* World's Fair line. It has its own station directly opposite the main entrance, where all trains stop to discharge passengers and baggage. Save time and avoid the crowded Union Station by purchasing tickets via the **WABASH.** Four daily trains. For further details, call on

N. C. KEERAN, City Ticket Agt., 97 Adams Street, or write to **F. A. PALMER, A. G. P. A., 311 Marquette Bldg.**

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PIANO BUYERS

Find Strong Temptation

—IN—

November Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 243 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great **Kimball** factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

FOR NOVEMBER ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465

Special Offer, complete **$275**

Easy Payments If Desired.

W. W. KIMBALL CO.

(ESTABLISHED 1857)

Southwest Corner Wabash Ave. and Jackson Blvd.

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CARSON PIRIE SCOTT & CO.

STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $3.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85

Reg. price, per pair.	Per box, Six pairs.
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white feet	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, NOVEMBER 25, 1904. No. 1.

"NEW CHARTER" COMMITTEES.

Margaret A. Haley.

Several bodies have appointed committees to draft a new charter for Chicago, among them the following:

The Civic Federation.

The State Legislation Committee of the City Council.

The Cook county legislators-elect.

The Chicago Federation of Labor.

The Roosevelt-Deneen Club of the 6th and 7th wards.

The Allied Turners' district council.

The Civic Federation Committee.

The executive commitee of the charter committee of the Civic Federation appointed the following sub-committee of seven to draft a new charter: Mayor Carter Harrison, John P. Wilson, Judge Murray F. Tuley, Judge Francis Adams, John S. Miller, B. A. Eckhart, B. E. Sunny.

Judge Tuley drafted the present charter of Chicago in the early 70's.

Co-operation Invited.

The statement issued by Secretary Brown of the Civic Federation after the meeting of the executive committee was as follows:

"It is given out by the executive committee that it is the intention to have the work of drafting the charter so comprehensive that it will be able to co-operate with and receive suggestions from any other committee which may be at work on similar lines. It is desired to have it understood that no attempt will be made to attempt the work of charter making behind closed doors or to deny any person who wishes to communicate his opinions a proper hearing."

Of this committee the Chicago Journal says: "On this commission are: John P. Wilson, advisory attorney for the traction companies and many other local corporations; John S. Miller, general corporation attorney and lawyer for the Union Traction receivers; B. E. Sunny of the General Electric Company, a corporation which is close to the Chicago Edison Company; John M. Clark, former president and large stockholder in the Chicago Telephone Company.

City Council Committee.

The Committee on Legislation of the City Council, of which Alderman Alling is chairman, is to frame a new charter. Alderman Alling is reported as proposing that the labor of framing a charter be done after the manner in which the educational commission worked in 1897 under the guidance of President Harper of the University of Chicago.

Would Draft Complete Charter.

"I am in favor of inviting the legislators to meet with us in joint committee," said Ald. Alling. "We must rush this work. The new charter convention ought to meet by Dec. 21 and we ought to have a draft ready to present to the legislature in January soon after it convenes. Chicago legislation should not be dragged along and presented in March or later, as is usually the case. We must get right down to business and the proper men to take up the work are the legislators and aldermen with the mayor, the corporation counsel, the commissioner of public works and the comptroller."

Mayor Harrison is a member of the council committee on charter and of the Civic Federation's committee also. The mayor is reported as saying "Too many cooks spoil the broth," when he heard that six different movements for framing a new charter for Chicago were under way and that a clash was foreseen owing to the confusion attending diversified efforts. The mayor outlined a definite plan of procedure. He declared that there should be only one draft submitted to the legislature and that the document should be framed under the official supervision of Chicago. When asked on which he would serve, the Civic Federation or the council committee, he said:

"My first allegiance is always to the city of Chicago and the plan which is to be formulated by the council committee must be considered the official declaration of Chiago."

Federation of Labor Committee.

The Federation of Labor, at its meeting Nov. 20, appointed a committee of 50 to frame a new charter for Chicago. This is the only committee appointed to date on which the teachers have representation, the business representative of the Chicago Teachers' Federation being a member of this committee.

Cook County Legislators' Committee.

Some of the recently elected members of the legislature from Cook county have formed themselves into a committee for the purpose of drafting a charter. One of the Chicago papers makes this explanation "Some of the members of the legislature are making protests against the Civic Federation committee of seven to draft the new charter. In the meantime the members-elect from Chicago are to hold a convention and organize themselves for the work of drawing and handling the charter subject themselves.

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"The objection to the committee of seven appointed by the Civic Federation is based on various grounds. Representative Samuel E. Erickson, Republican, points to the Republican members of the committee of seven as corporationists. Without mentioning any names he says:

"'It is to be observed, particularly, that the Republican members of that committee are the representatives of large corporate interests, if not themselves millionaires. These men are undoubtedly men of ability and attainments, honesty and integrity, but the atmosphere in which they live is not such that they can feel and appreciate the trials and burdens of the great multitude of the people.'

"The Republican members of the committee, who constitute a majority of it, are: John P. Wilson, John S. Miller, B. A. Eckhart, B. E. Sunny."

Senator Parker is active in organizing the charter work of the Roosevelt-Deneen Club of the 6th and 7th wards, and the papers report Senator Parker as saying that he intends to find out what the whole people of his district want in the new charter.

It goes without saying that as the people vote on the charter after it is passed by the legislature they will at least have an opportunity to vote against the propositions they do not want should the legislature fail to embody the provisions they do want. This will doubtless be a powerful incentive in bringing about harmony among the various charter committees and insure a measure of attention to popular sentiment.

WHAT IS PATRIOTISM?

From Ethics of Democracy by Louis F. Post.

* * * * * * *

The sentiment which expresses itself in the maxim, "My country, right or wrong," is spurious patriotism. It is nothing but self-love somewhat diluted. Note the logical gradations: "My country, right or wrong; my state, right or wrong; my county, right or wrong; my town or city, right or wrong; my ward, right or wrong; my voting precinct, right or wrong; my family, right or wrong; myself, right or wrong. Me!"

This sentiment has been for nearly a century a favorite with the ambitious who mask their selfish purposes behind pretenses of patriotism. It originated quite innocently with an American naval commander, Commodore Decatur. Upon returning from his historic expedition to the Mediterranean, he was everywhere the recipient of public honors; and among the banquets tendered him was one at Norfolk, the home city of his wife, which came off in April, 1816. When, in accordance with the custom of the time, he was called upon for a toast on that occasion, Decatur responded with this sentiment: "Our country! In her intercourse with foreign nations, may she always be in the right; but our country, right or wrong."

Considering the source, the sentiment was a good one. For Decatur spoke as a naval officer pledged to obey; not as a citizen invested with a right and charged with a duty to decide. It was as if he had exclaimed: "I hope my country in her foreign quarrels will always be in the right; but be she right or be she wrong, I as an officer of her navy have no choice but to execute her commands."

If a serious-minded constable were to say: "I hope I may never be required to execute an unjust warrant; but just or unjust I shall execute it," he would express with reference to one grade of public service precisely what Decatur expressed, and doubtless intended to express, with reference to another. Decatur could not have meant that as a citizen he would vote either to make or to prosecute a war that he knew to be unrighteous. Such a sentiment would have implied that he had the instincts of a buccaneer; and this is negatived by the other words of his toast, in which he prayed that in her intercourse with foreign nations his country might always be in the right. Clearly he could have meant no more than that as a military servant of his country he would obey the lawfully expressed commands of her people.

But the occasion of Decatur's utterance was what would now be recognized as a jingo banquet. Wine flowed and glory glistened. Here was one of the toasts: "The Mediterranean! The sea not more of Greek and Roman than of American glory." This was another: "The Crescent! Our stars have dimmed its luster." And here was a third: "National Glory! A gem above all price, and worthy of every hazard to sustain its splendor."

It would not be remarkable if in those circumstances and to that glory-intoxicated party of banqueters, Decatur's conception of his duty as a naval officer seemed like a revelation of one of the duties of American citizenship. Such at any rate must have been their understanding of it, for they gave that coloring to his words. And so, for nearly a century, Decatur's fair fame has been tarnished by this low notion, attributed to him, of an American citizen's duty. Ever since his famous toast, no matter how mean or wicked the stand the agents of their country have taken, voters have been adjured in the name of patriotism and even of religion, not only by party politicians but also by so-called preachers of righteousness, to vote for their country's side of every controversy, be it right or wrong.

The voter who follows this advice turns away from the highest duty that an American citizen can be called upon to discharge—the duty of keeping his country, as far as his influence may go, in the path of righteousness. For in America, in theory at least, the voters are king. Officials are only their servants.

What should we think of an absolute king, who after his ministers had without his authority adopted an unrighteous policy, should confirm that policy, knowing it to be unrighteous, and oposing it in his heart because it was unrighteous, but confirming it upon the plea that he must sustain his country, right or wrong? What should we think of the king's chaplain if he advised the king to confirm that policy, arguing that the king must stand by his country, right or wrong? Yet American citizens, American voters, are advised to imitate the absolute king we have imagined, whenever they are urged to use their influence and vote in support of their country's policy, right or wrong.

It is one thing to advise a constable to execute a warrant, just or unjust; he is an agent whose business it is to obey agents that are placed above him. As constable he has no other responsibility. So it is one thing to advise a military or naval officer to fight when his superiors order him to, be the cause right or wrong; he, like the constable, is an agent whose business it is to obey agents above him. As military or naval officer he has no other responsi-

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bility. But it is a very different thing to advise citizens to vote for their country's cause, be that cause right or wrong. The responsibility of the voter cannot be so lightly evaded. There is no one to shift it to. Voters are charged with the duty of seeing to it that their country's cause is never wrong. And for this purpose they, and not their agents or officers, are the court of final appeal.

Even at its best, loyalty to country, as distinguished from loyalty to right, is a despicable sentiment. It is often ludicrously so. An instance may be found in a letter from Madagascar, once published in the London *Spectator*. The letter-writer was all unconscious of any satire upon loyalty. He had nothing in mind but the ignorance of the French soldier he quoted. This soldier, a corporal to whom loyalty was evidently the first law of love, had told the letter-writer quite innocently that he "thought it disloyal and altogether wrong in Christ, when he had been born a Jew, to turn Christian."

But what is called loyalty to country means something even lower than the words imply. Boiled down to its dregs, this loyalist doctrine, "Our country, right or wrong"—not as Decatur meant it, but as it is commonly understood—is not loyalty to country at all; it is loyalty to office holders.

Now it is not to be denied that there is virtue in a certain loyalty to office holders. But this virtuous loyalty is analogous to that which is due from clients to lawyers. When you have decided that you have just cause for litigation, you must loyally trust your lawyer to manage the technical details. But you cannot escape moral responsibility for making unjust claims and bracing them up with perjured testimony, on any such plea as that a client must be loyal to his lawyer right or wrong. The legal technicalities of your case are one thing; as to them you must trust your lawyer, be he right or wrong. The essential justice of your cause is another thing; as to that you must instruct your lawyer, and instruct him right.

So with the relation of voters to office holders. As to methods, voters should be loyal to all office holders who are not reasonably suspected of infidelity to their trust. But as to ultimate objects especially if they involve issues of right and wrong, it is not only the right but the duty of voters to command. The loyalty to an office holder which supports his policy right or wrong, so far from being patriotism is moral treason.

This is the species of loyalty, however, with which the world is most familiar. It is from it that the impious doctrine of "divine right" drew all its strength. In our own country at the very beginning, the tories—or "loyalists," as they called themselves—were loyal only to the king. It was their constant cry that the king must be supported, right or wrong. Three-fourths of a century later, the same sort of loyalty manifested itself in connection with the Mexican war, and James Russell Lowell caught it up and laughed at it in these well-remembered verses:

The side of our country must ollers be took,
An' Presidunt Polk, you know, *he* is our country.
An' the angel thet writes all our sins in a book
Puts the *debit* to him, an' to us the *per-contry;*
An' John P.
Robinson he
Sez this is his view o' the thing to a T.

In later times we have heard with the old persistency the same old plea to the voters of the nation to be loyal to the country, right or wrong. And when we have probed the matter—nor has much probing been necessary—we have found that we were being urged to be loyal not to the country, right or wrong, but to some of President Polk's successors, right or wrong.

Spurious patriotism is most dangerous, however, when the object of its adoration is the country's flag. There are patriotic pagans as there are religious pagans. The religious pagan banishes God from his religion and substitutes ugly idols. The patriotic pagan banishes principle from his patriotism and substitutes brilliant bunting.

This tendency to represent principles by symbols began with the race, and will doubtless persist while the race lasts. It is not only natural, it is also useful. Realities which might otherwise be to mortal knowledge mere abstractions, are thereby made visible and tangible. . . .

* * * * * * *

And so it is in the sphere of patriotism, where the great symbol is the flag. A mere piece of colored bunting, a nation's flag is nevertheless the visible and tangible representation of national ideals. It is national principles, national traditions, national honor, national aspirations, materialized. What religious rites are to the true worshiper such is the flag to the true patriot. It is the symbol to his eye of political principles that appeal to his understanding and enchain his affections.

Rational uses of symbolism need no defense. So long as the symbol retains its proper place as a symbol, its usefulness as an implement of religious, moral and patriotic thought and instruction will hardly be disputed. While the Free Mason finds in the level a crude representation of God's law of equality, which he adopts as his own, he is worshiping God. So with the savage who is reminded by the rude idol before which he bows, of an Intelligence and Beneficence that he cannot comprehend and cannot otherwise even concentrate his thoughts upon. He is a worshiper as truly as if he were intelligent enough to dispense with symbols. It is the same with Christian churchmen. Their worship, however formal, however conventional, however symbolic in its ceremonies, is true worship so long as the forms and ceremonies and symbols are to them but convenient representations of spiritual truths that can be realized in the material world only by means of natural correspondence—of natural symbols. In a similar category, if not the same, is the patriot who reveres the flag of his country because it symbolizes what to him is sacred in the principles for which the government of his country stands.

But, when the symbol takes the place of the principle symbolized, when principles are ignored and their symbols are revered for themselves alone, then symbols become the detestable objects of mere fetish worship. What the savage is who makes his idol his god, precisely that is the Free Mason who prates about the square and the level regardless of moral obligations and the principle of equal rights; precisely that is the churchman who clings to forms and ceremonies regardless of the spiritual principles they are designed to symbolize; precisely that is the man who cheers the flag of his country regardless of the cause in which it waves. They are fetish worshipers all.

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.



TRIP TO SAINT LOUIS.

A large and congenial party of teachers and friends left Chicago on the evening of Tuesday, Nov. 22, in tourist cars, on the Wabash railroad, bound for the Louisiana Purchase Exposition, which is now drawing to a close.

The sleepers were open at 9:30, so that those who wished to retire while in their accustomed Chicago air might do so, but we imagine their sleep was not very sound until the later comers had settled themselves for the night. It had been the original intention to have the party leave by the regular 11:30 p. m. train, but travel was so heavy that it was decided almost at the last moment to make the run as a special, which left about fifteen minutes later, or 11:45 p. m.

The journey was uneventful, the stops being made by the regular train and the voice of the car porter aroused many an unwilling sleeper from slumber, that is, unwilling to awake, fifty miles from St. Louis. Toilets were hurriedly made and the World's Fair Station was reached at 8 a. m., Wednesday morning.

As most of the party had made arrangements at either hotels or boarding houses for their few days' stay little time was lost from sight-seeing. Some checked their suit cases in the station, ate their breakfasts in the Harvey restaurant and proceeded at once to the main entrance of the fair, directly across Lindell boulevard. Others started for their boarding or lodging places, where, in many cases, warm breakfasts awaited them, and then returned on the street cars to the exposition grounds. Others, who had reserved accommodations at the Inside Inn, entered the grounds at once, and as rapidly as possible received their assignments and sought the breakfast room on the American plan or the cafe on the European plan.

Those who registered at the Inn felt sorry for and a little superior to those who selected the private boarding places, but the latter felt amply compensated by the exciting street car rides and warm rooms which awaited them at their close, besides the greater cosiness of small numbers. Then, too, there was a certain novelty in trying a different restaurant for each dinner, as all the boarding places furnished a substantial breakfast at a fixed price to all who desired to engage it.

The weather on Wednesday was all that could be desired, sunny and not too warm. The attendance at the fair, comfortable. Thursday, Thanksgiving Day, was sunny and cooler than Wednesday, and at 8:30 o'clock the cars were crowded to the steps with St. Louisians and others going to Forest Park and the great exposition. The people kept coming until noon when the early comers and pass-holders began to leave the fair grounds for home and the turkeys which awaited them. Two o'clock came, bringing the afternoon and evening crowd ready for the football game in the Stadium and fireworks.

A slight frost Thursday evening made the Friday crowd look a little chilly in the early morning hours, but the bright sunshine soon warmed the air, and while the large buildings seemed a little cold the Art Building was almost too warm, and wraps were loosened and furs thrown aside during a stay in this structure, where one might linger for hours and go away to return again and again.

On Saturday the chilliness of early Friday began to reconcile the visiting strangers to a return to the Windy City, and the last looks were taken of the pictures and the last souvenirs were wrapped in tissue paper to gladden the eyes of those absent and dear.

Saturday's crowd exceeded, apparently, that of Thursday, and the day was marked by the visit of President and Mrs. Roosevelt and Miss Alice Roosevelt. The precautions thought necessary in arranging this visit detracted from the enjoyment of the other sight-seers though, no doubt without the precautions our strenuous ruler could not have "done" the fair in the record-breaking period of eight hours. It must have seemed like some huge moving picture to the members of the presidential party and one could only wonder whether it was worth while.

Saturday night a portion of the Chicago party left for home in tourist sleepers, and the remainder on Sunday morning, making a daylight trip over the Mississippi and through our own state of Illinois.

Among the persons visiting the fair were men and women from every branch of the service, even the clerical force being represented and all appar-

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ently bent on getting out of the Exposition both pleasure and profit.

Going as a party, rates were secured at both hotels and boarding houses and to those who had never traveled "à la Tourist" was added a new experience and a pleasant one.

A party of forty went to the Exposition on the Illinois Central Railroad, all being registered at the Inside Inn. This party left Chicago Wednesday night and were to return Sunday afternoon, each member of the party paying a lump sum for his traveling expenses and board at the Inn.

At the same time a number went down on the Alton Railroad, occupying either chair car or regular sleeper, according as one purchased either a $6.00 or a $10.00 round trip ticket.

Thursday, December 1st, is the closing day of the Fair, and St. Louis, as Chicago, will begin to assume its normal appearance. This Fair will probably be the last one for many years, and not to have seen it will become more and more an irreparable loss.

ROSE GLENN.

TUBERCULOSIS AMONG SCHOOL TEACHERS.

In a quasi-professional article as this a word or two about the limitations of my paper may be in order. The great "white plague," as consumption is called, carried off over 7,000 human beings in Illinois alone last year. It caused more deaths than typhoid fever, scarlet fever, diphtheria, bronchitis, influenza, whooping cough, measles and smallpox combined according to the statistics of the state board of health. But for all of this, consumption may be prevented and its earlier stages completely cured if properly attended to.

The school teachers contribute more than their fair proportion to this army of victims and this fact demands their attention. In the United States census report it is stated that 1,256 male school teachers died in 1900, and 264, or over 21 per cent, of the deaths were due to tuberculosis; of the female teachers, 532, or over 28 per cent of a total 1890 deaths were due to phthisis. Figures are uninteresting reading I know, but the awful prevalence of this dread disease cannot be better shown.

The environment of the school teacher of to-day, particularly in our own state and city, is vastly different from that of fifty years ago and some of the improvements are of doubtful service. In the old wooden house of those days ventilation was free and unrestricted; perhaps too much so at times, but the class was always supplied with plenty of clean, pure air. To-day, class rooms are considered cold that are not at summer heat and the air is so thoroughly dried out by the process of heating that all foreign particles carried or blown into the room are converted into fine dust and thus aid in their own dissemination.

How many teachers know anything about these lower forms of animal and vegetable life? How many realize the hosts of disease spreading organisms that are carried into the class room by the children from homes where a brother or a sister lies ill? Yet into school these youngsters come, perhaps they themselves only just convalescent and brushing off of their skin or spitting out with each cough, myriads of infectious microbes. The teacher lives in this hot bed of disease all day, her clothes brushing dust from the seats, desks and probably the floor. When recess and lunch hour arrive and the children scamper out into the fresh air, how many teachers go outside the walls of their prison? I think the reader will agree with me when I say only a very few. The majority cramp themselves in a corner, eat a cold luncheon with a hot cup of tea and prepare their school work. Thus the teacher feels she has no time for her own physical self, but must confine herself completely to her work.

The unwisdom of this is seen each year in the wrecking of so many teachers' lives. Under such conditions any determined or protracted efforts inevitably end in the loss of the teacher's health. Good health and physique are prime factors in any vocation, but more especially in that one in which as instructors we try to show others how to live. A thin, delicate, nervous teacher with drooping shoulders will certainly fail to impress the minds of her charges with the necessity or even the importance of a strong, well-nourished body to sustain a clear, energetic mind. Many of the women teachers especially enter the schools totally unfit physically for this kind of work and were better suited to a more active or outside occupation, but having entered upon this their chosen profession is no reason for neglect in making up any prominent defects in their physique. When one knows one is not in the best of health, strong means should be taken at once to bring the system as near the desired condition as possible.

The close confining air of the school room with its unnaturally dry heated state, together with the stooped position incident to desk work and the small amount of outdoor exercise that constitutes the daily life of the average teacher is very productive of colds and bronchitis. These are the forerunners of consumption and considerable damage may be done to the tissues before the sufferer is aware of any danger. Every winter a cold should be regarded as a serious matter and a few days' rest taken to recuperate or the advice of the family physician sought.

Consumption in its early stages, it must be remembered, is always curable and doubly so, if attended to promptly while the individual still has strength to fight the disease. Every one has breathed these germs at different times, but in some the disease finds little or no foothold as a good physical economy easily repels the invader and the patient often recovers without ever knowing that he was threatened with a fatal illness.

Inherited consumption is an old-time bug bear that has lost its weight with modern thinkers, and it is now generally conceded that the disease is "caught" by taking the germs into the system from the outside world. About one-third of all deaths occurring between the ages of 20 and 35 years are due to tuberculosis in some form and in the majority of instances it is consumption of the lungs. The school teacher is predisposed to the disease both by her environment and occupation, but since, "to be forewarned is to be forearmed," it is essential that trivial ailments receive immediate attention that not only their lives but also their health and strength may be maintained and that the ability to do their best work may be unimpaired.

CHAS. J. DRUECK, M. D.

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(Continued from page 3.)

And the worst of fetish worship is not merely that it is personally degrading. The worst of it is that it enables designing men to marshal fetish-worshiping people against the very truths their fetish originally symbolized. Thus hypocrites in the church have been able to turn temples of God into dens of thieves amid the hosannas of the faithful; and traitors to the commonwealth have won applause while digging up its foundation and pulling down its ideals. The fetish of a fetish-worshiping people once secured, all the power of its superstitious worshipers is secured also.

Popular liberties never have been and never will be destroyed by the power of usurpers. They are destroyed by the free consent of the people themselves. When a free people turn from the principles of liberty to worship its lifeless symbols, they are in condition to become easy dupes of the first bold leader who has the shrewdness to conjure them with those symbols. No free people can lose their liberties while they are jealous of liberty. But the liberties of the freest people are in danger when they set up symbols of liberty as fetishes, worshiping the symbol instead of the principle it represents.

This, then, is the difference between true patriotism and spurious patriotism. Whereas the spurious patriot worships the flag of his country and is loyal to her officials right or wrong, the true patriot honors his country's flag as the symbol of her ideals, and regards her officials as servants who are entitled to loyalty and respect always when they are right but never when they are wrong. The soldier may fight for country, though his country be wrong, yet be a patriot; but the citizen who votes to put his country in the wrong or keep it there, is a traitor.

The highest and purest patriotism was expressed by Lowell when he wrote:

I loved my country so as only they
Who loved a mother fit to die for may.
I loved her old renown, her stainless fame;—
What better proof than that I loathed her shame?

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, December 10, 1904.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, December 12, at 4 p. m., in Room 437, Unity Bldg.

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40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, DECEMBER 2, 1904. No. 2.

CHICAGO'S NEW CHARTER.

Conference of Charter Committee Representatives.

The newspapers of Monday, Nov. 28, contained the following announcement:

"Harmony Meeting on Charter.—With the idea of bringing about a united purpose on the part of various charter-building committees and organizations, the council committee on state legislation has sent an invitation to the Chicago Federation of Labor, to the Chicago New Charter Convention and to the members of the Cook County delegation to the Illinois legislature to meet in conference at the City Club at 6 o'clock Thursday evening, Dec. 1. Chairman Alling of the legislative committee says this is only a plan whereby harmony can be obtained at the outset. Mr. Alling and his associates on the legislative committee believe that if there is division and working at cross purposes now the differences later will be substantial stumbling blocks."

Mr. Alling is reported as desiring immediate action with a view to presenting a charter to the legislature not later than February.

Gov.-Elect Deneen on New Charter.

At a joint meeting of the Commercial and Merchants' Club held at the Auditorium Saturday evening, Nov. 26, Governor-elect Chas. S. Deneen and Lieutenant-Governor-elect Lawrence Y. Sherman spoke on the new charter. Mr. Deneen is reported as follows:

"One is almost appalled when he notes the number of new charters that are in process of making in the various organizations. Apparently there will be enough of them ready by the time the legislature meets to enable a person to get one by dropping a nickel in the slot. I cannot refrain from saying that we should proceed slowly in framing the new charter, and that we should be just as careful not to present a new charter inviting extravagance. There is no mandatory need requiring us to exhaust the full powers of the new charter and run the city into debt."

Lieutenant-Governor-elect Sherman made the closing speech, and aroused applause by his vigorous advice to the people of Chicago to get together before they went before the state legislature with a new charter.

"Gather all of your influences together and give them a chance to be heard on the new charter before you send an amendment down to Springfield," said Mr. Sherman. "Do your fighting up here, for there will be a lot of legislators down at Springfield who will want to do some talking on the subject."

It must be amusing to a disinterested observer to hear the cries for immediate action from some quarters and the equally insistent demand to go slowly in framing and presenting the charter from others at least equally influential.

The charter committee of the Federation of Labor held its first meeting Tuesday, Nov. 29. The teachers' representative on that committee, Miss Margaret Haley, left for Boston Monday evening to talk to the Twentieth Century Club, the Boston Teachers' Association and the Quincy teachers on the work of the Chicago Teachers' Federation.

Miss Haley expects to return in time to attend the meeting of the Federation of Labor, Dec. 5, when it is expected the charter committee will report progress. Before leaving the city Miss Haley outlined her views on the charter in a communication to the charter committee of the Federation of Labor and also to Chairman Alling of the joint conference committee.

Speaking on the new charter in Sinai Temple at the union services of the liberal churches, Rev. R. A. White, member of the Board of Education, is reported as saying:

"We can expect no sympathy at Springfield unless we can adjust our differences at home. I desperately fear our present course will lead to disaster and disappointment. We have too many bodies working toward the charter and too many diverse ideas to bring together. Mayor Harrison should be directed by the council to appoint a large and representative committee to compile the new charter."

Mr. Cooley spoke at this meeting and is reported as declaring that the new charter should provide for a merit system in the schools and efficient administration of the system. Also that provision should be made for an ample teachers' retirement fund, permanent tenure of office and enforcement of the child labor law.

Civic Federation Committee Meets.

The sub-committee of seven of the Civic Federation charter committee met at the Union League Club Saturday and outlined its work for the immediate future. Following is the statement issued by the committee:

"It is the sense of the committee that for the present it should confine its work to the preparation of two bills, one for the consolidation of the powers of the local taxing bodies in the city of Chicago, and the assumption of their debts by the city, and the issuing of additional bonds by the city, and the other to provide for a municipal court in place of justices' courts. The committee also accepted the

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invitation of the committee of the city council to a conference."

Judge Francis Adams was the only member absent. He sent word that owing to the pressing of official work he would not have time to act. Those in attendance were John P. Wilson, John S. Miller, Mayor Harrison, Judge Murray F. Tuley, B. E. Sunny and B. A. Eckhart. By unanimous vote Mr. Wilson was elected chairman.

Sixth and Seventh Ward Roosevelt and Deneen Clubs Meet.

The Sixth and Seventh Wards Roosevelt-Deneen Club met yesterday at the Union Restaurant and after perfecting the organization of the "sixth and seventh wards charter committee," declared in favor of the multiplication of groups, societies and organizations among the people for the purpose of studying and discussing charter legislation. The executive committee, which is to consist of John R. Thompson, John F. Holland and David F. Matchett, together with the chairmen of the twenty-three subcommittees, was instructed to take steps to promote organizations for the discussion of the charter and also to co-operate with those bodies now engaged in the work.

The resolutions introduced by Senator Francis W. Parker declared in favor of these things:

Find out what the people want.

Reduce it to a proper bill or bills for consideration by the legislature at its next session.

On Thursday evening, Dec. 1, an open meeting of all people of Englewood and vicinity is to be held at the Englewood Men's Club, Harvard avenut, near Sixty-fourth street. The call is signed by 24 Englewood citizens, among them Rev. R. A. White.

CONSTITUTION and BY-LAWS of CHICAGO TEACHERS' FEDERATION.

CONSTITUTION.

ARTICLE I.

NAME.

The name of this organization shall be the "Chicago Teachers' Federation."

ARTICLE II.

OBJECT.

The object of this organization shall be to obtain for teachers all the rights and benefits to which they are entitled; the consideration and study of such subjects as the Federation may deem necessary; the consideration and support of the Pension Law; the study of parliamentary law.

ARTICLE III.

OFFICERS.

The officers of this Federation shall be, a President, a Vice-President and Secretary for each school district, a Recording Secretary, a Corresponding Secretary, a Financial Secretary, a Treasurer, and a Business Representative. These officers, except District Secretaries, shall constitute a Board of Managers.

BY-LAWS.

ARTICLE I.

MEMBERSHIP.

Teachers of the public schools are eligible to membership. The term "teacher" shall be construed to mean any teacher in charge of a division, and none other. Teachers of German, Kindergarten, Manual Training and Household Arts shall be eligible to membership. Teachers (whose certificates are still valid) who are temporarily out of active service, shall be eligible to membership. Cadets who have completed four months' service in such capacity shall be eligible to membership.

Associate Members.—Federation members who retire from the service may, by unanimous vote of the Board of Managers, become *associate* members of this Federation on payment of the annual dues.

Honorary Members.—Any person may become an honorary member by unanimous vote of the Board of Managers and a three-fourths vote of the Federation, at a regular meeting. Proposals for honorary membership must be presented to the Board of Managers at least one month before action is taken.

RENEWAL OF MEMBERSHIP.

Any teacher whose membership has lapsed for any reason may renew the same on payment of last and current year's dues.

Membership shall be permanent. Any teacher who fails to pay her membership dues for the current year on or before December 15, shall be considered delinquent, and shall be notified that her dues for the year are still unpaid.

EXPULSION OF MEMBERS.

Members may be expelled from this organization for unprofessional conduct, but no member may be expelled except upon written charges presented at a regular meeting of the Board of Managers and signed by the person making the charges and sustained by a two-thirds vote of the Board of Managers, who shall then report to a regular meeting of the Federation. The call for this meeting shall state that such report will be made and it shall require a two-thirds vote of such regular meeting to sustain the action of the Board of Managers in expelling a member. Members against whom charges are made shall have the right to appear in person or by counsel before both the Board of Managers and the Federation at the meetings where charges are presented.

ARTICLE II.

NOMINATIONS AND ELECTIONS.

SECTION 1. All nominations for office shall be made by members in open meeting, from the floor, at the regular meeting prior to the Annual Meeting.

Each member shall have the right to nominate one candidate for each of the general offices and one for Vice-President and Secretary of her respective district. Ballots containing a copy of this section of the Constitution and a list of the offices to be filled shall be supplied each member by the Corresponding Secretary not later than the first Monday of the first school week of February.

The correspondents in each school shall report to the Vice-Presidents of their respective districts all names so placed in nomination for each of these offices and the vote for each. The Vice-Presidents shall report at the regular meeting prior to the annual meeting all names so placed in nomination

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in their respective districts and the number of votes for each.

The names of all nominees for the general offices and of the Vice-President and Secretary of the district shall be placed on the ballot for election in that district to be voted at the regular election of officers. The names of the candidates shall be printed on the tickets in the order of the number of votes received in nomination, beginning with the name of the candidate receiving the highest number of votes.

Each presidential candidate shall be entitled to select one teller and one clerk to serve at the annual election, and a judge for each alternate district, the presidential candidate first named on the ticket to have first choice in selecting the district for which the judge is chosen. The judges, tellers and clerks so selected shall have charge of the election, arrange the details, canvass the vote and certify the returns to the Recording Secretary. Each presidential candidate shall also select one member, who, in conjunction with the members selected by the other presidential candidates, shall sit as a "court of appeal" during the entire time of the election, and decide questions in regard to the rights of members to vote which cannot be satisfactorily decided by the judge and clerks of the district. No candidate for any office shall be eligible to act as judge, clerk, teller or member of the "court of appeal." In case but one candidate is nominated for president, the nominees for all the offices shall arrange a satisfactory plan for selecting clerks, tellers and judges, which plan must provide for a like representation of clerks, tellers and judges as in the plan outlined above. The "court of appeal" shall select a committee, whose duty it shall be to attend to the printing and proper care of the ballots. Any candidate receiving a plurality of the whole number of votes cast shall be declared elected.

Vice-Presidents and District Secretaries shall be nominated and elected by members from their respective districts.

ARTICLE III.

PROXY VOTES.

Any proxy vote must be deposited with the Corresponding Secretary not less than one week previous to the casting of such vote.

ARTICLE IV.

DUTIES OF OFFICERS.

SECTION 1. *President.*—The President shall preside at all meetings of the Federation and Board of Managers, and sign all bills authorized by the Board of Managers. The President shall be *ex-officio,* a member of all standing committees. In the absence of the President, the Vice-Presidents present shall select one of their number to preside. In case of a tie the Recording Secretary, or in her absence, the Corresponding Secretary or Treasurer, shall cast the deciding vote.

SEC. 2. Vice-Presidents shall preside at the district meetings of their respective districts, and shall report to the Board at its first meeting, subsequent to such district meetings, the action taken by their respective districts.

SEC. 3. *Recording Secretary.*—The Recording Secretary shall keep an accurate record of the proceedings of the meetings of the Federation and Board of Managers.

SEC. 4. *Corresponding Secretary.*—The Corresponding Secretary shall conduct all correspondence of the Federation, send notices of regular meetings at least five days previous to the date of meeting, keep a correct list of members, and perform such other duties as are usually performed by such officers.

Financial Secretary.—The Financial Secretary shall receive and make a record of all dues and other moneys of the Federation. She shall turn over to the Treasurer all funds in her possession at least once a month, provided she may keep in the bank the necessary balance to avoid expense. She shall be required to furnish a surety bond in the sum of $500.00, the expense of the bond to be borne by the Federation.

SEC. 6. *Treasurer.*—The Treasurer shall receive, report and care for all moneys belonging to the Federation; keep an accurate account of receipts and expenditures; pay all bills authorized by the Board of Managers and signed by the President, and report to the Board at each meeting of said Board the financial state of the society, and to the Federation at the Annual Meeting. The Treasurer shall be required to give a surety bond in the sum of $2,000, the expense of the bond to be borne by the Federation. The books of the Treasurer shall be open to the inspection of any member of the Federation upon the written request of any five members. The Treasurer shall receive for her services one dollar per year, and at the expiration of her term of office, or when her successor has been duly elected and qualified, shall turn over to her successor all sums of money, books, papers and other property of the Federation.

Business Representative.—The Business Representative shall perform such duties as may be required by the Board of Managers, and shall work under the direction of the same, and report at each of its meetings.

SEC. 8. *Board of Managers.*—The Board of Managers shall make all arrangements for meetings, audit bills and attend to such other business as is not otherwise herein provided for. The Board of Managers shall meet regularly twice a month. Special meetings may be called by the President or any three members. At such special meetings no business shall be considered except that which is stated in the call.

ARTICLE V.

MEETINGS.

SECTION 1. Regular Meetings shall be held on the second Saturday of each school month, in the forenoon.

SEC. 2. Special meetings shall be at the call of the President.

SEC. 3. All calls for regular meetings shall be signed by the President and Corresponding Secretary.

SEC. 4. Admission to all meetings shall be by membership card only.

SEC. 5. As soon as practicable after the Annual Meeting and before the May meeting the members in each school at a meeting called by the correspondent, shall elect one of their number to act as correspondent for the ensuing year, and shall send the name of such correspondent to the Vice-President of the district, who shall make a proper record

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

FREEDOM IS SOUGHT FOR CHILD SLAVES.

Society National in Scope Organized for Big Crusade to Save Youth.

(By Walter Wellman.)

Washington, Nov. 27.—Vigorous efforts are to be made to mitigate the evil of child labor in the United States. It is a startling fact that there are in this country nearly 2,000,000 children working for wages. About one-fifth of all the children in the land between the ages of 10 and 15 years are at work—driving mules or picking coal in the anthracite region of Pennsylvania, dragging out miserable existences in the glass factories of New Jersey, toiling unceasingly in the cotton mills of the South, slaving day and night in the sweatshops of New York and other large cities, deprived of play and education and opportunity to develop physically and mentally. To find the way, through legislation or otherwise, to minimize this evil, an organization recently has been formed called the national child labor committee. Its headquarters are in New York, but the field in which it will endeavor to work reforms and afford relief extends throughout the United States—for the evils of child labor are not confined to any section nor to any industry.

Many of the most prominent men and women of the United States have shown interest in this work and have given the use of their names in the membership of the general committee. Among them are former President Grover Cleveland, Cardinal Gibbons of Baltimore, Bishop Greer of the Episcopal diocese of New York, Isaac N. Seligman of New York, United States Senator Tillman of South Carolina, President Charles W. Eliot of Harvard, Hoke Smith, former Secretary of the Interior, and members of the Georgia child labor committee; Jane Addams of Hull House, Chicago; Professor Felix Adler, leader of the Society of Ethical Culture and professor of political and social ethics in Columbia University; William H. Baldwin, Jr., president of the Long Island Railroad Company; Mrs. Emmons Blaine, member of the Chicago City Homes' Association; Edward J. Devine, general secretary of the Charity Organization Society, editor of Charities and director of the New York School of Philanthropy; Alexander J. Cassatt, president of the Pennsylvania Railroad Company; Clark Howell, editor of the Atlanta Constitution, and many others prominent in philanthropic and educational endeavors.—Record Herald, Nov. 28, 1904.

JUDGE LINDSEY RE-ELECTED.

Judge Lindsey of the Denver Juvenile Court has been re-elected by a plurality of more than 50,000 votes. Mrs. Florence Kelley, secretary of the National Consumers' League, writes:

"This insures to the children of Denver the continued care of the man who secured the Colorado law that any adult contributing to the delinquency of a child is himself a delinquent, and may be punished by fine or imprisonment, or both.

"No one has ever brought to light as Judge Lindsey has done the extent to which men and women profit sordidly by the tempting of children. Junk dealers buy stolen goods of them, cigarette dealers and saloonkeepers sell wares to them, telegraph and messenger companies send them to infamous places, low theaters sell them tickets. And in most communities the thoughtless public acquiesces when the children are punished. Judge Lindsey places such young offenders on probation, and with them the parent whose neglect may have made the children easy prey. But for the sordid men and women who have profited by the temptation of the children there are fines or jail sentences.

"How is it that a judge who encounters such powerful political forces as the saloonkeepers, the cigarette trust and the telegraph companies can be elected by such pluralities? It is because he has the good fortune to live and work in a city where women vote. The defender of tempted children is kept permanently in office by the votes of the mothers, the teachers, and the other intelligent women of Denver."

COLONIAL WOMEN.

The Rockford "Register-Gazette" quotes Mrs. W. H. Taylor as saying in a D. A. R. meeting:

"We are apt to think the business woman the product of modern times, but early records show this to be a mistake. The name of Margaret Duncan, Merchant, is found in early Philadelphia directories. Eliza Lucas, of South Carolina, while yet a young girl, introduced the cultivation of indigo; she also cultivated silk, spinning and weaving rich silks which were sold in England.

"Newspaper women are not a growth of modern times. Many Southern newspapers were edited by women on the eve of the revolution—most of them widows. Sarah Goddard went into the printing business with her son and daughter; Margaret Draper printed the only newspaper in Boston during the siege; Katherine Green of Rhode Island was a newspaper woman; and women of coast towns took a hand in importing and exporting on their own account.

"Women were gardeners, florists, confectioners and farmers; and one, Margaret Brent, appeared in the Assembly and demanded a vote, protesting against proceedings until she had that privilege.

"Abigail Adams wrote to her husband, John Quincy Adams, then absent in Congress: 'In the new code of laws I desire you to be more generous to women than your ancestors were; do not confer unlimited power on men. All men would be tyrants if they could. We will not be bound by any law if we have no voice or representation.'"

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(Continued from page 3.)

of the same, and thereafter during the year, all Federation notices shall be sent to the properly accredited correspondent of each school.

ARTICLE VI.

QUORUM.

SECTION 1. For any meeting of the Federation, twenty-five members shall constitute a quorum.

SEC. 2. For any meeting of the Board of Managers, seven members shall constitute a quorum.

ARTICLE VII.

DUES.

The annual dues shall be two dollars, of which fifty cents shall be for subscription to the Chicago Teachers' Federation Bulletin and one dollar and fifty cents for Federation membership, payable on or before October first of each year.

SALARIES.

The Financial Secretary and Business Representative shall receive the maximum salary of a teacher, payable monthly.

ARTICLE VIII.

OFFICERS.

SECTION 1. Officers shall hold office for one year, or until their successors shall be elected.

SEC. 2. Officers shall be elected annually, at the regular meeting in March.

SEC. 3. In case of vacancy by resignation, death or disability, temporary officers may be appointed by the Board of Managers, to serve until the next regular meeting of the Federation, when the vacancy shall be regularly filled by nomination and election; (provided, that one month shall intervene between such nomination and election, and that notice of nomination meeting shall be sent out at least five days previous to such meeting; further provided, that in case of vacancy in the office of Vice-President, nomination and election shall be by members of the district in which the vacancy exists.)

SEC. 4. New officers shall enter upon their duties at an adjourned session of the Annual Meeting, which shall be held not later than three weeks after the first annual session of the Annual Meeting.

SEC. 5. Retiring officers shall turn over to their successors all moneys, papers, records, and all other property of the Federation.

SEC. 6. Order of Business at regular meeting:

1. Reading and Approval of Minutes.
2. Reports of Standing Committees.
3. Reports of Special Committees.
4. Unfinished Business.
5. New Business.

SEC. 7. Order of Business at Annual Meeting:

1. Reading and Approval of Minutes.
2. Reports of Officers.
3. Election of Officers.

SEC. 8. Order of Business at Board Meetings:

1. Reading and Approval of Minutes.
2. Report of Financial Secretary.
3. Report of Treasurer.
4. Auditing of Bills.
5. Unfinished Business.
6. New Business.

ARTICLE IX.

COMMITTEES.

As soon as practicable after election, the President shall appoint Standing Committees on Press, Resolutions, Education, Pension, Finance, Exigencies, Rules, School Councils, Ways and Means, House and Legislation, which shall serve one year or until their successors are appointed.

Any member of a committee who fails to attend three consecutive meetings of the committee, without a reasonable excuse, shall be considered to have resigned from the committee.

DUTIES OF COMMITTEES.

Committee on Press.—It shall be the duty of the Press Committee to furnish reports of the meetings to such press representatives as request such reports.

Committee on Resolutions.—It shall be the duty of the Committee on Resolutions to consider all resolutions referred to it by the Federation, and to render a report at the same meeting, or as soon as practicable.

Committee on Education.—It shall be the duty of the Committee on Education to present to the Federation such educational matters and information as it may deem advisable. The committee shall have discretionary power as to the form of presentation.

Committee on Pension.—The Committee on Pension shall take under consideration all matters pertaining to pensions.

Committee on Finance.—It shall be the duty of the Committee on Finance to consider all matters involving the financial interests of the members of the Federation.

Committee on Exigencies.—The Committee on Exigencies shall consider matters of such urgency as demand immediate attention. This committee, in cases of necessity, may, with the sanction of the Board of Managers, take action. The membership of this committee shall be confined to the Board of Managers.

Committee on Rules.—It shall be the duty of the Committee on Rules to formulate and present to the Federation such rules as have been approved by the Board of Managers.

Committee on School Councils.—The Committee on School Councils shall keep the Federation informed on all matters concerning School, District and Central Councils, and shall devise and suggest to the Federation some plan whereby these *quasi-representative* bodies, may become, *in fact,* truly representative of the teaching force of our public schools.

Committee on Ways and Means.—The Committee on Ways and Means shall consider all business which does not properly belong to other committees.

Committee on House.—The Committee on House shall select and purchase supplies and furnishings for the Federation office, and attend to such other business as is authorized by the Board of Managers.

New Business.—Except by unanimous consent, all new business shall be referred to the appropriate committee.

ARTICLE X.

"Robert's Rules of Order" shall govern this Federation in all points not herein provided for.

ARTICLE XI.

These By-Laws may be amended at any annual meeting by a two-thirds vote; provided, written notice of such amendment has been given at a previous regular meeting; and by unanimous consent, may be suspended at any meeting.

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DEPARTMENTS.

EDUCATIONAL.

Membership in this department shall be limited to teachers who are members of the Federation and such other teachers as are not eligible to membership in the Federation.

Management of details, funds, etc., shall be in the hands of the Federation's Standing Committee on Education.

All work shall be determined by the choice of the teachers themselves, who shall make recommendations to the Educational Committee.

The plans of the Committee shall be approved by the Federation.

Dues in the Educational Department shall be one dollar per year.

MORTUARY FUND.

Provisions Adopted at Meeting of Federation Nov. 12, 1904.

MEMBERSHIP.

Members of the Chicago Teachers' Federation, principals of schools, and teachers who are ineligible to Federation membership may become members of this department on payment of the initiation fee. Associate members and principals and teachers not eligible to Federation membership may join this department.

FEES, DUES AND ASSESSMENTS.

Initiation fee shall be fifty cents, which shall include the first assessment. Dues shall be twenty-five cents per year, payable not earlier than Oct. 1, nor later than Dec. 15 of each year. Assessments shall be twenty-five cents for each death, payable on or before one month from the date of notice of death, and if then unpaid, membership shall lapse. Members who allow their memberships to lapse shall be eligible to renew them on the same basis as new members. Members of the Federation who allow their Federation membership to lapse shall thereby cease to be members of this department.

FUNDS.

The initiation fees, annual dues and ten per cent of each assessment shall be used for the necessary printing, postage, etc., incident to the proper carrying out of the spirit of this department.

BENEFITS.

The entire sum collected from any assessment, less ten per cent, shall constitute the death benefit, which shall be paid to the beneficiary of the deceased member immediately on receiving proper notification and proof of the death of a member.

COLLECTION AND DISBURSEMENT OF FUNDS.

All funds of the department shall be collected and disbursed by the financial secretary and treasurer of the Federation, and no death benefit shall be disbursed by the treasurer to any beneficiary other than the person or persons named in the certificate of the member. Before any death benefit is paid, satisfactory evidence must be furnished that membership had not lapsed.

ANNUAL MEETING.

The members of the Mortuary Fund Department shall meet once each year during the month of January for the election of a chairman and auditors for the ensuing year and the transaction of such other business as may properly be brought before such meeting.

ANNUAL REPORT.

The chairman shall, at the annual meeting in the month of January make a report of the work of the department, including the receipts, disbursements and balance on hand. This report, in condensed form, shall be mailed to each member before May 1, of each year.

AMENDMENTS.

These by-laws may be amended at any annual meeting of the department by a two-thirds vote of the members present at the meeting and voting on such amendment, provided that the proposed amendment has been presented to each member at least one month previous to such meeting or by unanimous vote of the members present and voting without such notice, and provided that such amendment shall be ratified by a two-thirds vote of the members present at the annual meeting of the Federation.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, December 10, 1904.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, December 12, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

Doubly Secured Investment

12% Guaranteed
(3% Quarterly)

Investment Absolutely Safe

We manufacture a Specialty and profits are enormous. We earned 19¼% last year and can more than double our business by increasing our manufacturing facilities, to do this we will sell a small amount of stock.

Safer than a bank, for your investment is Guaranteed by the largest and most reliable insurance company in the world.

We prefer a large number of small investors, as every stock holder increases our business which means an increase in profits.

We have been established sixteen years and can furnish best of commercial, bank and personal references.

If you are interested address

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PIANO BUYERS

Find Strong Temptation

—IN—

November Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 248 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

FOR NOVEMBER ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465

Special Offer, complete $275

Easy Payments if Desired.

W. W. KIMBALL CO.

(ESTABLISHED 1857)

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CARSON PIRIE SCOTT & CO.

STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $2.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, DECEMBER 9, 1904. No. 3.

BOARD OF EDUCATION.

Wednesday, Dec. 7, 1904

The President, Mr. Mark, appointed a committee of seven to draft provisions concerning the organization and conduct of the Educational Department of the Municipality for Incorporation in the new Charter. The following members were named on the committee: Mark, White, Stolz, Fetzer, Thorpe and O'Ryan. Supt. Cooley was added to the committee and the suggestions of principals' and teachers' organizations invited. The lines on which amendment are suggested include the following:

That the Board of Education should be given specific authority to conduct a training school for teachers, it being maintained that the board has no actual legal authority to run the normal school.

That the board be given definite authority to conduct manual training schools, trade schools, vacation schools and evening schools.

That the tenure of office of the superintendent of schools be fixed at five years.

That teachers be given permanent tenure of office.

That the superintendent of schools be given the power of initiative in the appointment and promotion of teachers.

That provision be made for the pensioning of teachers outside of the present contributions made by deducting part of the salary.

That adequate educational funds be insured to meet the constant growth and increased demands, and to provide for kindergartens, manual training and domestic science teaching in all the schools of the city.

The following reports were concurred in:

That Grace B. Marsh be awarded a certificate as teacher in the high schools.

That Julia O. Donoghue be awarded a certificate to teach in the elementary schools.

That the superintendent be authorized to employ, temporarily, Mae I. Mayer, a teacher in the Mark Sheridan School, to take charge of the room opened for crippled children in that school, and that she be permitted to carry on this special line of work until such time as the board has fully qualified teachers for this position, and that while Miss Mayer is so employed she shall be paid on the regular schedule for teachers of crippled children.

That Maude Pearce and Elvira W. Booth be placed on the list for appointment to positions as teachers of kindergartens, in accordance with the rules.

That Ruth Schurtz be awarded a partial certificate to teach in the elementary schools under the rules.

That after the Christmas holidays the public schools be opened on Tuesday, January 3, 1905.

That in consequence of the closing of the day schools on Monday, January 2, 1905, the date of the opening of the evening schools be changed from January 2, 1905, to January 9, 1905, and that the evening schools close on March 17, 1905, instead of on March 10, 1905.

That Charles F. Fitzgerald be awarded a certificate to teach manual training in the elementary schools, to date from September 5, 1904.

That, at its meeting held November 21, 1904, the Superintendent of Schools was instructed to interpret the rule allowing two entertainments per year in the public schools to mean: "No permission be granted for the holding of bazaars in the public schools."

That since the above action the superintendent has received statements from several principals that they have incurred some expense in the preparation of work and the purchase of materials for such bazaars, which will be entirely lost if they are not allowed to proceed with their plans.

That, in view of such expense incurred by principals, the rule above stated be not made retroactive, and that authority be granted for the holding of such bazaars where expense was incurred and preparations begun for them prior to the passage of the rule, on condition, however, that such entertainments be confined to the exhibit and sale of work and materials prepared by pupils, and that all features having the elements of games of chance be eliminated from the programs.

That Winifred J. Hammond be placed on the list for appointment, in accordance with the rules.

That drawing supplies be purchased for use in the Newberry School at an estimated cost of $25.00, on requisition from the principal, approved by the Superintendent of Schools, the amount to be charged to the Newberry fund.

That all notices to parents or guardians in the cases of absences, etc., heretofore sent by employing pupils to personally deliver the same at the homes of the absentees, shall, in the future, be sent to such

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parents or guardians through the mail, and that the Superintendent of Schools be authorized to obtain a supply of prepaid postal cards necessary for the carrying out of this order.

That the following named persons, who hold valid certificates to teach in the schools for the deaf in Chicago have been reported to the State Superintendent of Public Instruction and have been appointed by him as teachers of the deaf in the public schools of Chicago, in accordance with the provisions of the act of June 11, 1897: Cordele Andrews, Mabel Matoon King, Clara Ellen Newlee, Lillian Bell Pearse.

That, in accordance with the authority granted by the board on November 23, 1904, to employ the teachers in the McCowen Oral School until after they take the examination, the Superintendent of Schools has assigned Daisy M. Cannon as a substitute teacher for the deaf.

BOARD OF EDUCATION.

Wednesday, Nov. 29, 1904.

The following action was taken:

The President, Mr. Mark, submitted the following revised list of committees for the year 1904-1905:

Committee on School Management—Mr. Cameron, chairman; Messrs. Claussenius, Dudley, Stolz, O'Ryan, Fetzer, Rowland, Mrs. Keough, Messrs. White and Fitzgerald.

Committee on Buildings and Grounds — Mr. Thorp, chairman; Messrs. Tilden, Thompson, Plamondon, Chvatal, Kuflewski, Shields, Hayes, Duddleston and Weil.

Committee on Finance—Mr. Fetzer, chairman; Mr. Tilden, and the Chairman of the School Management Committee and the Chairman of the Buildings and Grounds Committee.

The following reports were concurred in:

That Sarah C. Hunter was elected to the position of head assistant in the Henry Clay School on June 29, 1898, and on January 1, 1899, her salary was fixed at $1,000.00. She was re-elected annually as head assistant until June, 1903. The records for June, 1903, and June, 1904, through some error, fail to show her re-election as head assistant, although she has occupied that position.

The superintendent, therefore, recommends that the records be corrected to show the re-election of Sarah C. Hunter to the position of head assistant in the Henry Clay School.

That Agatha A. Jennings, who holds a certificate as principal of an elementary school, dated February 7, 1900. should have been reported for promotion to the first group of salaries, promotion to date from September 5, 1904, but that through accident her name was omitted from the list.

The superintendent, therefore, respectfully recommends that Miss Jennings be promoted to the first group of salaries, to date from September 5, 1904, in accordance with the rules.

That Victoria Lenwein, a former teacher, be placed on the list for appointment to a position in the elementary schools, in accordance with the rules.

That Esther R. Perry, a teacher in the Goldsmith School, be elected head assistant of the Goodrich School in place of Marietta Edington, placed on the unassigned list.

That Martha V. Bishop of the Calhoun School be elected head assistant of the Holden School in place of Caroline W. Colton, resigned.

Report on teachers married during the years 1903 and 1904, to date:

The Superintendent of Schools respectfully reports that the rules of the Board of Education (Section 207) require that he shall report to the board the names of teachers who have married while in the service of the Board of Education.

The superintendent, therefore, respectfully submits the following list of teachers in the schools who have changed their names by marriage during the school year 1903-4, and during the present school year to date:

School—Former Name—Name After Marriage:
Normal—Therese R. Torgatsh; Therese T. Dillon.
Hyde Park High—Margaret Smith; Margaret S. Young.
Lake View High—Carolyn Parrish; Carolyn P. Olmsted.
Arnold—May Shriner; May S. Doyle.
Avondale—Ida L. Morton; Ida L. M. Fursman.
Beale—*Alice M. Conlong; Alice M. Gayman.
Blaine—*Julia Fountain; Julia F. Foberg.
*Anna Kappes; Anna K. Eickelberg.
Brentano—Stella E. Palmer; Stella P. Halvorsen.
Bryant—Melane J. Hildebrandt; Melane H. Wolff.
Burroughs—*Helen E. Padget; Helen E. Hadley.
Carpenter—Anna O. Olsen; Anna O. Espeseth.
Chalmers—Julia Reddick; Julia R. Butts.
Clarke—Serena B. Hogan; Serena H. Hayes.
Cummings—*Lillie A. Edman; Lillie A. Mathie.
Darwin—*Charlotte M. Greyware; Charlotte M. Smith.
Annie E. Rees; Annie E. Jones.
Dewey—Katharine A. Byrne; Katharine B. Seaman.
Dore—Nellie Mackey; Nellie M. Horen.
Anna L. McNulty; Anna L. McInerney.
Earle—*Louise B. Sinank; Louise M. Britton.
*Nellie Jillson; Nellie J. Baker.
Ericsson—Carrie L. Bisbee; Carrie L. Varcoe.
*Mabelle A. Peacock; Mabelle A. Costello.
Farren—Carrie A. Keefe; Carrie A. Slusser.
Forestville—*Daisy Springer; Daisy S. Ingalls.
*Sarah I. Proudfit; Sarah P. Roden.
Foster—Jessica D. Mackway; Jessica M. Waldron.
Goodrich—Mae Graham; Mae G. Chapman.
Ethel A. Holmes; Ethel H. Walker.
Mary Carlson; Mary C. Niestadt.
Graham—Alice Mitchell; Alice M. Shortle.
Grant—Lucretia R. Kester; Lucretia K. Sampson.
Hancock—Nellie G. O'Brien; Nellie G. Torpey.
Hamilton—Frances C. FitzSimmons; Frances F. O'Connell.
Hamline—Alma C. Anderson; Alma C. Swane.
Harrison—*Grace Y. Priest; Grace Y. Naphys.
Hawthorne—Grace Lauterman; Grace L. Hawkins.
Hedges—Mary C. Smith; Mary C. Ryan.
Headley—Olga M. Waller; Olga M. Boyd.
Irving—May F. Power; May P. Avery.
Jefferson—*Emma Atkinson; Emma A. Fyfe.
Jungman—*Adele R. Weiskopf; Adele R. W. Sabath.
Keith—Florence A. Johnson; Florence A. Brent.

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King—Elizabeth P. Wilson; Elizabeth P. Patterson.
Margaret E. Emerson; Margaret E. Holway.
La Fayette—*Margaret M. White; Margaret M. Gill.
Langland—*Jennie Clancy; Jennie C. Sheehy.
La Salle—*Fannie Goodman; Fannie Waldbott.
*Marjorie MacBurney; Marjorie M. Lincoln.
Logan—*Lela M. Peet; Lela P. Poinier.
Mann—Carrie Sherman; Carrie S. Christie.
McCosh—Mary L. Lincoln; Mary L. Sayer.
Morris—*Lenna G. Atwood; Lenna G. A. Ladd.
*Carrie Heyle; Carrie H. MacCrohan.
Nixon—*Kate MacDonald; Kate M. McCormick.
Otis—Grace C. Bryce; Grace C. Hull.
Parental—Mary W. Warner; Mary W. North.
Peabody—Nellie A. Tarby; Nellie T. Woulfe.
Maude E. Thompson; Maude E. T. Kerr.
Pullman—Elsie M. Howe; Elsie H. McKenney.
Anna M. Mott; Anna M. Streeter.
Ray—Belle McCartney; Belle M. Rose.
Ryerson—Elsa J. Hildebrandt; Elsa J. Shalek.
Scammon—Mary B. Bryant; Mary B. Catelain.
Schiller—Nora Horan; Nora H. Ilg.
Schley—Katherine Dempsey; Katherine D. Hyde.
Grace E. Willard; Grace E. W. Kaiser.
Martha M. Matzinger; Martha M. Stevenson.
Sexton—*Bertha Thorsson; Bertha T. Jacobson.
Sherman—*Joanna M. O'Brien; Joanna M. Riordan.
Shields—Annie J. Lindsay; Annie J. L. Smith.
Skinner—Nellie Aggen; Nellie A. Hempenius.
Spry—Florence J. Millerd; Florence M. Herrick.
Stanley—*Katherine R. Gavin; Katherine G. McIsaac.
Talcott—Evangeline Gavin; Evangeline G. McCoy.
Tilton—Stella Robertson; Stella R. Cottrell.
VanVlissingen—Harriet Chumleigh; Harriet C. Lapham.
*Grace Pennoyer; Grace P. Bixel.
West Pullman—Effie De Young; Effie D. Bailey.
Whittier—*Eliza M. McNanley; Eliza M. Newman.
Yates—Frances C. Tynan; Frances C. T. Williams.

School Year 1904-5 to Date—

Adams—Mary E. Whalen; Mary W. Frawley.
Brenan—Elizabeth M. Beatty; Elizabeth M. Brown.
Burr—Victoria Matthews; Victoria M. Hutter.
Coonley—Mary A. Surridge; Mary S. Brander.
Elizabeth E. Reichert; Elizabeth R. Horstman.
Farragut—Katherine Scanlan; Katherine S. Kelly.
Greene—Daisy P. Abbott; Daisy P. Hayes.
Hancock—Sarah E. Lamb; Sarah L. O'Mara.
Abbie L. Moran; Abbie M. Robertson.
Harrison—Eva E. Boyles; Eva E. Clerc.
Hartigan—Mary A. Hurley; Mary H. Dunlap.
Healy—Florence Sutherland; Florence S. Crabb.
Holden—Mary F. Jephoon; Mary E. Gawley.
Howe—Kate Lester; Kate L. Hawley.
Jefferson—Julia A. Sullivan; Julia A. Keating.
Madison—Isabella F. Boraker; Isabella B. Stevenson.
Mavor—Alice Harberg; Alice H. Bek.
Parkman—Emma Vollquardson; Emma V. Malcolm.
Peabody—Alice Costello; Alice C. Bruce.
Prescott—Nellie Kingsley; Nellie K. Tilton.
Pulaski—Ida Pohle; Ida P. Herzberg.
Pullman—Elva A. Hill; Elva H. Matlock.
Ravenswood—Anna Drumm; Anna D. Fagan.
Ryerson—Mary V. Plowright; Mary V. Atkinson.
Schley—Constance Menzel; Constance M. Van Ness.
Walsh—Mary L. Mackey; Mary L. Spengler.
Swing—Margaret Hayes; Margaret H. Dodge.
Tilton—Isabella McCallum; Isabella M. Gano.
Brentano—Dorethea Dowd; Dorethea D. Lammers.

*Resigned, or not teaching.

TEACHERS' SALARIES.

President William R. Harper of the University of Chicago sums up the teachers' salary question as follows:

1. The salaries paid are insufficient in view of the grade of talent demanded for the work of instruction. It is universally recognized that strong qualities are called for in a teacher, and that a successful teacher is one who can succeed likewise in a multitude of ways outside the profession of teaching. Yet we are willing to pay to our children's teacher a salary far less than is paid in many cases to the keeper of our horses or to the keeper of our cattle.

2. The salaries paid are insufficient in view of the large amount of technical preparation required for the performance of the duties of the office. Years of preparation are required; first, in the high school and later in the college or professional school. Is it justice to those who have pursued this laborious course that in the end they should find themselves limited to a salary so small as to seem pitiful in view of the hardship undergone and the expense which has been incurred?

3. The salaries paid are insufficient in view of the character of the work required of the teacher. The four or five or six hours in the schoolroom require a strength of body and a strength of mind as great as is required in the practice of any profession. In no other work can it be so truly said that the toiler gives forth of his own strength to the one for whom he toils.

4. The salaries paid are insufficient in view of the necessary professional expense connected with a teacher's life. The teacher who is to maintain his or her position must read daily. This requires the purchase of many books. At least 20 per cent of the teacher's salary can be spent to advantage in this kind of effort to renew the mind and the body. Can it be done on the present basis of salaries?

5. The salaries paid are insufficient in view of the provision which should be made beforehand for old age. It is a serious question whether a woman over 50 or 55 years of age can teach in the grades. But what is there left for a teacher that is compelled to give up her work at the age of 50 or 55? No new occupation can be taken up. The work of life is practically finished and yet the individual must go on living possibly many years.

PROVERBS OFF THE KEY.

Two weds are better than one.
True love never dyes.
Money makes Chicago.
Sins cover a multitude of charities.
Still waters are intoxicating.
Evil is the route of all money.
Poets are born in Indiana, not Maine.
Look not on the wine when it is table d'hote.
Cleanliness is next to impossible in Chicago.
The woman who hesitates is one—in a million.
Never say dye; do it if you must, but say nothing.
Many are called, but few have better than sixes up.
The diamond is the hardest known substance—to pay for.
People who live in glass houses mustn't—but advice on such impractical people would be wasted, so what's the use.—Franklin P. Adams.

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UNIVERSAL SUFFRAGE

From Ethics of Democracy.

Louis F. Post.

Government by all the governed, commonly designated self-government, can be administered only by universal suffrage. All the people do not govern unless all have a potential voice in the government. Universal suffrage may indeed fail to secure government by all, but there is no such thing as government by all without it. The question, then, of whether or not suffrage is a natural right is determined by the question of whether government by all or government by superior force is the natural kind of government.

It may well be objected that a majority under universal suffrage is in no wise different from an oligarchy under restricted suffrage, for it is true that majorities are often autocratic. But this is chargeable to defective methods. In essential principle, and to a very high degree in actual practice, majorities are radically different from oligarchies.

Majorities proceed upon the principle that rights to life and liberty are natural and equal; oligarchies proceed upon the theory that these rights are neither equal nor natural, but are gifts from superiors. In actual practice an oligarchy, which is a stable class placed over other classes, is unresponsive to their demands; whereas a majority, a shifting quantity in only one class but that a class which embraces the whole community, is affected by all. With these distinctions clear, all rational objections to government by majority are removed, if we conceive of government as confined to its legitimate functions. When government is conceived of as possessing power to regulate private concerns, government by majority is as intolerable as any other species of tyranny. But when it is conceived of merely as the agent for protecting natural rights and administering common property, government by majority commends itself as fair and natural. It is the only method of securing in common concerns common action in accordance with common agreement.

The same distinction also makes the naturalness of the right of suffrage self-evident. To have a voice in the management of the organization which is charged with the protection of everyone's life and liberty and the administration of everyone's interest in common property, is a natural right if anything can be.

Objections to universal suffrage as a right, which rest upon the absurdity of extending the suffrage to minors, to convicted criminals and to the insane, assuming that universal suffrage logically demands that extension, are the veriest pettifogging.

There is a period in everyone's life when he is concededly incompetent to participate in government. This is indubitably true of an infant in arms. Later there comes a period when, if of sane mind, he is competent. This is certainly true of the man or woman of 30. But as no general rule can be formulated for determining as to each person when he crosses the line between the incompetency of childhood and the competency of manhood, it is customary to fix an age period of general application arbitrarily. If the period fixed be reasonable, it involves in no rational sense a denial of the suffrage.

A similar principle applies to the insane. Men who are adjudged incompetent from insanity to manage their own affairs, may be denied the suffrage without the slightest prejudice to the principle of suffrage as a natural right. And as to convicts, the same principle that justifies the denial to them of life or liberty consistently with the theory of natural rights to life and liberty, may deny them the suffrage without raising any question of inconsistency with reference to the suffrage as a natural right.

In other words, to withhold the suffrage from persons incapable of performing ordinary obligations is not inconsistent with the principle that suffrage is a natural right. Liberty is a natural right. But consistently with that right children are held in tutelage. Consistently with that right any one who is "non-compos" is restrained. Consistently with that right again convicts are imprisoned. To argue that the suffrage is not a natural right because it is properly withheld from immature individuals, from individuals adjudged "non compotes," and from criminal convicts, is to argue that liberty itself is not a natural right, then the only basis for natural right is superior force, which is a moral absurdity.*

Self-government has been defined as not a right at all but a capacity; and the right to exercise a capacity, as depending on the possession of it. That is a queer inversion. Without enjoyment of the right, the capacity can never be acquired. It is experience in governing himself that gives strength of character to the individual; it is the experience of their members participating in public affairs that gives strength of character to communities. Even if that were not so, the anti-suffrage contention falsely assumes that some people can govern other people and some communities other communities better than the others can govern themselves If this were true, it would lead straight to universal monarchy. For there must, in that case, be at any given time some man who can govern all the rest better than they can govern themselves; and in accordance with the contention he ought to be enthroned. At any rate, that contention is the essential principle of monarchism, which derives all its force from the theory that the masses cannot govern themselves, but must be governed, both with reference to their individual and their communal rights, by others.

Though we admitted this principle, we should still have to ask how the governing nations or classes are to be selected. If they were selected by the gov-

*Same subject further considered in Part VII, Chapter II, *"Patriotic Ideals,"* and Chapter III, *"Trampling Upon Patriotic Ideals."*

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erned, that would be government by consent of the governed. But they never are so selected. They select themselves. And they do so selfishly. No nation or class has ever forced its dominion upon another for the good of the latter, and none ever will. The desire for mastership is the most evil of all passions; and however it may mask its designs in philanthropic pretensions, the nation or class that seeks to govern others does so for its own aggrandizement. "It is not for my breakfast that you invite me down," said the goat in the fable to the wolf who had urged him to descend to the foot of the cliff where rich grass would give him better breakfast, "but for your own."

The mob that blows up a factory with dynamite is not to be let alone, it is objected; as if the right of its members to self-government demanded that it should be let alone. The objection is not pertinent. In such a case the mob is restrained because it is denying the right of self-government to others. If the mob could harm no one but its own members, and not disturb or jeopardize the public peace, there would be no right of interference on the part of the community. Again, the hypothesis of government of physicians and keepers in a lunatic asylum by the insane inmates, is gravely advanced as an illustration of the unsoundness of government by majorities. This is on a par with the familiar and oft-answered objection to universal suffrage, that infants in arms would under that doctrine have the right to vote. To make exceptional conditions like these the basis for an argument against self-government and universal suffrage is to expose the weakness of the cause in behalf of which it is made.

No such plea would be offered by any candid man who had analyzed the principle of self-government by universal suffrage before attacking it. Let it be clearly understood that the principle of self-government has a twofold application—in its relation to the individual, and in its relation to the community; that in its relation to the individual, it implies that his freedom shall be limited only by the equal freedom of everyone else; that in its relation to the community, it implies that each ordinary person of maturity shall have an equal voice with every other in affecting the majority which determines the current management of affairs that are common to all—let these simple and self-commendatory propositions be apprehended, and all the frivolous talk about voting in lunatic asylums, about voting by babies, about majority government not being self-government, will sound as puerile as in fact it is. And as to the common assertion that the end of all good government is self-government, that will sound as empty as the same sentiment applied to an individual thus: "The end of all good conduct is self-conduct." As the individual's conduct cannot be good unless it is self-controlled, neither can government be good unless it is self-government. Despotism may preserve the peace, but despotism cannot make men peaceable. Self-government by universal suffrage, and this alone, can do that. It may not do it at once, for character is not made in a day. But this is the only kind of government that can do it ultimately.

WOMAN CONSTITUTIONALLY CLASSED.

The State Constitution of Wyoming, Colorado, Idaho and Utah make no discrimination against sex. Women are citizens and vote on equal terms with men. All other State constitutions make invidious distinctions. The majority classify women, idiots, criminals and untaxed Indians, in the category of the disfranchised. This official brand of inferiority reflects on the moral tone of the nation. Politics—the religion of our national life—is a synonym for corruption and vice. The morality and purity which women could infuse into public affairs is denied on the most illogical of pretexts, while the naturalized foreign felon is admitted to participate in citizenship.

So lightly do we hold the claims of men from the standpoint of fitness to govern, that in fourteen States a foreigner, knowing nothing of our institutions or principles, can vote "on intention of being naturalized," even though he has just landed on our shores. The American born woman, with a line of American ancestors, is superceded by these alien hordes.

That one-half of the people of the nation should be dominated by the other half, upon no better credentials than those of sex is an injustice that mocks our republican motto of "equal rights for all."

Ida Porter Boyer.

AN EQUAL SUFFRAGE CONVENTION.

The day has arrived when the world must take into account the fact that women are exerting a decided influence in the political world—an influence that is nonpartisan, and, therefore, one upon which none of the existing parties can rely.

One needs only to talk to an enthusiastic woman suffragist to prove that women will know how to use the ballot when they obtain it.

One needs only to visit one of the conventions of this organization to prove that the women who seek equal suffrage are made of the qualities that endure until victory is won. In these conventions the woman suffragist will be seen in her native element; and the first impression one gets is that of earnestness. The next impression is one of lost individuality, for the suffragist is a woman who forgets herself in concern for cause, and the usually inevitable ego seems to have been entirely eliminated, not only from her convention, but from herself.

The suffragist curls here hair, wears diamonds and tailored gowns; but, unlike many women, she seems to forget her clothes the minute they are donned.

It is her intelligent purpose that makes her strong. It is her devotion to duty and her conviction of right and justice that converts you to her cause. It is her womanhood that inspires you and her truthfulness that captivates you.

The suffragist says little about what she will do when the ballot is hers. All she seems to be wanting now is the equal right to vote upon public questions, and to participate in the government which is so largely hers—a government whose laws she must obey, and which her taxes and labor help to support.

She is tired, she says, of being classed with imbeciles, aliens, insane and criminals, and she asks the right of the ballot that she may stand in her proper place toward the nation—a place which both her quick intelligence and her relation to the generations yet unborn demands.

The universal ballot certainly means a readjust-

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ment all along political lines for all parties. There has not been a time in the history of any country when one-half of its intelligent citizens were suddenly given the power to assist in the government; and this power must of necessity cause much consternation among those partisans who care more for party than for principle, more for low politics than for high purposes. Kate Alexander.

WHY FAVOR THE MEN?

Director Pieplow of the Milwaukee school board wants all teachers who have graduated from both normal school and a college and who are now teaching in that city paid higher wages. We do not exactly understand the purport of this scheme. If it means that mere graduation is to establish the wage increase, we dissent. It matters little from what school or schools the teacher has graduated. The vital question is, Can he teach school? Answer this question in the affirmative and whose business is it to dictate the salary scale on a graduation basis? There is many a state-certificate man who can teach all around a Ph. D. professor. As a general proposition it is safe to say that, other things being equal, the normal and college trained teacher has the advantage over one who has not completed both—that is, at the start. The theory is good, but actual experience in the schoolroom must tell the story of one's competency, not his degrees or diplomas. We are of the opinion that when Superintendent Pearse gets a good grip on the Milwaukee school business some of the puerile antics of that school board will find a last resting place in the pigeon-hole of oblivion.—Wisconsin Journal of Ed.

[The real nub of the Pieplow resolution is not referred to in the above. It applies only to "male" teachers. (By the way, what is a "male" teacher?) We shall be pleased to give space in this journal to any member of the Milwaukee School Board who will set forth for publication over his own signature one good reason why a man should receive more for teaching than a woman who does the same work.]

SAMPLES OF IGNORANCE.

Then followed a number of questions asked applicants for certificates and the answers given. Here are a few samples quoted:

"Name the bones of the lower extremities."

"Hips, furma and flanges."

"Name the three vital organs."

"The head the trunk and the extremities."

"What juice aids digestion in the stomach?"

"The spits."

"Name a secretory organ and the excretory organs?"

"The brain secreates and the tongue excreates."

Then followed some questions in geography, the questions and answers being given. Here are samples:

"What are the political divisions of North America?"

"The Arctic Ocean, the Atlantic Ocean, Gulf of Mexico and Cambian Sea."

"What is the position of Japan?"

"It is like a dog with his feet crumpled up under him."

Another bright applicant set forth the fact "the decleration of Indipendence was written by Abraham Lincoln in 1862 and went into effect in 1863 in Washington."

Some questions and answers in grammar are then given as follows:

"What is the origin of our alphabet?"

"The alphabet originated from the English language. Adam was the first man to speak the English language."

"What are pronouns?"

"I, he, she, it. I is the first person, he is the second person, she is the third person, it is the fourth person. Pronoun is used instead of noun."

"Give plural of alderman."

"Alderman is a man that is older than a younger man."

Another intelligent applicant put forth the following unique proposition:

"A cort-martial is some kind of a utenciel to use."

Another, in referring to text books, said: "The uniformity text book is a good book to yuse. It have large print and pretty pictures; therefore, i favor it."

THE ONE THING LACKING.

The Chicago Record-Herald prints this story, related by a club woman:

"My friend's colored cook went to a wedding a few evenings ago. My friend had heard so much about this wedding beforehand that she felt decidedly curious. The morning after, she asked questions. Rosalie, all delight and excitement, was only too glad to tell.

"'It was de mos' gorgeous weddin' I ever see,' she joyously related. 'De supper was jus' fine, an' de flowers! Sure, Missy, I 'spected ter see de ole sarpint crawlin' aroun', dat house was so gay wid blossoms. It sure looked laik de Garden ob Eden. De bride was jus' lubly, an' her dress were a picter! An' de cake an' de best man, an' de maid ob honor was all perfectly gran'!'

"And was the groom perfectly grand, too?" Rosalie's mistress inquired.

"'De groom, Missy!' was Rosalie's contemptuous answer, 'was de only t'ing dat spile dat fine weddin'. Would you believe it, Missy, dat mizable, onery, no-account nigger nebber showed up at all!'"

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, December 10, 1904, 10:30 a. m.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, December 12, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

LOANS TO TEACHERS BY A TEACHER

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THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $3.00 and..... **$1.50**

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WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, DECEMBER 16, 1904. No. 4.

TEACHERS' SALARIES.

From the Standpoint of the Teacher.

ELLA F. YOUNG.

(Extracts from an address delivered before Northern Illinois State Teachers' Association.)

In entering upon the consideration of this subject, one is immediately confronted with two propositions that appear at first to bear upon the attitude of the teacher toward the question of salaries. The first, stated badly, is this: The prerequisites for admission to the teaching corps have been greatly increased in the last few years. That increase necessitates the expenditure of more time and money in the preparation for teaching than formerly. Because of this increased expenditure, teachers should receive larger salaries. The second proposition originates in a point of view not far removed from that which gives rise to the first. It runs in this way: Because teachers are obliged to spend money for books and attendance upon their institutes and associations, they should be better paid. Both of these propositions assume the motive of teachers in utilizing the means, which an advancing civilization and a developing conception of education offer, to be a sense of obligation to meet the requirements laid down by the state, not an interest in things cultural and educational. They do not take cognizance of what may be termed the teaching type of mind. That type counts as desirable all means by which it may strengthen itself as an energizing element in society. It can not eliminate the idea of growth, continuous growth, from its conception of the character of the teacher.

The rejection of the two propositions which have been stated does not deprive the teacher of a standpoint from which to discuss the question of salaries. It merely clears the subject of statements of adventitious importance that befog the teacher's reasoning in the matter.

It is in teaching, as in commerce, in manufacturing, and in every department of the world's work; wages, salaries, are money equivalents for services rendered. Though the employer enlarges upon the preparation made by his employes, yet it is the value of their work that determines their salaries. Though the members of a community emphasize the requirements which applicants for the position of teacher must meet, yet it is the actual work in the present that gives the rating. For people to hold in high esteem the equipment of the teachers is an evidence of interest in their children and in the State. Practically, to define the young teacher in terms of the cultural and professional preparation is a way of indicating the necessary grade of attainments; and on the other hand to show diplomas, certificates and degrees, is all that the young teacher can do when seeking entrance into the educational field. But how different it is for teachers to argue for better salaries for themselves because of the time and money spent in acquiring the knowledge of the things that make for the welfare of the individual, the home, and the State!

The teacher functions as a determining part of the larger organization in which and for which services are rendered in direct association with the future citizens—the future men and women.

Much has been said about the extreme delicacy of the balances with which may be rationally tested the ethical and social increment resulting from the life and work of the teacher. Without depreciating that attitude toward the manifest futility of attempting to make mathematical estimates of the influence one soul may exert specifically in the development of children between five and ten years of age, we know that the influence of the teaching corps in the primary schools though not subject to measurement is not an x. The teaching corps functions as a conservative and as a constructive body in a rational society. It aims to develop an intelligent attitude of appreciation toward the worthy in the social heritage, and so acts as conservator of the good. It aims to help develop an intellectual and moral independence of the unworthy, so that slow but steady reform goes on in the industrial and political life from generation to generation. To be directly concerned in the development of the attitude of a people toward its past and its future is to be responsible in a large measure for the health, strength, and perpetuity of that people.

This work with the next generation of citizens during the formative, the impressionable years of their lives is the special function of the school. The teacher does not live in the academic world only, with its reading and writing, its observations and calculations, its literature and science; nor, when

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the manual training and home economics shall have entered into their own, will the life of the teacher be circumscribed by the industries only. The teacher lives in a stimulating and at the same time an exhausting atmosphere. The daily effort to help from twenty to fifty children, to transmute their impulsive restlessness into self-control and power that will make for righteousness, is a work that can be well done by those only who are among the strong of the earth.

The standpoint of the teacher from which the question of salary is presented is an ethical one. But the ethical standpoint is not that of inertia or of maudlin sentimentality; it is the vantage point from which we move toward the better in a world of action; it is not fatalistic, striking terror to our hearts by predicting a class struggle; it is invigorating, urging the identification of the interests of the teacher with those of the home and the State.

If the ethics of a people have not developed to an understanding of the vital relation of the teacher to the life of society, then the teaching corps should undertake in a serious, systematic way to enlighten the public mind. We have long been familiar with the church militant. There is need of a school militant moving upon the narrow prejudice and indifference to the general welfare that restrict the view of the people. It is not strange that men and women busy with their special lines of work in the industrial and professional spheres and in the home, know little of the enlarged and enriched conception of education under which the teacher of to-day works. The teachers themselves sometimes fail of a broad and deep comprehension of its meaning. The industrial, the social future of this country is involved in that conception.

The teaching corps should have an intelligent sympathy and understanding of the principles and aims of all organized efforts for the solution of problems of man's relation with his fellow man in the world of industry. * * * Its conception of education must be broad, clear and definitive. This can never include a teaching class the greater part of which is obliged to live from hand to mouth. A good salary schedule for 1 or 2 per cent of the teachers in a system of schools, a medium schedule for twenty per cent, and for the remaining seventy-eight per cent, a schedule based upon the-smallest-amount-possible, upon which an adult can be moderately well-dressed and fed, indicates the valuation of the children made by their parents and the guardians of the State. In such a community, the teacher must undertake the elevation of the ethics of the adults. That there are thousands of teachers means that there are millions of children. Are the latter less valuable because of the millions? No, for the country continues its life in its children. Are the former less valuable because of the thousands? No, for the future of the children is determined in a large measure by the teachers. The interests of State and society are bound up with the interests of the teacher.

Not as humble petitioners at the door of the government, or of the home, should the teacher present the subject of salaries; as an effective body in maintaining equilibrium and furthering progress in the political and social whole should the teaching corps present and argue its value to the individual and the State.

PLEA FOR BETTER TEACHERS' SALARIES.

BY REV. DR. R. S. HOLMES,

Presbyterian Church, Pittsburg.

Good service steadily rendered should be the measure of the wage. Intrinsic value enters into the question as surely as it does into the question of the market value of stocks, and there is this difference: there is no danger of over-capitalization by a body of public-school teachers who put a price upon their own worth, issue stock for it, and unload it on a trusting and eager public.

The public school teacher has a value and what may be fairly called an intrinsic value, too. This factor in our educational life is for the most part a woman. For a large number of children between the age of six and thirteen years she is the only educational force that means uplift, purity, cleanliness, manners, morals, sobriety, and a desire for social elevation. For the moral rescue of many a girl she is absolutely indispensable. She is, when the public ideal is met, a woman thoroughly trained, intellectually keen, broad in outlook, strong in purpose, noble in character, and above all, physically equal to the strain of five or six hours a day, and sometimes more, in crowded, heated rooms, which in spite of scientific attempt at good ventilation are scarcely better than boxes of fetid, befouled air. A woman who is all this has intrinsic value. But intrinsic value is all she can call her own. She has no safe deposit box, with coupon-bearing securities safely stored away. She has no income-bearing or bringing resources of stock, or bond, or mortgage, or real estate character. She is a woman of intrinsic value, but without money. If she had money she would not teach.

There are certain things required of her. She must dress decently or better. She must eat and pay for it. She must have a proper, respectable, and approachable abiding place. She must not wear out her energy by performance of other work outside of school hours in order to increase her income. Leaving school at from 3 to 4 o'clock in the afternoon, she should have the time until 9 the next morning for resting her body and mind, for thinking out solutions of troublesome questions which the day may have brought, and preparing for the duties of the next day. That is one of the most arduous demands made upon a teacher in any grade of school. Arnold of Rugby said he could never teach a lesson until he had gone over it afresh, no matter how many times he had already previously taught it. But as a matter of fact there are a great many teachers in this city who are compelled to sweep and cook and iron and sew and do other parts of general domestic service before school hours in the morning, and after school hours at night, in order to supplement inadequate salaries and live out of debt. Take a single example of a teacher who receives in a ward school, say, $400 per year of forty weeks. On this sum she has to live fifty-two weeks. If she pays $5 a week for room and board, and who knows where a fit woman can find room and board for such price in this city? If she pays $75 for suitable clothing, and what woman can dress as the teacher ought to be dressed on such a sum in this city? If she pays one nickel for car fare five days in the week for forty weeks,

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and $10 for books, and $10 for dentistry and physicians' fees for the year; and what woman in the teacher's position does or can buy these things for this price?

If she is religious (and if she is not, God pity her work) and pays for pew sittings in church, and for gifts for God's work in the world $10 more; and allows for that unreckoned, unreckonable item, incidentals, $10 more, she will have $15 left as the result of a year's work, and not a penny allowed to help toward a much needed change of air and place during the unemployed weeks of the summer vacation; weeks for which the mortgaged money has been laid aside to pay out dollar for dollar as the steady demand for board and lodgings comes. The illustration is not exaggerated. Any one can verify it any day.

This ward school teacher holds the most important place in the system. She has the most pupils, the youngest and most difficult to secure results from. It is from the grammar grades that the largest numbers of pupils drop out because of inability of parents to carry them further. It is the ward schools that furnish the young street loafers, and impossible caddies of the golf links, and the brazen, hoyden girls that hate school, as their parents say, because of the inefficiency of the board teacher.

Here is the rule: Poorly paid teacher working poorly; city suffering from vagabond boys and girls turned out to find another sort of schooling among the influences which swell the criminal classes. Four hundred per year of forty weeks is ten dollars per week for twelve months, or when spread from year's end to year's end it is $7.66 a week; and is less than the average family pays weekly for its one maid for general housework.

This is a plea for better pay for the teachers of city schools. Six years' experience ought to give a teacher in the ward school, if she starts with $400, at least $900 per year from that time on. Other cities have set us recently a good example. It is the hour for aggressive, progressive cities to recognize the work of the splendid women who are serving her in her public schools.—Journal of Education.

RECRUITMENT OF THE TEACHING FORCE.

BY STATE SUPERINTENDENT H. C. MORRISON. New Hampshire.

This is by far the most important problem connected with the administration of the public school system. It is not simply the question of employing a new workman to fill the place vacated by one who has left, but it is necessary to choose with such discrimination of personal qualities, professional equipment and natural aptitude that the new shall be a little better fitted for the place than the old. Otherwise the system will slowly but surely deteriorate.

It is along this line that conditions similar to those of commercial competition come in. In the open market of the profession, if that expression may be condoned, that city or institution secures the best teachers which pays the largest salaries—other things being equal. That means that a city paying low prices must accept either inexperience or mediocrity, unless it has exceptional advantages to offer other than liberal salaries. * * *

The effects of the low maximum paid lower school teachers are disastrous and cumulatively so.

In the first place, it means now, as it long has meant and will mean, that some of our best teachers are every year drafted away from our schools; their places are usually filled with inexperienced teachers, who in turn are attracted elsewhere, if they demonstrate their capacity. So far as the personal and professional value of the teacher affects the efficiency of the schools, it must be seen that that efficiency drops a few degrees every time this process is repeated. Improvement in methods and industry on the part of principals and superintendents may accomplish something to compensate the injury, but it seldom can be fully compensated. * * *

In any body, like that of a staff of teachers, the efficiency of the whole will not rise above the standard set for it, and the standard is usually, in the long run, set by those teachers who come in from outside. In this way, the efficiency of the teaching force tends, in the long run, to adjust itself to the efficiency which we are able to secure in competition in the open market. No matter how able our own teachers may be, as a body they will not rise above the standard set for them. In other words, if you pay a teacher $60 you can usually get a $60 teacher. If you pay her but $45, she will do $45 worth of work and no more. * * * —Journal of Education.

ATTACK SCHOOL JANITOR SYSTEM.

The present system of janitor and engineer service at the public schools was declared a disgrace by members of the school management committee at the meeting last week. Rev. R. A. White spoke emphatically in favor of revolutionizing the whole system and Trustee Dudley denounced conditions as disgraceful. The matter was brought up by Mrs. Keough, who announced that janitors employed children under 14 years old and paid them $1.50 a month to do the cleaning in the schools. All the members of the committee agreed that the matter was one of great importance, but as the subject is properly one for the buildings and grounds committee, Mrs. Keough was appointed as a delegate to lay the facts before that committee and urge action.—Record-Herald.

Dr. Franklin S. Edmunds of the Central high school, Philadelphia, the skillful leader of the great organized effort by which the salaries of all the teachers were raised last winter, has resigned and entered upon the practice of law, in which success is already assured. He has the best of the lawyer's tastes and talents, and has prepared himself thoroughly for the profession.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 2004.

This issue of The Bulletin is devoted especially to the question of teachers' salaries. Other issues will contain more on this subject, and also on pensions and tenure of office and other provisions, which are of especial interest to teachers, and discussion of which is timely because of the possibility of a new charter for Chicago.

Those who join an organization with the expectation of having their wages immediately increased, or their wrongs righted at once, or that they will at once receive large dividends on the amount invested, are not the desirable members, nor the ones upon whom the order can depend for its ultimate success.—Railway Clerk.

THE NEW CHARTER AND THE SCHOOLS.

The Chicago Record-Herald of Dec. 14 contains this news item:

Legislation for Chicago's public schools is to be recommended by a special charter committee of the Board of Education, which held its first meeting yesterday afternoon in the office of President Clayton Mark. The members voted to co-operate with the several teachers' organizations that are working to the same end. The wish was expressed that these bodies authorize representatives to appear before the board committee and make suggestions.

The session was executive, and there were present President Mark and Trustees R. A. White, P. Shelly O'Ryan, Ole Thorpe and Superintendent Cooley. Frank M. Sargent, director of normal school extension work, was appointed secretary and was instructed to obtain data on school laws from all the principal cities in the country.

NEW HONOR FOR MISS ADDAMS.

First Woman Invited to Deliver Convocation Address at University.

Miss Jane Addams of Hull House will deliver the convocation address to the winter graduating class of the University of Chicago Dec. 20. Miss Addams is the first woman ever invited by the university authorities to act as convocation orator. She will speak on "Modern Immigration, a Field Neglected by the Scholar."

TEACHER'S MEETINGS.

Prin. R. L. Barton, St. Louis, Mo.

* * * * * * *

Teachers should read educational works from choice and not because the superintendent or board of education cracks the whip and says "you must."

* * * * * * *

Has anyone received a practical insight and working power from his teachers' meeting work in psychology or pedagogy? I fear not. Such work has been most like the subtle discussions of the schoolmen in which it was sought to find out how many thousand angels could at one time dance on the point of a cambric needle. I have no desire to belittle the value of a proper study of these valuable sciences; but they are a dead weight in most cases to the proper inspiration of teachers' meetings.

* * * * * * *

Another kind of work, much in vogue in some places, is the reading of formal papers or essays. But these seldom quicken the thought to the point of improved activity; on the other hand, whatever the conditions of the teachers with reference to life and enthusiasm, paper readings will seldom fail to beget dead formalism; it will fail to add to the zeal, the growth, or any other good educational quality which the body of teachers may start in possessed of. An occasional lecture may be an inspiration; it must, however, either contain merit or come from one whose educational standing and reputation are such as to gild his commonplaces. Frequent performances of this kind are worse than a waste of time. Lectures from eminent educators may very justly form the condiment of teachers' meetings; they can never become the educational food needed in a system of schools.

Every corps of teachers possesses within itself the elements of success. A body of teachers may be inert, passive, machine drivers, anything most inappropriate to the proper spirit of teaching, and yet with abundant living force in the leader the case is not hopeless. There is always a nucleus which possesses vitality, which can be used to some good purpose, which will assist in the uplift. It is possible, by injudicious criticism, to crush and mangle the victim past revival. A little judicious fanning is needed often to keep alive the sparks of interest and independence.

Free discussion, talks with or without notes, should be encouraged. This will lift the meetings from the plane, of perfunctory performance. The discussions may not involve the higher principles of educational criticism, but they should involve the practical consideration of questions of present and pressing importance, lighted up by the highest educational theories of which the participants are masters. Care must be taken that fuel be at hand, in the way of questions for consideration, to feed whatever flame of interest the discussions may ignite.

The length of teachers' meetings depends upon the amount of work that is needed to be done. One hour of interest and activity is better than several hours spent without these prime requisites. The leader should have courage to dismiss the meeting when he finds that no one is being profited.—Western Teacher, November.

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PRIDE AND SIMPLICITY.

BY CHARLES WAGNER.

[President Roosevelt's remarkable speech in introducing Mr. Wagner to the Washington audience which he addressed recently, and the president's oft-repeated wish that Mr. Wagner's book, "The Simple Life," might find not only readers in every home, but imitators of the simple life portrayed in its pages, have directed to this book the attention which its intrinsic merit, though deserved, would hardly have attained for it so promptly and easily. —Editor.]

(From "The Simple Life.")

More dangerous than pride inspired by wealth is that inspired by power, and I mean by the word every prerogative that one man has over another, be it unlimited or restricted. I see no means of preventing existence in the world of men of unequal authority. Every organism supposes a hierarchy of powers—we shall never escape from that law. But I fear that if the love of power is so widespread, the spirit of power is almost impossible to find. From wrong understanding and misuse of it, those who keep even a fraction of authority almost everywhere succeed in compromising it.

Power exercises a great influence over him who holds it. A head must be very well balanced not to be disturbed by it. The sort of dementia which took possession of the Roman emperors in the time of their world-wide rule, is a universal malady whose symptoms belong to all times. In every man there sleeps a tyrant, awaiting only a favorable occasion for waking. Now the tyrant is the worst enemy of authority, because he furnishes us its intolerable caricature, whence comes a multitude of social complications, collisions and hatreds. Every man who says to those dependent on him: "Do this because it is my will and pleasure," does ill. There is within each one of us something that invites us to resist personal power, and this something is very respectable. For at bottom we are equal, and there is no one who has the right to exact obedience from me because he is he and I am I; if he does so, his command degrades me, and I have no right to suffer myself to be degraded.

One must have lived in schools, in work-shops, in the army, in Government offices, must have closely followed the relations between masters and servants, have observed a little everywhere where the supremacy of man exercises itself over man, to form any idea of the injury done by those who use power arrogantly. Of every free soul they make a slave soul, which is to say the soul of a rebel. And it appears that this result, which is social disaster, is most certain when he who commands is least removed from the station of him who obeys. The most implacable tyrant is the tyrant himself under authority. Foremen and overseers put more violence into their dealings than superintendents and employers. The corporal is generally harsher than the colonel. In certain families where madam has not much more education than her maid the relations between them are those of the convict and his warder. And woe everywhere to him who falls into the hands of a subaltern drunk with his authority!

We forget that the first duty of him who exercises power is humility. Haughtiness is not authority. It is not we who are the law; the law is over our heads. We only interpret it, but to make it valid in the eyes of others, we must first be subject to it ourselves. To command and to obey in the society of men, are after all but two forms of the same virtue—voluntary servitude. If you are not obeyed, it is generally because you have not yourself obeyed first.

The secret of moral ascendency rests with those who rule with simplicity. They soften by the spirit the hardness of the fact. Their authority is not in shoulder-straps, titles or disciplinary measures. They make use of neither ferule nor threats, yet they achieve everything. Why? Because we feel that they are themselves ready for everything. That which confers upon a man the right to demand of another the sacrifice of his time, his money, his passion, even his life, is not only that he is resolved upon all these sacrifices himself, but that he has made them in advance. In the command of a man animated by this spirit of renunciation, there is a mysterious force which communicates itself to him who is to obey, and helps him do his duty.

In all the provinces of human activity there are chiefs who inspire, strengthen, magnetize their soldiers; under their direction the troops do prodigies. With them one feels himself capable of any effort, ready to go through fire, as the saying has it; and if he goes it is with enthusiasm.

MILITARISM.

Five years of penal servitude was the sentence imposed last week by a court martial of the German army, at Berlin, upon two private soldiers found guilty of having disarmed a drunken corporal who in a public place swung his sword violently in a crowd and directly assaulted two young women with whom the soldiers were dancing. The same court martial sentenced the corporal to three months' imprisonment. In the case of the privates the prosecutor is reported to have said: "The German military law does not know of self-defense against a superior. A military subordinate must silently allow himself to be killed. The only way of reparation is subsequent complaint."—The Public.

I find three classes of men who are not willing that women should have political equality. First, the fossilized and crystallized class, who cry out against any change in church or state; the man who is "the same yesterday, to-day and forever." Second, the man of colossal conceit, who thinks a woman's brain was cut on the bias, and his own on the straight. Third, the very young man, who is learning to smoke his first cigar.—Kate F. O'Connor.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, January 14, 1905, 10:30 a. m.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, January 16, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

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SOCIOLOGY—WOMAN SUFFRAGE.

The Illinois Federation of Women's Clubs has given its annual endorsement to the woman suffrage bill. It also proposes admitting clubs whose chief purpose is sociological, and therefore the Rockford Women's club is in distress. A circular letter has been issued in which each member is asked to state, over her signature, whether as a club woman, not as an individual, she is willing to support woman suffrage; whether she is in favor of admitting to the state federation societies whose purpose is sociological; and finally whether in her judgment it is the duty of her club to dissent from the action of the State Federation on these points.

The word sociological was substituted for the word philanthropic at the recent session of the State Federation. Philanthropic gave no offense. Sociological is construed to mean danger. A parenthesis in the circular letter explains the danger; the term may be made, it is said, to include "trade unions, labor organizations and kindred societies."

In view of the fact that labor unions are organized for self-protection and mutual aid, not for sociological study, and that the admission of any club to the State Federation is subject to the approval of a board of managers elected by the body, the action of the Rockford club signifies not only mistrust of the chosen officers of a body with which it is affiliated, but a lack of grasp upon the deeper issues which occupy the minds of thoughtful men and women of the present day and possibly a tendency to accept newspaper headlines as the last word upon a subject of more than superficial importance. There is a certain helplessness shown in the disposition to "hedge" on questions of this character. Philanthropy is the effort to meet conditions of poverty and crime; sociology is the study of the causes which produce and the agencies which remedy such conditions. In substituting one word for the other, the federated women of Illinois have signified their attitude toward the evils of society to be an intelligent, not a superficial one. Rockford itself has produced at least one woman whose name stands for social service in the highest sense and whose contribution to the sociological science of the day is the fruit of that larger intelligence which does not fail or hesitate before the profounder and more serious issues. Do her associates in the Rockford Women's club imagine that the work of Miss Julia Lathrop and the other men and women whose service to society will be remembered when the dilettantisms of philanthropy, diluted with pink tea, have been rejected by society itself, that such work is possible of accomplishment without the intelligent support of the best elements in every community?

And when the 25,000 club women of Illinois have reached the point at which they are ready to furnish this intelligent support, shall the women of a progressive town stand alone in puny opposition?

If the question of admitting a trade union as such to the State Federation arises, the Rockford club will not stand alone in opposition. The admission of a trade union to any but a central body of labor is an event without precedent. The women of labor unions have little leisure for the matters which occupy most of the sessions of the State Federation. But if they find time to organize independently of their unions into clubs whose purpose is sociological, any body which contemplates social service in any form should find their point of view a distinct contribution.

The attitude of the club on the question of woman suffrage is more difficult to understand, and more discouraging to contemplate. As an individual, it is implied, with no power directly to secure the ballot, a woman may believe in universal franchise. As a club woman she should use her influence against it. The assumption that as an individual she believes in the justice of woman suffrage attests the educative influence which has been the inevitable fruit of fifty years of intelligent agitation. But the slightness of this result as compared with the intellectual labor which produced it is small indeed. As in the attitude of the Rockford club toward the study of sociology, this divided assent to the claims of woman suffrage shows an incompleteness of mental grasp which, however little it may affect the justice of the question, is indeed the strongest argument against the expediency of woman suffrage.

The purpose of the Rockford Women's club is defined in its constitution to be "social, civic and philanthropic." Unless social is to be construed in the sense of the "society column," unless civics and philanthropy be matters merely for afternoon diversion, the club in dissenting from the action of the State Federation should revise its own constitution. —Rockford Register-Gazette, Nov. 19, 1904.

AGREES MILLIONS ARE IN WANT.

Dr. Hirsch Likes a Writer's Suggestion of German Pension Plan.

"Mr. Hunter's statements are not surprising to one who has studied the economic conditions of this country," said Dr. Emil G. Hirsch, in commenting on the statistics given in Robert Hunter's recently published book, "Poverty," which shows that 10,000,000 of the American population are in want.

"Mr. Hunter's suggestion of the German pension system as a possible means of remedying the situation is a good one," continued Dr. Hirsch. "I have been preaching that very thing from my pulpit for some years. But it probably would be impossible to get a law similar to that enacted in this country.

"The situation is, therefore, very largely in the hands of the labor unions, which already have done much to reduce poverty by forcing legislation where the philanthropy of the rich has failed. With the workmen as thoroughly disciplined as they are now the unions might take steps to have such a pension fund established, to which both employers and employes should contribute. They could accomplish this end without the aid of a law."

FEW UNION MEN ASK AID.

Few applications for aid from members of labor unions are received at the Chicago Bureau of Charities, according to General Superintendent Ernest P. Bicknell, who recently entered into an arrangement with the Chicago Employers' Association to send men in need of work to the employment bureau operated by the association.

"The unions as a rule take care of their members," said Superintendent Bicknell, "and we receive few applications for assistance from such men. In addition, members of labor unions are generally competent workmen in their various lines, and are superior to many of the applicants who ask us for aid."—Chicago Record-Herald.

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Find Strong Temptation

—IN—

December Sale

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The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 243 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

FOR DECEMBER ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465
Special Offer, complete	**$275**

Easy Payments if Desired.

W. W. KIMBALL CO.

(ESTABLISHED 1857)

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CARSON PIRIE SCOTT & CO.

STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $3.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes.....	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot..	$1.35
40c Black lisle or cotton, split sole and ribbed top.....	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops.....	$1.65
50c Black cotton, with linen spliced double sole, heels and toes.....	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy.....	$2.50
$1.00 Black brilliant lisle or black cotton.....	$4.00
$1.25 Black ingrain lisle; four thread or split sole.....	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole.....	$1.00
35c Black cotton double or split sole or white foot.....	$1.25
40c Black cotton fine gauze.....	$1.50
50c Black cotton, double sole, hand seamed.....	$1.75
60c Fine Egyptian, black cotton, split sole or white feet.....	$2.00
75c plain black fine cotton or mercerized.....	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, DECEMBER 23, 1904. No. 5.

SALARY SCHEDULE, SALARY FUND, TENURE, PROMOTION AND PENSIONS IN NEW YORK CITY.

By Wm. H. Maxwell, Superintendent of Schools, New York.

(Extracts from address before Conference on Teachers' Salaries, Philadelphia, May 7, 1903.)

* * * *

Under the general head of adequate remuneration I include three chief items: first, permanent tenure of office during efficiency; second, a living wage, increasing with age and experience; and, third, a pension when age and infirmity render the teacher no longer able to perform active service.

All of these conditions, we have attained in New York. Permanent tenure of office during efficiency after a probationary period of three years is our rule. The argument against this rule is, that, by appointing teachers for a specified time, or one year, and appointing from year to year, as is the custom in most places in the United States, I am sorry to say, it is easy to get rid of inefficient or superannuated teachers. Theoretically this is doubtless true, and in some places it may be potent practice. I have not observed, however, that those communities in which appointments are made for a specified time are more successful in getting rid of inefficient teachers than we are in New York. I am quite sure that any advantage in this respect possessed by the temporary appointment plan is far more than counterbalanced by the unrest—the nervous terror constantly hanging over teachers whose living is never secure beyond a few months. Freedom from anxiety is an essential condition of the teacher's doing her best work.

I was much interested in reading, as I traveled to your city, Mr. Carnegie's great address to the ironmasters of England, in which one of the points that he made so forcibly was the absolute necessity, if workmen engaged in the steel and iron industries are to do their best work, of having their minds free from anxiety regarding the future. Now, if it be true, and Andrew Carnegie knows if it be true, that men who are working in iron and steel, to do their best work need to have their minds free from anxiety regarding the material things of this life, how much more true is it of you workers in that most delicate and complex piece of machinery of which we know—the mind of a little child.

As to a living wage, the so-called Davis law now embodied in the New York City charter, fixes a minimum for women teachers of $600.00 per annum; and a minimum for men teachers in elementary schools of $900.00 per annum. The minimum salary for women after sixteen years of service in the first six grades is $1,240.00. In the seventh and eighth grades $1,320.00, except in the graduating class of latter half of the eighth grade, in which the salary of women is $1,440.00 per annum. For men the minimum salary after ten years of service is $2,160.00 per annum, and for a teacher of a graduating class, $2,400.00 per annum. *That is the minimum fixed by law—by a law passed by the legislature of the state of New York*—and there is an increase of salary each year, except under one condition, of which I shall speak presently.

Women principals of elementary schools begin at $1,750.00 and reach a maximum of $2,500.00 after four years of service. The men principals begin at $2,750.00 and after four years of service reach a maximum of $3,500.00. In the High Schools and Training Schools women teachers begin at $1,100.00 per annum and go to $1,900.00 per annum, except in the case of first-assistants or heads of department, who go to $2,500.00. Men teachers in the High Schools begin at $1,300.00 and go to $2,400.00, except in the case of first-assistants or heads of department, who go to $3,000.00 per annum. *In all cases there is a regular yearly rate of increase.* It may not be out of place to say that this law when originally passed in the year 1900 was opposed by the Mayor of the City of New York, by the Common Council, by the Board of Estimate and Apportionment, by the Corporation Counsel, by the entire Board of Education of Greater New York, and all the borough School Boards and it was passed, largely, *and this is the important thing for you to remember—through the organized efforts of the class teachers.* They made it known that politics had no longer anything to do with appointment or promotion. Hence they commanded the support of the common people of the City of New York who are, as far as I could learn, unanimous in favoring this measure. It was opposed, as I said, by the united efforts of the entire city government. The last great struggle took place after the bill had been vetoed by the Mayor, because the Mayor of the city has a right to veto any local measure after it has been passed by the legislature. After the measure had been passed again by the legislature by a two-thirds vote in each house over the Mayor's veto, the last great struggle was made before the Governor, and there the city government put forth all its efforts to defeat the bill and to induce the Governor to veto it. The Governor, however, signed the bill. He is now the President of the United States.

It may be objected that this increase at regular rate per year with security of tenure does not tend

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to promote efficiency. That was one of the arguments against the Davis law. In other words, it was argued that when the teacher knows her position is secure and an increase of salary certain, she will become careless as to the manner in which she performs her work. This contingency, however, which I think is not likely to occur very often, has been amply taken care of in the law, which in the first place provides a probationary period of three years, during which a teacher may be removed in case of inefficiency, by the City Superintendent alone, and, in the second place, provides that no teacher shall advance beyond the seventh year's salary nor again beyond the twelfth year's salary unless her work is approved as fit and meritorious by a formal vote of the Board of Superintendents. Now, I am happy to say, ladies and gentlemen—and I speak here while the matter is fresh in my memory, because yesterday afternoon the Board of Superintendents in New York met to pass upon the fulness and merit of nearly 400 teachers whose services had been very carefully investigated, and upon whose work reports had been received from the Principals and from the District Superintendents, and I am happy to say, I repeat, that the Board of Superintendents was obliged to refuse its approval in not more than three per cent. of all those cases. The New York City teacher also may be removed at any time if the charge of inefficiency, neglect of duty, or gross misconduct is proved before the Committee of the Board of Education. The teachers in New York have their continuous office protected by law; and *after the probationary period, a teacher can be removed only upon such evidence as would convict in a court of law.* It will thus be seen that there is ample provision in the law against the encouragement of the inefficient.

The salaries I have described, while they are higher than those paid to the teachers of any other city of the country, are, in my judgment, very far from being excessive. The average salary paid to the class teachers of New York is not yet as high as the average salary paid to the policemen of New York. Surely, when the work of the Public School is taken into account—that work of which I have already spoken—the preservation of republican institutions, the creation of equal opportunities for all, the assimilation of foreigners, the increase of the productive capacity of the people through the general increase of intelligence—surely, when the paramount importance of this work is considered, it will not be contended that the teachers of our children should be paid less than those who hunt our criminals.

I do not argue for luxury and wealth for our teachers; on the contrary I believe that those who have devoted themselves to the holy calling of training the young, should bid farewell to all ambition for luxury and wealth. Their part in life is plain living and high thinking. What I do argue for, however, is such a salary as will enable the teacher with reasonable economy to enter intellectual society; to buy books; to travel occasionally; to dress tastefully; to take advantage of all proper opportunities for self-improvement; in short, to lead, but in a perfectly modest way, the life of a cultured lady or gentleman.

I have been very much interested to notice, since these salaries have been paid in New York, the number of New York City teachers who are taking courses in Columbia University, in the New York University, in Harvard University, in the summer time, or who are pursuing courses in classes organized by the teachers themselves. I have been delighted to find that the number within two years has increased fully ten times over what it was before, showing that the teachers of New York City are proving themselves grateful for what has been done for them by the state and the city and that, they are endeavoring, to the best of their abilities, to make themselves worthy of the remuneration they receive.

But the supreme argument, friends, in favor of paying such salaries, is that it is only when teachers lead the lives of cultured ladies and gentlemen that they do their best work for this nation. "But, to pay such salaries," I hear some objector replying, "will make public education far too expensive." In the words of Horace Mann, I answer, "Education is never expensive; it is worth far more than was ever paid for it. Every educated citizen is a treasure to a nation, far more valuable than a heap of gold or diamonds. Education is strength; ignorance is weakness."

Now there is another feature of the New York law upon which I wish to dwell for a moment and which I regard as far more important than the legislature fixing teachers' salaries of which I have spoken. Here in Philadelphia your Board of Education, I am quite sure from what I have seen and what I have heard, knows that the teachers of this city are not properly paid. A number of your Board would be delighted to raise salaries all around. Of that I am quite sure. They cannot do it. They cannot do it because councils will not give them the money. Now it used to be so in New York also. We could not get the money to place teachers' salaries on a proper basis from the local authorities. If we asked more money, they told us, "O, stop teaching drawing in the schools; that is one of those ornamental fringes that we don't need. Stop this manual training nonsense that you have; get rid of these Kindergartens—play schools—fool things—we had nothing of that sort when we went to school. If you do all that you will have plenty of money to run your schools."

Now, the great problem, friends, here is how to pay the teachers who are in the ranks, who are in the schools—proper salaries, and yet to have enough money to do all the things we ought to do in public schools and to extend the system in any direction that it is found necessary to extend it. Well, being in the service for some nearly twenty years, I came to the conclusion that if we had to depend upon the whims and caprices of the local authorities we would never get the money that was required either to pay the teachers the salaries they earned or to extend the system as it needed to be extended.

To give you an illustration: I remember once some years ago when I was Superintendent of Schools in the City of Brooklyn, the Board of Estimate and Apportionment which granted us money or not as it pleased, was to hold a meeting on a particular day to consider the educational budget. The President of the Board of Education was, unfortunately, detained; it was his business to present the budget to the Board of Estimate and Apportionment and argue in favor of the items set forth. He was, unfortunately, detained and at the last moment he telegraphed to me that I must go and represent

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him before the Board. I went and I had a very bad half hour. There were several things that we were asking which the learned gentlemen in the Board of Estimates and Apportionments did not approve. I remember particularly that up to that time we had never been able to get a laboratory for our Boys' High School and there was an item in the budget of $2,500.00 for this purpose. To-day we would consider it a very small item for the beginning of a laboratory of science. I well remember when we came to that item the Comptroller of the city—the man who holds the purse-strings—rose in his place and striking the table with his clinched fist, said: "As long as I have a seat in this Board I will never vote a dollar to teach such a thing as science to the children of the public schools."

After many experiences of just that kind, I came to the conclusion that we could not depend upon getting a sufficient amount of money from different administrations. Some administrations are very liberal; some cut us down to the lowest possible notch —we could not get the necessary amount of money every year from the local authorities. Just after I became Superintendent of Schools for the Greater New York, I was invited to discuss educational matters one evening before a mass meeting held in that great forum of public opinion in New York, Cooper Union. As well as I could, I tried to set forth my theory regarding educational moneys. This theory was, and is, that the Legislature of the State —the State, mind you, as the educational unit of which the local authorities are only the agent in education, because it is to the state as a whole that the education of the children is committed, must step in and say to the city, "For purely educational purposes; that is, chiefly for paying teachers' salaries, but for purely educational purposes, there must be a certain tax levied." Now, before I made this address in Cooper Union I carefully made up a statement of the amount of money raised for educational purposes in the cities of New York and Brooklyn for the preceding ten years. I found the amount and the number of mills on the dollar of the assessed valuation of real and personal property for each year it represented and I reached the conclusion that on the existing basis of assessing property in New York, we needed, in order to pay to teachers proper salaries and to extend the system as the system required extension—we needed a school tax—mind you, this does not include buildings—does not go to the material side of the school work at all—we needed a tax of 4 mills on the dollar of the assessed value of all the real and personal property in the city of New York. I made the best argument I could for that proposition. There happened to be in the audience a Senator of New York state who was very much impressed by the argument—Senator John Ford. Senator Ford took occasion to talk with me on the matter, though I had never met him before; and he immediately introduced a bill into the Legislature to put into effect what I had proposed. That bill was defeated that year; he introduced it the next year and it was defeated the next year; but the third year along with these other provisions about teachers' salaries it was enacted. Now I would not give you very much for a schedule of salaries that may be made up by the best Board of Education in this or any other city if it has got to depend upon the caprices of the local authorities. I want the law behind it that says, "Because the interests of these public schools are paramount to everything else; and because the education of the children of this nation is more important than any other interest in this nation or in this state, therefore there should be so much money raised and held sacred to this cause of education."

Now, it is not merely the teachers that are protected by this provision. The school system as a whole is protected, because the Board of Education knows precisely what it can depend upon from year to year. It knows in New York City that assessments are going to be increased by a certain rate and that there will be such an increase of school funds every year. The plan works automatically and, therefore, the Board of Education is enabled to lay its plans for the future, knowing full well that the money will always be provided. Nothing has done more to take the schools out of politics than this very enactment; because no Mayor, no Common Council, no Board of Estimates and Apportionments can now attempt to make any capital either by cutting down the expenses of the schools or by increasing them.

One more item coming under this matter of the teacher's material condition must be considered—the pensions. The pension law started in two ways: in one form in the old City of Brooklyn, now the Borough of Brooklyn, and in another form in the old City of New York. In the old City of Brooklyn there was passed a law authorizing the Board of Education to take one per cent from the salary of every teacher in the city to form a pension fund. This plan was in force up to about a year and a half ago, when the closer union of boroughs occurred under the revised version of the charter. In the old City of New York a pension fund was first provided by taking from teachers' salaries so much for each day of absence. This money was turned into a fund for the pensioning of teachers. It was found to be insufficient, as was also the Brooklyn method. It therefore was enacted by the Legislature that five per cent of all the excise money collected in the city be turned into the pension fund. Up to this year that five per cent of the excise money collected within the bounds of the City of New York has amounted to a little more than a quarter of a million of dollars a year. This year, under the new excise law, it will amount to nearly $271,000.00. Our present pension roll in New York City paid to old teachers who have retired from active service—and none of them gets less than $600.00 a year, amounts to $420,000.00 a year. It is worth a great deal more than that. In the first place, it makes it possible when a teacher has become, through old age, unable to work any longer or unable to perform efficient service, to take that teacher out of the school without turning her out, like an old horse, to grass. She goes out honorably and with a competence for old age after having rendered twenty, forty, or, in some cases, fifty years of good, faithful, efficient service to the city.

In the second place, the effect upon all the teachers is good, because every teacher in New York City who is reasonably efficient is relieved from that most dreadful of all anxieties of human life, the anxiety regarding provision for old age. Relief from anx-

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
457 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 2004.

The address of Dr. Maxwell printed in this issue contains in its entirety that portion of his paper which was devoted to the subjects of Salary Schedule, Salary Fund, Tenure of Office, Promotion in Salary Schedule and Teachers' Pensions in New York City.

This is the most complete, authentic, and intelligent brief presentation of the New York City Charter provisions on these matters that has come to our notice and we advise our readers to read it carefully and preserve for future reference. We consider this an opportune time to print this information when the agitation for a New Charter for Chicago offers an excellent opportunity to work for similar provisions in our Charter.

The data on Teachers' Pensions is printed by request and will also be valuable material for reference.

Discussion on all these subjects will be continued in succeeding issues of the Bulletin.

PUBLIC FUNDS FOR TEACHERS' PENSION.

In all civilized countries it has been held to be a plain and imperative duty for the State to reward those who have given it notable service in defending it in times of peril and in preserving its stability. Yet our own country in this, the most enlightened era of the world's history, has been singularly slow in showing appreciation of the men and women to whom it owes the greatest share of its unexampled prosperity. We boast of the great national resources of our country, but of what value would they be but for the splendid manhood and womanhood whose intelligent industry have developed those resources? In every line of work we hear praises of the trained, resourceful workman who, with keen perception and fine discrimination, grasps the whole of whatever situation he may find himself in and masters its difficulties. In recent campaign speeches much stress has been laid upon the intelligence of the American workmen; upon the fact that they read and discuss intelligently the great national and international questions and in great crises hold themselves well in hand and without hysterical outbursts offer themselves to their country's service. All this is told in every possible way and with all degrees of eloquence, but no mention is made of the great factor in bringing about this condition. To be sure, we occasionally hear a glowing tribute to our public schools as to some abstract thing which has been evolved by wise statesmanship, but of the teachers, whose individual work has made the schools what they are, no mention is made. And yet so stupendous a problem as that offered to the teachers of to-day and especially in this dear old overgrown, undeveloped city of Chicago has never before been given to any one to solve.

There is probably no one of us with ten years' experience in the schools who has not had at least one thousand children under her direct care. Children of all nationalities, from every grade of home; too many of them from places which are only pitiable caricatures of homes, and of all grades of intelligence. These children are taken in groups of fifty, strangely combined, some as pure as the lily and some with such knowledge of the seamy side of life as to make one shrink, heart-sick, from the almost hopeless task of lifting their souls from the mire on to a plane of purity and truth. But the teacher does, ninety-nine times out of a hundred, succeed in transforming this incongruous mass into a unified, happy group. She teaches self-control to one, encourages independence and self-respect in another, leads all to see the beauty of mutual helpfulness and little by little they acquire the essential virtues of citizenship. It is not an easy task. It takes all the energies of mind and heart and body. As the child passes out to the active life of the world he takes with him a part of the very life of each teacher in whose care he has been. He becomes one of the people who are making our country what it is. Because the teachers are taking this raw material and giving back to the State a product of such value, that which is the bone and sinew of her statehood, the State should see to it that an ample retirement fund is assured the teacher, not as an alms, grudgingly, but in payment of an acknowledged debt.

FLORENCE E. TENNERRY.

PUBLIC SCHOOL TEACHERS' RETIREMENT FUND OF DETROIT, MICH.

Permanent Fund. Consists of

1. Gifts, legacies, etc., designated for such fund.
2. Moneys appropriated by Board of Education or raised by approval of common council and Board of Estimates.
3. Tuition fee of non-resident pupils and interest on daily balances of moneys appropriated for teachers' salaries.
4. Moneys which trustees of retirement fund may transfer from great fund. Interest on this fund shall be turned over to general fund and used in payment of annuities. No other portion of permanent fund shall be so used.

General fund consists of

1. Deductions from salaries of teachers, not less than 1 per cent nor more than 3 per cent. No deduction made on basis of more than $1,000.
2. Income from interest of said general fund.
3. All moneys deducted from teachers' salaries for absence or any cause.
4. All moneys intended for retirement fund and not left specifically to the permanent fund.

Board of Trustees consists of

President of Board of Education.

President Pro Tem of Board of Education.

Chairman of Committee on Teachers and Schools,

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of Board of Education; Superintendent of City Schools; three teachers in city schools elected from contributors to retirement fund by ballot as Board of Trustees shall prescribe; term, three years, one teacher being elected each year.

Funds are in hands of Treasurer of Board of Education.

Amount to be deducted from salaries determined by Board of Education on recommendation of Board of Trustees.

Permanent fund administered and invested by Board of Education in the name of Board of Trustees.

Board of Trustees may provide for donors to permanent fund honorary membership on Board without power to vote.

In case of discontinuance of Retirement fund all moneys appropriated therefor from funds of Board of Education (tuition of non-resident pupils, deductions for absence, and interest on salary fund) shall revert to Teachers' Salary Fund.

When Permanent Fund shall have reached $100,000 no funds shall be added to it from deductions for absence or interest on salary fund except by two-thirds vote of Board of Education.

Term of service for pension thirty years, of which twenty years must be in Detroit, or twenty-five years in schools of Detroit render a teacher eligible on application.

Teachers incapacitated for duty having taught twenty years, ten in Detroit, may be retired by two-thirds vote of the Board of Trustees.

Teachers who resign or are removed for cause may apply after three months for such portion of money contributed by them as trustees shall direct to be paid, not to exceed one-half of their contributions.

Annuities not to exceed $250. Current expenses of Board of Trustees paid from Maintenance Fund of Board of Education.

Boston.

The Boston Teachers' Retirement Fund Association was organized under an act of the General Court of the State of Massachusetts approved in April, 1900.

There is a permanent and a general fund. The permanent fund is made up of gifts and legacies specially given to it and a sum set apart by the Board of Trustees.

The general fund is made up of all gifts and legacies not specifically given to the permanent fund together with the interests of the permanent fund and amounts retained for the purpose from teachers' salaries.

There is no provision for drawing from the permanent fund.

The Board of Trustees consists of the Superintendent of Schools ex officio, three female and three male teachers selected by the teachers of Boston and four members of the Board of Education elected by the Board of Education; one male and one female teacher being elected annually for a three years' term, and two members of the School Committee being elected annually for a two years' term. All these trustees serve without compensation, but necessary expenses are paid from the general fund on approval of the Board of Trustees.

The City Treasurer is custodian of the funds, making payments therefrom under direction of the Board of Trustees. He is compensated for clerical services as determined by the Board of Trustees, compensation not to exceed $1,500 per year, appropriated by the Board of Education of the City of Boston.

The sum reserved from teachers' salaries is $3 each alternate month. The term of service is thirty years, ten in the Boston schools.

The amount of annuities is determined by the Board of Trustees as the fund will allow. The annuity for 1904 is $180 in monthly payments of $15 each.

Teachers temporarily incapacitated having taught not less than two years in Boston may be paid such annuity as the trustees determine and the fund will allow if discharged for such incapacity, provided that physicians' certificates are furnished, and annuity ceases when incapacity ceases. Such annuities are uniform in amount with other annuities.

No annuity is payable until a teacher shall contribute $540 to the fund, being assessments for thirty years, except in cases of incapacity where the board may make such payment as necessity shall require.

Teachers who have contributed for more than two years may on retiring without annuity receive one-half of amount paid by her into the fund.

The act is mandatory upon all teachers entering the service after it shall take effect and upon such others as may elect to come under its provisions. Principals, supervisors, superintendent and all instructors come under the head of teachers.

San Francisco.

Assessments $12 per year deducted from salaries; $6 per year from evening school teachers receiving less than $50 per month. Gifts and legacies. Not less than half of sums forfeited by absence.

Permanent fund composed of 25 per cent of all moneys from these sources to amount of $50,000 and all gifts specifically bequeathed.

Fund administered by a commission consisting of the Mayor, the Superintendent of Schools and the County Treasurer, who report biennially to the supervisors.

Retirement Committee of five teachers, one at least from primary, and one from grammar schools, elected for three years.

Term of service thirty years, with thirty years' assessments.

Amount of annuity, $50 per month. Proportionate annuity to incapacitated teachers who have been contributors for at least five years.

Annuity suspended on return to public schools, or when incapacity ceases, if annuitant has received a sum which reimbursed for her contributions.

Provision for pro rating.

Necessary expenses paid from the fund.

All annuities cease if annuitant returns to profession of teaching.

Chicago.

Chicago fund made up of gifts, legacies and 1 per cent of salaries. Administered by Board of Education and two trustees elected by contributors and superintendent of schools ex officio. Term of service twenty years for women, twenty-five years for men, three-fifths of which must have been within the municipality.

Teachers may retire voluntarily or be retired by

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the Board of Education on completing the term of service required.

Amount of annuity, half salary, provided it does not exceed $600. The law is optional since the session of the Legislature in 1901. When first enacted it was compulsory on all teachers. If fund is not sufficient to pay full annuity the law provides for proportionate pro rating of all annuities.

New York.

Fund invested by City Comptroller and administered by Board of Education. Fund composed of moneys deducted for absence, gifts, etc., 5 per cent of excise moneys, and any other method of legally increasing fund. Term of service thirty years—twenty in New York City. Teachers are retired for physical or mental incapacity on recommendation of Superintendent and two-thirds vote of the Board.

Any teacher sixty-five years of age, having taught thirty years, twenty in New York City, may be retired at discretion of the Board.

Law amended to include normal college and teachers and supervisors in institutions controlled by departments of public charities and correction.

Term of service necessary for normal teachers, ten years in New York, thirty years aggregate service.

Amount of annuity, one-half salary at date of retirement, not to exceed $1,000 for a teacher, $1,500 for a principal, $2,000 for a supervisor. No annuity less than $600.

Board has power to use both principal and income of fund.

Charleston, S. C.

Charleston fund is composed of 1 per cent of salaries. Annuity must not exceed $250 per year and is only given to teachers whose circumstances are such as to make it imperative that outside aid be given them.

Program State Teachers' Association.

Capitol Building Springfield.

Tuesday, Dec. 27, 7:30 p. m.—Opening exercises; President E. G. Cooley's address; "Caliban and Education," Frederick Manley, Cambridge, Mass. Appointment of committees.

Wednesday, Dec. 28, 9 a. m.—Opening exercises; symposium, "Play"; "Physiology of Play," Dr. Bayard Holmes; "Sociology of Play," Jane Addams; "Philosophy of Play," Prof. O. L. Triggs.

Wednesday, 7:30 p. m.—Music. "The Status of the High School in Illinois," State Superintendent Bayliss; "Universal Method in Teaching," Principal Arnold Tompkins.

Thursday, Dec. 29, 9 a. m.—"Professional Improvement of Teachers," R. N. Roark, Lexington, Ky.; "Opportunities for Same in Our Larger Cities," Frank Darling; "In Our Smaller Cities," J. A. Long; "In an Illinois City," U. J. Hoffman.

In the afternoons the following sections will hold sessions: Principals', County Superintendents', High School, College, Primary, Child Study, Music and the State Normal School Council.

The Fare for the Round Trip Will Be Four Dollars and Seventy-Five Cents.

(Continued from page 3.)

iety, as I have tried to show you repeatedly to-night, is one of the conditions that must be established if teachers are to do their best work.

* * *

Discussion by Chairman Edmonds of Dr. Maxwell's Paper:

We owe hearty thanks to Dr. Maxwell for his honest and fearless address. While he was speaking there were three thoughts that came into my mind: the first is, that if the Ford bill with its provisions concerning four mills on the assessed valuation should be enacted by the Legislature of Pennsylvania with special reference to the schools of Philadelphia, it would provide sufficient funds for an increase in the salary item of between 50 and 60 per cent.

The second thought arose out of a story that I heard recently in connection with the struggle for the passage of the Davis salary bill. Dr. Maxwell referred to the difficulties. Upon one side, were all the administrative authorities of the city; in opposition were even the members of the Board of Education. Upon the other side was the organized teachership of which the Superintendent was the head. I have been told by an eye-witness that there was an exceedingly inspiring scene in Governor Roosevelt's private office at Albany when he heard arguments upon both sides of the question. Upon one side there were arguments presented by the administrative authorities; there were arguments presented by the Board of Education; there were arguments presented by those high in authority in New York state; and on the other side was the Superintendent of the Schools of Greater New York.

My informant tells me that in a speech, which lasted an hour and was forcible and strong, as we know Dr. Maxwell can speak, he replied to all of the arguments that had been presented upon the other side. There is something in the fearlessness of this picture that appeals to me. Upon the one side is the man—the head of an administrative system; but upon the other side were all of his administrative superiors; but taking his educational future into his own hands—expecting and possibly anticipating that there might come trouble to his administration because of his own independence, he nevertheless fought the battle for the teachers of New York City, and by so doing won success.

It is well that our public school teachers all over the land should understand that one of the essentials to success is such fearless, aggressive and well-directed leadership; and I want to say on your behalf to-night that we confidently expect from Dr. Brooks, our own Superintendent, that there will be the same positive, courageous and well-directed leadership as was given by Dr. Maxwell to our colleagues in New York City.

LOANS TO TEACHERS BY A TEACHER

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—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 243 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

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FOR DECEMBER ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
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"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Beige Linen—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French ones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **69c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and bread tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $3.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hosiery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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1906

Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, JANUARY 6, 1905. No. 6.

THE TEACHER'S DIPLOMA AND TENURE OF OFFICE FOR TEACHERS.

Address by Dr. Thomas Hunter, President of the Normal College of the City of New York State Teachers' Association, Before New Jersey State Teachers' Association, Thursday, Dec. 29, 1904.

Even Shakespeare, although a great genius, made mistakes. Some of his expressions are misleading and others untrue, which only prove that with all his wonderful power he was only a man subject to the errors of human nature. When he wrote that "A rose by any other name would smell as sweet," he was decidedly misleading, if not mistaken. On the contrary, there is a great deal in a name. Had the rose received a harsh scientific name almost unpronounceable, instead of the beautiful, harmonious name by which it is now known, it would not by any means smell as sweet. There is a subtle connection between a name and the odor. Between the name and the taste. Psychologists may explain this, if they can, for it is beyond the power of the ordinary man.

Certificates, Licenses, Diplomas.

A teacher possesses the right to teach for a given time at a certain salary, and shows in evidence of his fitness a certificate or license. A certificate, according to Webster, is a written testimony not sworn to. Thus a domestic servant receives a certificate of good character from her mistress. Teachers "hired" at $12 a month with board among the farmers needed perhaps a certificate of good moral character. It will be observed that a certificate implies a low calling. But the word license is still worse, for it suggests liberty to do something not exactly proper; for example, to carry a pistol, to keep a dog in the dog days, to keep a pawn shop, to keep a liquor store, and, finally, to keep a school. However, the keeping of a school is a highly honorable profession and should not be degraded by the use of a word which even remotely connects it with the above-mentioned occupations. There is a great deal that is unpleasant in the words certificate and license. What word should be substituted? The answer is very simple—the word that gives the physician the right to practice his profession, the word that gives the lawyer the right to practice at the bar, the word that gives the minister the right to preach the gospel. And that word is "Diploma." This is the definition of this strong and masterful word: "A diploma is a letter or writing conferring some power, authority, privilege or honor." Diplomas are given to graduates of colleges on receiving their usual degrees, to clergymen who are permitted to exercise the ministerial functions, to physicians who are permitted to practice their profession." The minister, the lawyer, the doctor, produces his diploma, and, except for crime, can ply his profession as long as he lives—practice under his own vine and fig tree with none to make him afraid. He is not hindered or annoyed by any clerical, legal or medical superintendent. This is precisely what should be demanded for the profession of teaching—a life diploma giving the holder thereof the right to teach as long as he lives. This right must never be questioned. It must be inalienable, for it is his right to make a living. Shylock says, "You take my life when you take the means by which I live."

It will be argued that even with this diploma representing so much learning, many teachers will be found inefficient. No doubt this is true. It has been stated that only 10 per cent of physicians achieve a great success, 20 per cent a fair success, 20 more per cent a bare living, and 50 per cent fail altogether and enter other business. It is a fact that a large proportion of Wall street brokers and bankers are men who failed in other professions. So the failures in teaching would fall into other callings, doubtless for their own pecuniary benefit. The men might become merchants and the women milliners. If the physician fails, he loses his patients; if the lawyer fails, he loses clients; if the minister fails, he loses his congregation, and if the teacher fails, he loses his position, but never his diploma. It is his passport in every town, city and county of the state. A certificate or a license would have no such weight. Every failure causes more or less trouble. How many thousands have suffered or died from the incompetency of the doctor! How many have lost their property from the stupidity of the lawyer! How many a congregation has been worried by a clergyman who missed his proper calling! Perhaps half the troubles of life come from round men getting into square holes and square men getting into round holes. If a square man teacher was placed in a round hole, that is to say, in a position where he could only injure the children and himself, it would be very easy to get rid of him.

Qualifications for Teaching.

It will be asserted that a teacher's standard of qualification is not sufficiently high to warrant the granting of a life diploma. This is partly true, and yet there is a large number of teachers fully equipped to receive the diploma at once, and those not qualified could in a short time prepare themselves to obtain it, especially as the inducement to do so would be very great. There are hundreds of very

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successful teachers who were never graduated from college, high school or normal institution who have educated themselves and given evidence of great ability. This class should be granted the diploma, for the very best of all reasons—they won their spurs on the battlefield against vice and ignorance. They are like the able generals who rose from the ranks.

It must be borne in mind that the education given in a good high school to-day is quite equal to that obtained in most of the colleges fifty or sixty years ago. At that time, or perhaps a little earlier, degrees in the arts and science were conferred on boys 17, 18, 19 or 20 years old. Edward Everett received his A. B. at 17, Chase, Emerson and Longfellow at 18, John Jay and Daniel Webster at 19, and John Adams and Franklin Pierce at 20. These, and many more who were graduated with virtually a high school education of the present day were quite the equals of the recent college graduates who receive their diplomas at the age of 22. There is such a thing as over-education leading to imbecility. A man over-educated is like a ship over-loaded. There is danger of sinking. Over-education might be defined as crude knowledge not distilled into wisdom. The true education, whether accomplished in a long or a short period of time, gives trained faculty to do one's work in an efficient manner.

These are the principal degrees which possess a meaning and a power: A B., A. M., Ph. D., LL. B., LL. D., M. D., and D. D. They are the outward and visible signs of honor, privilege, authority and power. To these degres should be added one more degree, the degree of B. T., bachelor of teaching, and supplemented to this the M. T., and D. T., master and doctor of teaching. The New York university now grants degrees in pedagogy, but the word is very disagreeable for two reasons —first, it has been used as a term of contempt and ridicule, and, secondly, the pedagogue was a leader of boys—that is, a kind of nursery governor to lead the little boys to school. This very harsh word should be dropped by all teachers who respect their profession. Columbia adopted a better word, bachelor of education, but this might be applied to a bachelor of engineering. B. T., bachelor of teaching, is better than either, because it hits the nail exactly on the head.

Power of Union.

If the teachers of a state unite there is no earthly power can prevent their obtaining the B. T., a life diploma. If constitutional, an act of the legislature goes as straight as a musket bullet to redress a grievance, to right a wrong. Follow the example of your so-called superiors, go to the legislature, go to headquarters, go to the chief department of government, the lawmaking power. Ask only what is just; agitate, agitate, agitate, even to the point of importuning. Carlyle says that Danton was the Titan of the revolution, and what was his advice to the people: "Dare and dare and dare again. Do not be afraid. Courage always pays; cowardice, like satan, is the father of lies."

Standard of Profession Should Be Exalted.

Before a remedy is sought, it may be well to inquire into the causes that have led to the degradation of the teacher's calling. In the first place, down to the beginning of the nineteenth century, there were no public schools for the masses, and farm laborers and working men received scant education in church schools whose chief aim was to teach the catechism and to spell through portions of the Bible. New England was the sole exception, for there schools and churches were established in juxtaposition, but even these did not go much farther than the episcopal schools of England. For the instruction of the common people any kind of an old teacher was good enough. In Germany toward the close of the eighteenth century schools were kept by pensioned common soldiers and elderly spinsters. We read of a Maryland planter who advertised for a runaway slave who was a schoolmaster. In the early eighties the visitor met two middle-aged women at a teachers' convention in central New York who told him that they were "hired" respectively at $2 and $2.50 a week, and from their conversation there is little doubt but that they were paid too much. In Europe and America schools for the poor were eleemosynary and were governed by dispensers of charity. In fact, they were called charity schools down to a recent date. Out of these sprang the free schools. Then followed the common schools and last and best of all the public schools. There has been a gradual evolution. The bright, quick, able public school teacher of the present has also been evolved, but he has suffered from the former degradation of his calling and from the general ignorance of the men and women who were "licensed," like the liquor dealers, to keep a school.

Deplorable System of Bell and Lancaster.

The deplorable system of Dr. Bell and Mr. Lancaster did a great deal to degrade the teacher's vocation, for they made it a trade by which one master with a few of the older and brighter children could instruct a school of 300 pupils. The apprentice teachers were paid $25 the first year and were promoted from time to time until the age of twenty-one when they received the munificient salary of $300 per annum. Dr. Bell performed a good work in Madras because he was a man of great ability. Under him even a bad system would have succeeded. About the same time Mr. Lancaster, in London, established a similar school, which his majesty George III visited and to which he gave the royal donation of £100 sterling. The Public School Society of New York, than which a more philanthropic body of men never existed, imported Mr. Lancaster for the purpose of introducing his monitarial system of teaching. The teaching as a trade in New York was continued until 1858, when it was merged into the ward school system, governed by school officers elected by the people. Parenthetically, it is amusing to read of the respective adherents of Bell and Lancaster contending for the honor of inventing the apprentice system of teaching. Whichever side succeeded in the argument might have been in the position which Milton assigned to Satan—

"By merit raised to that bad eminence"

The school system and the status of the teachers improved from this time onward. Perhaps both reached their best condition just prior to the civil war. New York is mentioned because it has been a pioneer in education. The west has learned from the east and improved on it.

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Shakespeare, Dickens and Thackeray Taken to Task.

Another thing that has brought odium on the profession of teaching, sad to say, is the ridicule heaped on the heads of schoolmasters by the great lights in English literature. Shakespeare makes Holofernes a pedant, Scott makes Dominie Samson an imbecile, Thackeray makes Becky Sharpe an unscrupulous adventuress and Dickens makes Squeers a monster of cruelty. Perhaps these writers had their revenge for cruel treatment in the days when the birch and the lesson were concomitants. Doubtless these caricatures helped Englishmen and Americans to look on the teacher's calling with contempt.

Mania for Examination.

A great cause of injury to the schools and the teachers is over-examination and too much supervision. There seems to be a mania for examination, particularly of teachers. The members of no other profession are so worried and tormented. In order to show you my opinion about over-examination, I shall quote an extract from my annual report to my board of trustees:

"Every experienced teacher knows that examinations are necessary evils, but so far nothing better has been invented to take their place. The element of chance cannot be removed. 'The race is not to the swift nor the battle to the strong.' In a competition by several candidates for the same office an examination seems indispensable. But for a high school or college, an examination by an outside body inevitably leads to 'cramming' and greatly retards true educational progress. Even within the institution there should be only simple test examinations once a month or once in two months, for the purpose of enabling the class instructor to ascertain the strength or weakness of each student in the subject taught.

"Over-examination is the bane of most of the public schools of the United States. What with state superintendents', city superintendents' supervisors' and directors' examinations and what with necessary examinations by principals and teachers, the pupils are nearly examined to death, and all individuality in the instructor and instructed is dwarfed and both are reduced to educational machines to grind out a given amount of knowledge.

"When will the directors of education realize the fact that the acquisition of knowledge is only a means to an end and that a person may be loaded down with a mass of undigested knowledge and yet be incompetent in the affairs of life? Unless knowledge is distilled into wisdom by the development of memory, reason and judgment, it becomes almost worthless. The end of all education is to make man wiser and better, and hence moral training is all-important during the plastic period of adolescence.

"The true teacher looks above and beyond the lessons of the day, the studies of the term and asks himself, How much mental power has been developed? Are my pupils morally stronger by my instruction? The true teacher has used studies as intellectual and moral dumbbells, and when the mental muscle has been strengthened he may lay them aside and use others larger."

I ask why this mania for examination? The answer is not far to seek. When the examiner and the examined come together, the difference between them becomes very great. The former is awe-inspiring and powerful; he holds the destiny of the latter in the hollow of his hand. The examinee, unless made of brass, becomes afraid and fails to do himself justice. The examiner, on the other hand, displays his enormous power. How did the superintendents obtain this power? From the self-same source to which I would recommend your association to apply for your rights—the legislature of your state.

Take, for example, the case of a superintendent who obtained the power from the legislature to determine the schools he would accept as qualified to educate teachers for the public schools; and having received this power he proceeded to issue a cast-iron course of study which must be pursued so many hours and so many weeks; and to this he added an examination conducted and rated by himself. This man made himself principal of every normal institution in the state—not only in theory, but in actual practice.

Take another case of a superintendent who received power from the legislature to exempt candidates in whole or in part from examination; in other words, to grant or refuse favors. To no man should this power be given; no man should accept this power. It would tend, for obvious reasons, to many abuses. Just as I have recommended the elimination of the words certificate and license I would advise the change of the word superintendent to the word inspector, which would indicate the proper function of the office.

An Un-American System.

The one man power is un-American, undemocratic and unrepublican. It is pure despotism, pure czarism. The president of the United States is checked by congress and the supreme court; congress is in turn checked by the president; the house checks the senate and the senate the house. The house, the senate, the president, the supreme court have their clearly defined powers. No one man is supreme. The glory of the American government is that it is a government by majority—a government of checks and balances.

Six Things Wanted by Teachers.

There is little use in pointing out evils unless we are prepared to propose remedies. It is foolish to tear down unless we are prepared to reconstruct. Let us see what we want. We want, first, the diploma; second, the reduction of the power of the local superintendent; third, we want a national board of education; fourth, a state board of education; fifth, a life tenure of office; and, sixth, an adequate pension. Are these things attainable? Yes; but only by perfect union of all the teachers and constant, unremitting agitation.

National Board of Education.

The life diploma and overexamination have been fully discussed. I am afraid that in the present temper of the American people a national board of education with a cabinet minister at its head is hardly possible; yet if it could be established, it would raise the profession of teaching to the very highest plane. The religious question is in the way; yet a means might be found to satisfy people of all denominations. Perhaps this is only an iridescent dream. Yet movement by means of steam,

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

DR. HUNTER'S PAPER.

Through the kindness of the "True American" of Trenton, N. J., we are enabled to print in full in this issue the paper delivered last week before the New Jersey State Teachers' Association by Dr. Thomas Hunter, president of the Normal College of the City of New York.

Coming from the pen of such a distinguished educator, Dr. Hunter's words are timely advising teachers to organize and go to the legislature to seek legislation providing for the members of the teaching, as for these other professions, a life diploma, thereby removing the re-examination of teachers, one of the causes enumerated by Dr. Hunter of the degradation of the teaching profession.

At a time when, as Dr. Hunter says, "there seems to be a mania for examination, particularly of teachers, though the members of no other profession are so worried and tormented," it is well that teachers fortify themselves with the arguments presented by Dr. Hunter and other distinguished educators whose utterances on this and kindred subjects we shall continue to publish. We urge the readers of the Bulletin to preserve these copies for future reference or to place them in the hands of others not teachers whose channels of information or misinformation on these subjects are limited to the newspapers. Extra copies of these numbers have been asked for and will be supplied on request.

THE ILLINOIS STATE TEACHERS' ASSOCIATION.

This self-perpetuating organization hled its annual meeting in Springfield Dec. 27-29, 1904.

According to custom, the membership was composed almost entirely of county and city superintendents, principals, supervisors and representatives of the various publishing houses, with here and there a class room teacher.

The program was for the most part made up of Chicago talent, seven of the principal papers having been presented by residents of this city.

The inclemency of the weather decreased somewhat the number of attendants, but each session was well attended and the musical interludes added to the general enjoyment of the sessions.

Members were urged to promote the N. E. A. at Asbury Park next summer and it was recommended that the active members nominate the president of the Normal University, David Felmley, as member of the nominating committee of the N. E. A.

CATHARINE GOGGIN.
Member of I. S. T. A.

Proposed Provisions for New Charter for Chicago.

Submitted to teachers Dec. 19, 1904.

ARE YOU IN FAVOR OF

SALARY SCHEDULE. All elementary teachers to receive not less than $600 for first year, $750 for fourth year, $1,000 for seventh year, and an annual increase of $100 thereafter until a maximum of $1,500 is reached.	Yes ☐ No ☐
SALARY FUND. A provision for setting aside a certain per cent of the tax levy to be used for teachers' salaries ONLY.	Yes ☐ No ☐
TENURE OF OFFICE AND EFFICIENCY. After a probationary period all appointments to be permanent during efficiency and good behavior. Inefficient teachers to be eliminated from the service after having had reasonable opportunity for improvement and a trial before the Board of Education on written charges. All efficient teachers to be entitled to and to receive the regular annual increase of salary till maximum in salary schedule is reached. "Efficient teachers" to be held to mean all teachers against whom no charge of inefficiency or unfitness has been proven.	Yes ☐ No ☐
PROMOTIONAL EXAMINATIONS. The present system of promotional examinations.	Yes ☐ No ☐
PENSION FUND. Public funds for pensions.	Yes ☐ No ☐
BOARD OF EDUCATION. Elected by the people; nominations to be by petition; elections at large (instead of by wards); women to have the right to sign nomination petitions and to vote for members of the Board.	Yes ☐ No ☐

Place an X in space after the word "Yes," if you approve; if you disapprove, place X in space after the word "No."

Letter Sent with Ballots.

CHICAGO TEACHERS' FEDERATION.

437 Unity Building.
Chicago, Dec. 17, 1904.

To the Federation Correspondent:

The Board of Education at its last meeting appointed a committee to promote the interests of the

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schools in the new charter it was also decided to invite the co-operation and assistance of the various principals' and teachers' organizations.

In order that the Federation may correctly represent the sentiment of the teachers to the committee of the Board of Education you are requested to secure the vote of the teachers of your school on the inclosed ballots and mail in inclosed envelope to the Federation office not later than Tuesday.

Please present a ballot to every teacher, whether a member of the Federation or not. This is of immediate and urgent importance.

Sincerely yours,
Florence E. Tennerry,
Corresponding Secretary.
Louis L. Kilbourn, President.

Fill out blanks below and return with ballots:

Name of school.....
Number of teachers in school.....
Number of teachers voting.....
Number of teachers absent.....

VOTE OF THE TEACHERS

	Yes.	No.
Salary Schedule	3,912	33
Salary Fund	3,982	3
Tenure of Office and Efficiency	3,948	10
Promotional Examinations	316	3,844
Pension Fund	3,728	106
Board of Education	3,543	264

Total number of teachers in schools.....4,618
Total number of teachers voting.....4,219
Number reported absent on day vote was taken 155
Number not voting..... 244
Largest vote cast on any question (promotional examination).....4,160
Vote against promotional examination.....3,844
Vote for promotional examination..... 316

At the request of the board of managers of the C. T. F. I personally opened the envelopes containing the ballots and accompanying letters from each school and supervised the canvass of the same, and hereby certify that the above is a true and correct statement of the result of the vote on the questions given above.

CORNELIA B. DE BEY.

Jan. 4, 1905.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, January 14, 1905, 10:30 a. m.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, January 16, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

(Continued from page 3.)

the telegraph, the telephone and navigation in the air were once iridescent dreams, more unlikely than a national board of education.

If unable for the present to obtain a national board of education with a cabinet officer at its head, you could certainly secure a state board of education, similar to the New York board of regents, with a state superintendent as chief executive officer. This board should be non-partisan, composed of seven members, who should be chosen for long terms, paid a liberal salary and devote all their time to the work of education. The state board alone should grant diplomas and it should hold semi-annual examinations at the state capital. This examination should not be so low or so easy that an immature boy or girl should receive the diploma, nor should it be so high or so difficult as to be practically prohibitive.

I would suggest the following requirements: First, that the candidate should be at least 19 years old; secondly, that he should be in good health; thirdly, that he should pass a good examination in subjects covering the course of study in a first class high school; fourthly, that he should pass a satisfactory examination in logic, psychology and the history, science and art of education; and, fifthly, that there should be a special examination in advanced English and one other language—Latin, French or German. A course of study to prepare a candidate to meet these requirements would demand six years from the time he entered the high school at the age of 13. But an indispensable qualification should be insisted upon, above and beyond scholarship, and that is ability to govern and teach; for it is not every good scholar who is a good teacher. For this reason the life diploma should not be given until the state board of education has had ample proof that the candidate is a good disciplinarian and possesses the power to impart instruction. The question naturally arises, how is this proof to be obtained? The candidate, having passed in the subjects above mentioned, might teach for one year under a principal whose recommendation ought to suffice, for he is the best judge of fitness. If the candidate were a graduate of a normal institution in which there was a school of practice the principal's statement should be sufficient.

A candidate should not be debarred from taking the examination because he was not a graduate of a college, high school or normal school. No matter how or where he obained his education, he should be eligible. Of course, he must prove his ability to govern and teach and produce testimonials as to good character.

Tenure of Office for Teachers.

The life diploma and the life tenure of position during good behavior would at once raise the profession to the highest rank and would give it a dignity and respect which it sorely needs, would inure to the benefit of the people by securing for their children good schools and able teachers. If a teacher is constantly thinking that she may lose her position at the end of the school year, or that she may be reduced in rank or salary, what kind of heart does she bring to bear on her work? The diploma is important, but the life tenure is invaluable.

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Pensions.

One other thing is nearly as important as the two I have mentioned and that is an adequate pension, not less than half the salary at the time of retirement. This would bring ease and comfort to the teacher's mind and enable her to do the best work of which she was capable. There is a small standing army of soldiers in the United States as compared with Russia, Germany and France. According to population, the American army should number two millions, and why are we able to dispense with one million nine hundred thousand of them? Simply because we have a much better army—an army of half a million of teachers. The safety of the republic, its prosperity and its power are in the hands of this splendid army of men and women teachers. Do you want the worst form of government in the world—worse than Russian despotism—do you want an ignorant democracy? Then cripple the army of teachers that saved the union in the civil war by means of the skilled labor, the product of the public schools.

The officers of the other army—the regular army—are retired at the age of 62 with a pension of about 60 per cent of their salaries; and every one admits that it is right and proper, for the profession of arms is difficult and often dangerous. The knowledge that the officer cannot come to want in his old age is a comfort and a consolation that impart a greater zest in the performance of his duty.

The teacher, too, pursues a difficult and wearing profession; his nerves are sorely tried; he is exposed to contagion, and frequently suffers from premature exhaustion. His work is national, conservative and beneficent. He is a soldier in the battle against vice and ignorance. He deserves a pension just as much as the other soldier in uniform does. The teacher deserves it more, because his salary is lower, and he has, therefore, less ability to save for old age. Besides this, he is often unemployed, owing to the lack of a life tenure in his position. The cost of pensioning teachers would be comparatively small, for the reason that at least three-quarters of them are women, who marry before they have served a half or a quarter of the time necessary to make them eligible for the pension. Perhaps not more than 10 per cent of women teachers will ever serve until retired. But why talk of the cost? Solomon says, "There is an economy that squanders." And this is especially true in regard to teachers.

It is true economy to raise the American schools to a higher plane, and in order to do this the teachers must be liberally compensated up to the day of their death. After all is said and done the salary and pension are the measures of the dignity and respectability of the teacher's calling.

For the reforms I have advocated I would urge upon you to think and toil by day and night, to agitate, to importune, to see the legislators individually, to appoint committees to interview the leading men of the state. Be prepared with your arguments. Be sure that you are right, for "thrice is he armed who hath his quarrel just, and he but naked though locked up in steel whose quarrel with injustice is corrupted." Macauley said of the Puritans that "they feared God so much that they had no fear of man." Be courageous and fear not. Nothing succeeds so well as courage wisely directed.

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"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

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We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $3.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $6.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

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THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, JANUARY 13, 1905. No. 7.

*General scholarship and a theoretical knowledge of psychology and pedagogy is one thing; the ability to train a class of children, or to handle a corps of teachers, is quite another. The measure of the one is in no sense a measure of the other. In a word, merit in one line does not indicate merit in another line; and the difficulty with our merit lists has been that they have not been heretofore based on skill in teaching. * * **

*Once teachers have received their provisional appointments and are in position to develop their pedagogical skill, then the order of merit must be ascertained by their actual efficiency as teachers, * * **

*I do not see how we can avoid the conclusion that if efficiency in teaching can be determined at all it must be determined by the results achieved. * * **

DR. J. M. RICE.

WHAT DETERMINES MERIT IN TEACHING?

Extracts from Speech of Dr. J. M. Rice, Editor The Forum.

The Schoolmasters' Association of New York and vicinity has started the new year with unusual treats. Most important from the point of view of practical teaching was the recent address by Dr. J. M. Rice. The subject involved the questions most directly concerning the teacher: What constitutes efficiency in teaching, and, How can comparative merit of teachers be most accurately determined? The following summary is made up of quotations from the address. They are solid meat.

There is and can be but one standard capable of permanently holding its own in estimating the merits of teachers, and that is judgment by results. Aside from satisfactory results, we have a right to expect of the teacher a certain amount of culture and refinement, together with such worthy habits as conscientiousness, punctuality, truthfulness, neatness, diligence, etc., etc. Nevertheless the ability to teach is fundamental, and all other considerations must be subordinate to this.

If in looking for a bookkeeper I were asked whether I should prefer to have an unrefined, slovenly, lazy person who could keep books, or a refined, neat, diligent person who couldn't keep books, I should reply that I was looking for neither, but for a conscientious, alert, refined person who *can keep books.* A teacher has no more right than one in any other walk of life to offer conscientiousness, refinement, and other personal virtues as substitutes for efficiency. Proficiency stands first as the *sine qua non;* other desirable traits are expected to be thrown in as a bonus.

The claim is made that when different sets of pupils are tested for results, those in charge of weak teachers are as likely to make a good showing as those in charge of strong ones. I grant that this is true—within certain limits. But I have abundant evidence to prove that this ceases to be true when those limits have been reached. There is a point beyond which the stronger classes begin to stand out in bold relief over and against the weaker ones. In one case we find knowledge, which can be acquired mechanically by the exercise of the lower faculties, while in the other case, we discover genuine power, or the capacity to utilize the higher faculties, which in the average child can only result from genuine teaching. An examination that fails to test this difference is deficient. The utilization of knowledge in unaccustomed channels and novel situations is a sign of strength. Examinations must be tests of power in this sense.

If, in a lifting contest among men, the weight to be lifted should not exceed five pounds, we would have no real test of strength. In view of the fact that every normal man can lift five pounds the contest would lead us to suppose that feeble men could lift as much as strong men, which on its face would be absurd. The conclusion that the comparative strength of different men could not be determined by a lifting test would be equally absurd. The solution in this case would be furnished if it should occur to some one to use instead of a single weight of five pounds a series of weights ranging from five to five hundred pounds. Then the differences would be bound to tell. On the other hand, the mystery would remain as dark as ever, if in place of using the series of weights, resort would be had to artificial means, such as comparative ability to pass an examination on the history and principles of pugilism.

General scholarship and a theoretical knowledge of psychology and pedagogy is one thing; the ability to train a class of children, or to handle a corps of teachers, is quite another. The measure of the one is in no sense a measure of the other. In a word, merit in one line does not indicate merit in another line; and the difficulty with our merit

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lists has been that they have not been heretofore based on skill in teaching.

The only thing for which merit lists based on theoretical qualifications should be utilized, is that of the provisional appointment of teachers, before they have had an opportunity to develop, or to manifest, their pedagogical skill. In the provisional appointment theoretical qualifications should be pushed to the farthest extent that may be feasible, in order that none but scholarly and well trained teachers may be placed in charge of schools. But once teachers have received their provisional appointments and are in position to develop their pedagogical skill, then the order of merit must be determined by their actual efficiency as teachers, and theoretical qualifications must become of secondary consideration.

The personal opinion of the superintendent can no more be looked upon as the final arbiter than can a test of a teacher's theoretical knowledge, in determining the degree of pedagogical efficiency. I do not see how we can avoid the conclusion that if efficiency in teaching can be determined at all it must be determined by the results achieved.

The development of educational norms is, of course, destined to be a slow and tedious process, not by reason of any extraordinary difficulties to be overcome, but because of the enormous amount of detailed work involved. The norms for each individual subject, as well as for each individual grade, will have to be developed by special research.

However, in the department of standards I feel that at least in one respect something of permanent value has already been accomplished through my own researches in spelling, arithmetic, and language.

While I cannot say definitely just what percentage of a given list of words a sixth year class ought to be able to spell, I feel confident that the percentage of correctly spelled words in that list will average as high in the school where the time devoted to spelling does not exceed fifteen minutes daily, as it will in the schools where the time devoted to the subject will be as much as forty minutes a day. In other words, I am perfectly ready to assert that for ordinary purposes ten or fifteen minutes a day devoted to spelling, for a series of years, will accomplish probably as much as forty minutes, and that, therefore, the maximum time to be devoted to spelling should not exceed fifteen minutes a day.

Again, in arithmetic my tests have shown that there is no particular object in devoting more than forty-five minutes a day to the subject, and that if favorable results will not be obtained within that limit they will not be obtained at all.

Next I have found that in language favorable results if obtained at all will be obtained within the limits of fifty minutes' daily instruction.

In a word, from the standpoint of maximum time limits, my data prove quite conclusively, that excellent results, in the so-called essential subjects, spelling, penmanship, language and arithmetic, may be obtained, if the time devoted to instruction in them does not exceed half the school day. Consequently, if there is any justice in the claim of the citizens, that the results, in these branches, are unsatisfactory, the deficiency is due simply to weak teaching, and not to the fact that not enough time is devoted to them; so that the remedy does not lie in an increase of time, but in some other direction.

Now, while I do not feel as free as this, to make positive assertions, in regard to what results we have a right to expect, as a minimum, in the various subjects, from grade to grade, I am ready to defend, upon a basis of facts, the statement that tests which call for the exercise of the higher faculties will tell every time in favor of the pupils who have enjoyed the benefit of the better teaching, and that tests of this nature, through the enormous differences in the results they call forth, will afford ample scope for determining the point at which the line of minimum requirement may be reasonably drawn.

It seems to me that no educational question can compare in importance to-day with that of the forming of reasonable minimum demands, and the development of absolute standards. That is the problem, not only for elementary but for higher schools as well. The question resolves itself practically to this: What should a class of pupils be able to do in a subject after having devoted a specified amount of time to it, and, how much time is it necessary to devote to a subject in order to produce a specified result.

It is to accomplish something worth while in the lines here indicated that the Society of Educational Research has been organized.—The School Journal, New York.

PERSONALITY AND CHARACTER.

Chas. R. Barrett, speaking before the Cook County Teachers' Association, recently said:

"We as a people are losing educationally, politically, morally and religiously, through the failure of the public school teachers to build character. Character is the aim and end of all education. The teachers must possess personality and character. These qualities cannot be developed in any technical examination. No test ever devised can show the real qualities of a teacher. Our boys and girls lack character. The great social and economic evil is that we have no respect for law and government. We must get back to the simpler life."

THE MILLER'S HOGS.

While the late Major Pond was taking Winston Churchill through the United States on a lecture tour there was some sort of misadventure in Philadelphia regarding the luggage, and, according to the Boston Post, in the Hotel Bellevue, Major Pond talked bitterly of fools to a group of reporters for a while, finally telling them a fool story.

"The fool I speak of now," he said, "doesn't resemble the fool who has mislaid our baggage. However, to begin:

"There was a fool who went to the miller's to have some grain ground for his father. The miller said to him:

"'So you are a fool, eh?'

"'I guess I am,' replied the youth.

"'A fool, eh? A natural,' mused the miller. 'We ain't got many natural fools hereabouts. I'll have to examine you a bit. Do you mind?'

"'Oh, no, of course not,' the fool answered, politely.

"'Well, my lad, since you're a fool,' began the miller, 'I want you first to tell me what you know,

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and afterward what you don't know. Now, to begin. What do you know?"

"'I know,' said the fool, with a leer, 'that the miller's hogs are fat.'

"'Good, very good,' said the miller. 'That is what you know. Now tell us what you don't know.'

"The fool leered again.

"'I don't know whose grain fattens 'em,' he said."

WISCONSIN TEACHERS APPEAL TO LEGISLATURE.

Ask Paid Commission to Investigate Wages of Teachers.

Work of State Teachers' Association.

Wisconsin teachers will appeal to the legislature for help in solving the problem of securing better wages.

The first step was taken at the initial general session of the fifty-second annual meeting of the Wisconsin Teachers' association, which opened at the Davidson theater yesterday morning, when a resolution was introduced by A. H. Sage, Oshkosh, asking that the legislature be asked to create a paid commission of not less than three nor more than five members to investigate the entire subject of compensation for teachers in the rural schools.

Compensation—wages, pensions and insurance—was the only subject discussed at this session. While the association adopted a report favoring pensions for teachers, there is little doubt that if the legislature creates such a commission, the whole subject of compensation for teachers, in all its phases, including pensions and insurance, will be referred to the commission. For this reason, those who have been striving for years to get better wages for the teachers feel that the most important step in the history of the movement was taken yesterday.

Demand for Better Wages.

In all the papers and addresses from the first to the last there was a demand for better wages. All who took part in the program urged that the first step was for teachers so to equip themselves that they give service worthy of better pay. All urged that the next step was to cultivate public opinion along this line. It remained for Mrs. E. F. Pettingill of Brooklyn, N. Y., to summarize the discussion in this manner:

"The only way to get and retain the best teachers, and thus bring our schools to a high standard and keep them there, is to pay fair commercial salaries for services rendered."

It was Karl Mathie, of Wausau, a former president of the association, who brought out the point that the average rural teacher in Wisconsin is paid $30 a month for eight months' work, or $240 a year.

Papers which were Features.

The two features of the meeting were the address of A. E. Winship, editor of the New England Journal of Education, published at Boston, on "A Just Appreciation of the Teacher," and the paper by Mrs. Pettingill of Brooklyn on "Cost and Compensation." Mr. Winship's address is given in full on another page. The rest of the morning's program was devoted to reports by members of the committee on teachers' work and wages, and to a report on pensions by Henry Krueger, principal of the Twelfth district school of Milwaukee, and chairman of the committee on pensions. Mrs. Mary D. Bradford, Stevens Point normal school, read a paper on "Teachers' Pensions and Insurance," John F. Lamont of Wausau on "Compensation in Rural Schools," and H. L. Terry of Waukesha on "Service and Wages in City Schools."

The session opened at 9 o'clock in the morning with about 800 teachers present. By 10 o'clock the number present had increased to about 1,000. The closest attention was given to all papers bearing upon the various phases of the subject of wages, and judging by the way all the speakers were interrupted by applause, the work of the leaders in the movement for better pay is deeply appreciated.—Milwaukee Free Press.

WISCONSIN TEACHERS TO TAKE UP PROPERTY NOT TAXED.

Legislative Committee Brings Question Before Convention.

School income and the exemption of millions in property from school taxation was broached at this session for the first time in the history of the Wisconsin Teachers' association.

While the matter has been discussed at some length in Milwaukee, and while New York and Chicago have taken steps in the matter, it was not until this session that the question was placed before the legislative committee of the association.

The legislative committee deal with an unknown subject when it took up the matter of corporations owning millions of property but paying practically nothing toward the support of the schools. For this reason, it believes that facts and figures relative to the question should be obtained before the association takes steps in the matter.

Whenever the subject was discussed yesterday, it elicited surprise from educators from all parts of the state. The fact that Milwaukee has more property exempt from taxation for school purposes than property so taxed was a revelation. The question undoubtedly will be discussed at length this morning.

"No sordid motives prompted a discussion of this subject in the committee," said President E. W. Walker last night. "The first aim of the association and of the legislative committee is better opportunities and conditions for the boy and girl.

While the taxation of more property for school purposes would permit higher wages for teachers, officers of the association feel that Wisconsin's public schools have many other pressing needs which can be met only with more funds in school treasuries."

"It is merely a question of equity," said President Walker. "These large corporations, paying a license fee to the state, ought, in justice to other taxpayers, contribute their share to the public school system. This they do not. Under the present law only $200,000 of the licenses paid the state by corporations is turned over to the school fund for division according to the school population."—Milwaukee Free Press, Dec. 29, 1904.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

TAX THE CORPORATIONS.

An Aftermath.

The mayor of Milwaukee thinks that great city has not sufficient funds with which to increase the wages of its teachers a few dollars per month. The school board, however, thought otherwise and promptly vetoed His Honor's veto and the increase goes into effect Jan. 3, 1905. All right, Milwaukee, you have done nobly. Now just go after some of your corporations that get out of paying three-fourths of their taxes by putting up an insignificant license fee. Then your mayor will have little excuse for crying "lack of funds" when the teachers ask for living wages; and, perhaps, you will then be able to tear down some of those barracks and substitute therefor school houses with systems of ventilation, modern heating appliances, and other hygienic necessities which civilized communities demand and secure for the housing of their little ones two hundred days in the year.—Wisconsin Journal of Education.

GIVE THE PEOPLE A CHANCE.

Elect the Board of Education.

Chicago Law Journal, Oct. 28, 1904.

The greatest Board of Education in the world in any community and one whose power is higher than any board, constituted under the law, is that board which consists of the fathers, mothers and guardians of minor children of scholastic age, and if the power of this board, the results of which must leave its impress upon our civic life, is delegated to a commission or board under the law, it certainly appears to us that such a board should be so constituted that it shall at all times be obliged to keep its ear to the ground for the direction of its conduct by public opinion, and the members thereof be responsible to the electorate for the tenure of their public positions, instead of being answerable as they are now, to one man, and that man being whomsoever holds the office of mayor of the city of Chicago.

To remove this office from a position of appointment to one of election, would be to bring a most wholesome spirit of personal independence in the office-holder, subject only to the power that created him and guided by the mighty force of public opinion, and not subject to the caprice of local politics or the subterfuges of local political expediency as to the length of his service or the brand of his conduct while in the service.

Our public schools are in reality schools in which the law of the land is inoculated into the minds of the young, and the discipline which is exercised over him there will certainly reflect in his future opinion of the discipline which the civic government will expect of him as a man of the community.

We hear a great deal nowadays in our local press, of Chicago's new charter, and many opinions have been given from the pens of men high in authority upon the city's future needs. In effectuating the new charter, let it not be lost sight of that the Board of Education be a board representative of the fathers, mothers and guardians of our children, who can certainly be trusted at the polls to select proper officers for the guardianship of our cosmopolitan youth.

DOOLEY ON THE LABOR SITUATION.

"It was diff'rent whin I was a young man, Hinnisy. In thim days, capital an' labor was friendly, or labor was. Capital was like a father to labor, givin' it its boord an' lodgin's. Nayther intherfered with th' other. Capital wint on capitalizin' an' labor wint on laborin'. In thim golden days a wurkin' man was an honest artisan. That's what he was proud to be called. Th' week before illiction he had his pitcher in th' funny papers. He wore a square pa-paper cap an' a leather apron, an' he had his ar-rm ar-round capital—a rosy binivolint ol' guy with a plug hat and eye-glasses. They was goin' to th' polls together to vote for simple ol' capital. Capital an' labor walked ar-rm in ar-rm instead iv havin' both hands free as at prisint. Capital was contint to be capital, an' labor was used to bein' labor. Capital come ar-round an' felt the arrm iv labor wonst in awhile an' ivry year Mrs. Capital called on Mrs. Labor an' congratylated her on her score. Th' pride iv ivry artisan was to wurruk as long at his task as th' boss cud afford to pay th' gas bill. In return f-r his fidelity he got a turkey ivry year. At Chris'mas time, capital gathered his happy fam'ly around him, an' in th' prisince iv th' ladies iv th' neighborhood give thim a short oration. 'Me brave la-ads,' says he, 'we've had a good year. (Cheers.) I have made a millyon dollars. (Sinsation.) I attribute this to me supeeryor skill, aided be ye'er arnest efforts at th' bench an' at th' forge. (Sobs.) Ye have done so well that we don't need so many iv us as we did. (Long and continyous cheerin'.) Those iv us who can do two men's wurruk will remain, an' if possible, do four. Our other faithful sarvints,' he says, 'can come back in th' spring,' he says, 'if alive,' he says. And the bold artysans tossed their pa-aper caps in th' air an' give three cheers f'r capital. They wurruked till ol' age crept on thim, an' thin retired to live on th' wish bones and kind wurruds they had accumylated.—Post Dispatch.

We have given considerable space this week to the work of the Wisconsin State Teachers' Association at its late meeting—Milwaukee.

The teachers of Wisconsin are not only awake to the paramount need of the schools to-day,

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namely, better conditions for teachers and an intelligent public appreciation of existing conditions and their effects on the education of the children, but also realize that it is the function of the State Teachers' Association to keep abreast with the best educational thought and to give it forceful expression.

The teachers of Wisconsin and New Jersey are to be congratulated on their success in making their state organizations truly representative educational bodies.

THE NEW CHARTER.

Mass Meeting to Discuss President Mark's Charter Recommendations.

In response to the communication sent by the Charter Committee of the Board of Education to the President of the Chicago Federation of Labor, asking that body to discuss President Mark's letter and present its findings on same and other suggestions on needed school legislation, the Federation decided to call a mass meeting and invite the President of the Board of Education and the Superintendent of Schools to represent the Board of Education and representatives chosen by the Teachers' Federation to speak for the teachers.

This action was taken by the Federation of Labor at its special meeting held Jan. 8 for the purpose of hearing the report of its charter committee. The committee recommended a bill to be enacted by the legislature providing for a Charter Convention for Chicago which was also adopted. The reason for this action is given in the following preamble to the bill:

"Recognizing the inherent right of cities to home rule in the matter of framing their respective charters, but also realizing that under existing laws Chicago has not the power to exercise this right, we recommend the following bill to be enacted by the legislature of the State of Illinois providing for a charter convention for Chicago, to enable the citizens of Chicago to draft a charter for the government of Chicago."

The bill provides for the nomination by petition and election at large of delegates to a Chicago Charter Convention with power to frame a charter for Chicago, the same to be afterward submitted for approval to the legislature and to the voters of Chicago as required by law.

All civic organizations were invited to co-operate with the Federation of Labor in securing the enactment of this bill by the legislature. The following provision covering the general powers to be conferred on Chicago by the new charter was also adopted. It is a complete Home Rule measure, including local self government for Chicago in the matter of the schools:

"The city shall have entire control of its streets, local franchises and public utilities, roads, parks, fire, water, gas and electric light services, street railways, local telephone exchange and other distinctly municipal affairs.

In respect to safety, order, health, education, general commerce and communication, and other state interests, the city shall be free to act in any way it deems best, provided it does not run counter to state law. Where it touches national interest the city is subject to the constitution and laws of the United States. Where it touches state interests it is subject to the constitution and laws of the state.

But in local business and affairs distinctly municipal the city is sovereign. In this field it shall act without interference or control by the legislature. And beyond this field it shall be free to act within the limitations of state and national law.

Under this power the city may issue bonds; hold, use, mortgage, lease or sell property, real or personal, for any lawful purpose; own and operate any public utility; annex territory with assent of the people of such territory and of the city, upon referendum vote of each; levy, assess and collect taxes, and do any other act not inconsistent with paramount law as above stated."

MEETING OF ENGLEWOOD WOMAN'S CLUB.

The meeting of the Englewood Woman's club Monday afternoon, Jan. 9, offered some unusual features in a presentation of a decidedly one-sided "discussion" of the letter of President Mark. The readers of the Bulletin will remember that the Civic Federation through its committee, Rev. R. A. White, Orville T. Bright and James E. Armstrong, presented to the last session of the legislature a bill similar to the Harper Bill of 1899. The Teachers' Federation sought representation on this committee which was denied.

The Englewood Woman's club assuming that there was but one opinion on President Mark's letter and that it covered entirely all that was desirable or feasible in the educational chapter of the new charter had invited Messrs. White and Bright and Supt. Cooley to open the discussion and sixteen principals and teachers—presumably—to say Amen, as no differing view could be properly presented in the five minutes allowed to each of the aforesaid principals and teachers in which to express their views. Mr. White made the opening talk, Supt. Cooley being absent, for which he was given unlimited time and latitude, and later in the meeting was twice a speaker—under similar conditions. Mr. Bright was also accorded the privilege of unrestricted time and it was only when the gavel fell once or twice during the remarks of succeeding speakers that the evidently anomalous attitude of the club in granting so much to some and so little to others impelled its members to adopt a motion made by Dr. Cornelia De Bey that Miss Haley be given twenty minutes in which to present the points which the teachers desired embodied in the Educational Chapter and their program for securing them. Miss Haley earlier in the meeting had declined to attempt to voice the teachers' sentiments in five minutes and while as a matter of justice the same privileges as to time and latitude of views should have been accorded all who came in a representative capacity, the lateness of the hour and the evident and honest misunderstanding of the program arrangements which had been made induced her to accept the "half loaf" offered and on being invited to the platform she at once placed before the audience the six questions published last week, and the vote. These questions covered many of President Mark's suggestions and took up also the question of the elimination of inefficient teachers and the creation of a stable salary fund. The gavel cut off any further elucidation of the subjects on

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her part although abundant time was again accorded Mr. White whose remarks consumed nearly all the time remaining.

Miss Haley, who understood that she was to present the views of the teachers, was present on the invitation of Mrs. Edwin F. Rowland, president of the club.

Mr. Armstrong, Dr. Tompkins, Mr. Hunt, Miss Kellogg and Mr. Hall each spoke very briefly and the president, Mrs. Rowland, was instructed to appoint a committee of three to draft resolutions expressing the sentiment of the club, these resolutions to be first presented to the club for discussion, amendment or revision of any kind.

CATHARINE GOGGIN.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, January 14, 1905, 10:30 a. m.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, January 16, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

Teachers are invited to attend the first of a series of lessons in the study of sacred songs, conducted by Mr. W. L. Tomlins beginning Tuesday evening, Jan. 17. It is thought that many of the teachers who were privileged to attend Mr. Tomlins' classes last winter will be glad to avail themselves of the opportunity again to study under this loved and well known master.

There are to be ten lessons in the course, tuition $2.50.

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January 18—Art Criticism and Evolutionary Theory
January 25—The Didactic Element in Art
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February 8—William Blake and Mystic Art, Part I. (Illustrated)
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We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

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Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, JANUARY 20, 1905. No. 8.

IS IT FAIR?

Fourteen years ago Wyoming women had been voting for twenty-two years on every matter and for every officer. The women of Kansas and of almost all Great Britain's possessions had municipal suffrage, and women in many states had school suffrage. The Illinois Legislature then, in 1891, moved by the prevailing spirit of progress, began to enfranchise Illinois women by extending to them the school suffrage. But this proved to be not full school suffrage, but a pitifully small portion of school suffrage, for Illinois women cannot vote for County Superintendent of Schools, nor for State Superintendent of Public Instruction, nor for members of the Board of Education, in Chicago and in certain other cities, nor are they allowed to vote on any matter or proposition relating to schools.

Since 1891 every Illinois Legislature has been asked to extend this suffrage, but never have suffrage measures passed more than one house. During many sessions the petitions for the woman suffrage measure outnumbered those presented for any other bill.

While Illinois legislators have been refusing to enfranchise further its own women, other countries and other states have been more progressive, and as a result the advance of woman suffrage elsewhere, during the last fourteen years has never been equaled in any other fourteen years.

The following mentioned places have extended suffrage to women recently:

1893—New Zealand, full suffrage; Colorado, full suffrage; Connecticut, school suffrage.

1894—Ohio, school suffrage; Iowa, school suffrage; England, parish and district suffrage.

1895—South Australia, full suffrage.

1896—Utah, full suffrage; Idaho, full suffrage.

1898—Ireland, municipal and county suffrage to single women and widows; Minnesota, library trustee suffrage; Louisiana, tax matter suffrage; Delaware, school suffrage; France, tribunals of commerce suffrage.

1900—W. Australia, parliamentary suffrage.

1901—New York, tax suffrage to tax-paying women in towns and villages.

1901—Norway, municipal suffrage.

1902—Australia, full national suffrage.

1903—Kansas, bond suffrage; Tasmania, full suffrage.

The women of many Illinois organizations are united in asking the present legislature to vote for a bill which would extend to them all the suffrage it can without the expense and delay of a constitutional amendment.

The Illinois Federation of Women's Clubs, representing over 25,000 members, recently endorsed the bill which has been approved by important organizations like Chicago Women's Club, Catholic Woman's League, Morrison Every Monday Club, Illinois Equal Suffrage Association, Englewood Woman's Club, Lake View Woman's Club, Illinois Woman's Christian Temperance Union, Neighborhood House Woman's Club, Chicago Teachers' Federation, Maywood Woman's Club, Evanston Woman's Club, Ella F. Young Club, Hull House Woman's Club and Chicago Commons Woman's Club.

The bill which is to be presented is as follows:

A BILL

For an Act granting women the right to vote for Presidential electors and certain other officers, and to participate and vote in certain matters and elections.

Section 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly, that all women, citizens of the United States, above the age of 21 years, having resided in the state one year, in the county ninety days, and in the election district thirty days next preceding any election therein, shall be allowed to vote at such election for Presidential electors, member of the State Board of Equalization, Clerk of the Appellate Court, County Collector, County Surveyor, members of Board of Assessors, members of Board of Review, Sanitary District Trustees and for all officers of cities, villages and towns (except police magistrates) and upon all questions or propositions submitted to a vote of the electors of such municipalities or other political divisions of this state.

Sec. 2. All such women may also vote for the following township officers: Supervisor, Town Clerk, Assessor, Collector and Highway Commissioner, and may also participate and vote in all annual and special town meetings in the township in which such election district shall be.

Sec. 3. Separate ballot boxes and ballots shall be provided for women which ballots shall contain the names of the candidates for such offices which are to be voted for and the special questions submitted as aforesaid, and the ballots cast by women shall be canvassed with the other ballots cast for such officers and on such questions. At any such election where registration is required, women shall register in the same manner as male voters.

The extension of such rights is within the power of the Legislature, for with the exception of Presidential electors the Legislature has created the various positions which are filled by these officials. So their election need not be by voters having the qualifications specified in the constitution, but may

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be by such persons and in such manner as the Legislature may prescribe.

The supreme courts of various states have decided that the Legislature has unlimited power in prescribing restrictions on the right of franchise and in making extensions of this right in elections of statutory officers not named in the constitution. Belles vs. Burr, 76 Mich. 1; Wheeler vs. Brady, 15 Kan. 26; State vs. Cones, 15 Neb. 444; Destine vs. Dubuque, 7 Iowa, 286; State vs. Board of Elections, 9 Ohio Cir. Ct. 134; Wood vs. Quimby (R. I.), 40 Atl. 163; Hanna vs. Young (Md.), 35 Atl. 675; State vs. Dillon, 32 Fla. 566; Morrison vs. Springer, 15 Iowa, 342; Woodley vs. Town Council of Clio, 44 S. C. 374; Wilson vs. Florence, 39 S. C. 397; Wilson vs. Florence, 40 S. C. 290; Town of Valverde vs. Shattuck, 19 Col. 110; Kimball vs. Hendee, 57 N. J. 307; Landis vs. Ashworth, 57 N. J. 509; Chamberlain vs. Cranbury, 57 N. J. 605; Harris vs. Burr (Ore.), 52 Pac. Rep. R. 20.

The Illinois courts have also upheld such power of the legislature. People vs. English, 139 Ill. 631; Plummer vs. Yost, 144 Ill. 68; Ackerman vs. Henck, 147 Ill. 514; Dorsey vs. Brigham, 177 Ill. 256; Davenport vs. Drainage Com., 25 Ill. App. 92; People vs. Welsh, 70 Ill. App. 641; People vs. Nelson, 133 Ill. 565.

These Illinois cases sustain the power of the Legislature to extend the suffrage to women in the election of officers not named in the Constitution.

Not only have our courts upheld such power of the Legislature, but the Legislature continues to exercise such power, and the persons named by the Legislature continue to vote, without question, for such officials. The drainage act of 1885 provides that adult owners of land shall petition for the drainage district, and that every adult owner of land shall be a voter. Under this law women petition and vote; and bonds issued by these districts, organized by the help of women's votes, are held good in commercial circles and by our courts. Davenport vs. Drainage Commissioners, 25 Ill. App. 92. The Legislature, by the sanitary district act of 1889, provided a modified system of cumulative voting, whereby the elector must vote for five-ninths of the candidates for positions as sanitary district trustees. This method was not known to the Constitution. The validity of this act was established by our Supreme Court in Wilson vs. Board of Trustees, 133 Ill. 443. The legality of such measures is therefore well settled in Illinois.

The constitutional right of the Legislature to pass this bill is proved by the above citations. The desire of the organized women of the state for suffrage is proved by their numerous resolutions. The approval of woman suffrage by the leading men of Illinois is shown by their published opinions and by the fact that the political parties of Illinois in greater numbers than ever before endorsed woman suffrage.

Is it fair for the Illinois Legislature to continue to ignore the requests of its leading women and men? Is it fair for this Legislature to evade its constitutional privilege of more fully enfranchising women?

Is it fair for Illinois women to be branded as inferior to the women of other states and countries? In Illinois the other disfranchised classes are imbeciles, lunatics and paupers when outside their legal residence, minors and unpardoned criminals. These are not allowed the honor of the elective franchise. Is it fair to class Illinois women with imbeciles, lunatics, paupers, minors and criminals?

STOP RUIN OF GIRLS.

Mrs. Catharine Waugh M'Culloch Calls on People of Illinois to Act—Demands New Legislation—Points Out That Children Are Left Unprotected After the Age of 14.

(Record-Herald, Jan. 8.)

To the Editor:—The age fixed by the Illinois law for protecting a girl's person from licentious assault is 14 years. This is called "the age of consent," because after that age a girl is held sufficiently wise and mature to consent to her own ruin, and should she consent her seducer cannot be punished. Even should she merely fail to struggle to the limit of endurance, she would be held under the law to have consented, and no punishment would follow upon the perpetrator of the wrong.

This is inconsistent with Illinois legislation concerning a girl's ability to give her consent on other important matters. Not until she is 18 can she give a legal consent to marriage. Before that time the law holds her too incapable and untrained to decide wisely for her whole future life, too immature physically to risk the perils of maternity. Even her future offspring's vitality will be injured by too early maternity.

Asks Protection for Girls.

A girl's property is protected from the consequences of her foolish bargains until she is 18 years old. Is not a girl's chastity greater in value than her property? Only in your eyes, gentle reader; not in the eyes of the law. The law says her property is more valuable and must be protected four years longer.

Much might be told of the injury to society—when the wronged, scorned girl, unable to support herself and child, leaves the baby on some one's doorstep, and, hardened and discouraged, goes down to the depths of willful vice and becomes herself a tempter of others. Most of the inmates of houses of ill-fame are those who as girls were thus wronged in their early teens. Four-fifths of the many girls at present in the Erring Woman's Refuge are under 18 years of age.

These wrongs to girlhood are done to the daughters of the very poor, the helpless. The fiends who seek such victims do not select them from the well-to-do, the resourceful, the intelligent.

Raise Age of Consent to 18.

If the age of the protection of girls' chastity were raised from 14 to 18—the age of consent for marriage, the age of the protection of property—the little daughter of the poor would know more of the world, more of the laws of life, and could better protect herself from assault.

For the protection of its own weakest citizens Illinois ought to take this step, but if she has no higher motive than state pride she should recount the names of more progressive commonwealths in our own country where a girl's chastity is protected until the girl is 18 years of age. * * *

Illinois Is Far Behind.

The following table shows the states in which the age of consent is higher than in Illinois:

(Continued on page 6.)

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OFFICIAL LIST OF STATE OFFICERS.

As Published by James A. Rose, Secretary.

Governor—Charles S. Deneen, Chicago.
Lieutenant Governor—Lawrence Y. Sherman, Macomb.
Secretary of State—James A. Rose, Golconda.
Auditor of Public Accounts—James S. McCullough, Urbana.
Treasurer—Len Small, Kankakee.
Superintendent of Public Instruction—Alfred Bayliss, Streator.
Attorney General—William H. Stead, Ottawa.

The Governor, Lieutenant Governor, Secretary of State, Auditor, Treasurer and Attorney General were elected Nov. 8, 1904, for a term of four years. The Superintendent of Public Instruction was elected Nov. 4, 1902, for a term of four years.

Trustees of the University of Illinois—(Elected Nov. 8, 1904): Mary E. Busey, Chicago; Charles Davison, Chicago; William L. Abbott, Chicago.

FORTY-FOURTH GENERAL ASSEMBLY.

Senators.

(Senators in odd numbered districts were elected Nov. 4, 1902; those in even numbered districts were elected Nov. 8, 1904.)

1—George William Dixon, 299 Fifth ave., Chicago. (Rep.)
2—Homer K. Galpin, 729 W. Monroe st., Chicago. (Rep.)
3—Michael E. Maher, 583 27th st., Chicago. (Dem.)
4—Patrick J. McShane, 5230 Dearborn st., Chicago. (Rep.)
5—Francis W. Parker, 1410 Marquette bldg., Chicago. (Rep.)
6—William M. Brown, 223 Eastwood ave., Chicago. (Rep.)
7—John Humphrey, 1311 Ashland blk., Chicago. (Rep.)
8—Albert N. Tiffany, Antioch. (Rep.)
9—Edward J. Rainey, 3622 S. Union ave., Chicago. (Dem.)
10—Andrew J. Anderson, 942 Kishwaukee st., Rockford. (Rep.)
11—Carl Lundberg, 5951 Sangamon st., Chicago. (Rep.)
12—John C. McKenzie, Elizabeth. (Rep.)
13—Albert C. Clark, 7137 Euclid ave., Chicago. (Rep.)
14—Henry H. Evans, Aurora. (Rep.)
15—Cyril R. Jandus, 233 W. 20th st., Chicago. (Dem.)
16—Ira M. Lish, Saunemin. (Rep.)
17—John Powers, 79 Macalister pl., Chicago. (Dem.)
18—George B. Sucher, 611 Pennsylvania ave., Peoria. (Dem.)
19—Frank C. Farnum, 1064 Wilcox ave., Chicago. (Rep.)
20—Edward C. Curtis, Grant Park. (Rep.)
21—Daniel A. Campbell, 1301 Chamber of Commerce, Chicago. (Rep.)
22—William M. Acton, 501 Franklin st., Danville. (Rep.)
23—Niels Juul, 433 Potomac ave., Chicago. (Rep.)
24—Henry M. Dunlap, Savoy. (Rep.)
25—Joseph F. Haas, 90 E. Madison st., Chicago. (Rep.)
26—George W. Stubblefield, 1405 N. Main st., Bloomington. (Rep.)
27—Stanley H. Kunz, 685 Noble st., Chicago. (Dem.)
28—James A. Henson, 1012 S. Polk st., Decatur. (Rep.)
29—Harry G. Hall, 181 Superior st., Chicago. (Rep.)
30—Geo. W. Cunningham, 414 S. 6th st., Pekin. (Dem.)
31—Carl Mueller, 84 LaSalle st., Chicago. (Rep.)
32—Orville F. Berry, Carthage. (Rep.)
33—Levi S. McCabe, Rock Island. (Rep.)
34—Stanton C. Pemberton, Oakland. (Rep.)
35—Charles H. Hughes, Dixon. (Rep.)
36—Thomas D. Bare, Hardin. (Rep.)
37—James W. Templeton, Princeton. (Rep.)
38—Frank W. Burton, Carlinville. (Dem.)
39—Corbus P. Gardner, Mendota. (Rep.)
40—George D. Chafee, Shelbyville. (Rep.)
41—Richard J. Barr, Joliet. (Rep.)
42—Charles E. Hull, Salem. (Dem.)
43—Leon A. Townsend, Galesburg. (Rep.)
44—Robert J. McElvain, Murphysboro. (Rep.)
45—Thomas Rees, Springfield. (Dem.)
46—John L. Houser, Calhoun. (Rep.)
47—Louis E. Walter, Alton. (Rep.)
48—Jesse Bartley, Shawneetown. (Rep.)
49—R. Sherman Hamilton, Marissa. (Rep.)
50—O. H. Burnett, Marion. (Rep.)
51—Douglas W. Helm, Metropolis. (Rep.)

FORTY-FOURTH GENERAL ASSEMBLY.

Representatives.

(Elected Nov. 8, 1904.)

1—Francis P. Brady, 1311 Michigan ave., Chicago (Rep.); Edward D. Green, 2637 LaSalle st., Chicago (Rep.); Samuel W. Arrand, 1355 Wabash ave., Chicago (Dem.).

2—Paul I. Zaabel, 867 W. Taylor st., Chicago (Rep.); Frank J. McNichols, 520 S. Winchester av., Chicago (Rep.); Frank D. Comerford, 904 W. 12th st. boul., Chicago (Dem.).

3—Daniel Buettner, 2469 Archer ave., Chicago (Rep.); Walter E. Beebe, 169 Oakwood boul., Chicago (Rep.); John P. Walsh, 728 E. 31st st., Chicago (Dem.).

4—Emil O. Kowalski, 150 W. 44th st., Chicago (Rep.); John C. Russell, 4347 Wentworth ave., Chicago (Dem.); Joseph A. Ambroz, 5131 S. Winchester ave., Chicago (Soc.).

5—Aaron Norden, 4807 Forestville ave., Chicago (Rep.); William H. McSurely, 5037 Washington ave., Chicago (Rep.); John P. McGoorty, 6204 Kimbark ave., Chicago (Dem.).

6—John W. Hill, 57 Surrey court, Chicago (Rep.); John C. Williams, 1307 Chicago ave., Evanston (Rep.); M. L. McKinley, 345 Eastwood ave., Chicago (Dem.).

7—George Struckman, Bartlett (Rep.); Louis J. Pierson, Wilmette (Rep.); John W. Farley, 111 7th ave., LaGrange (Dem.).

8—Frank R. Covey, 288 W. Hurlbut ave., Belvidere (Rep.); Edward D. Shurtleff, Marengo (Rep.); Dennis E. Gibbons, Waukegan (Dem.).

9—David E. Shanahan, 185 Dearborn ave., Chicago (Rep.); Anton J. Cermak, 444 W. 25th st., Chicago (Dem.); Andrew Olson, 305 W. 24th st., Chicago (Soc.).

10—Wilbur B. McHenry, 409 Holland st., Rochelle (Rep.); Frederick Haines, 1621 National ave., Rockford (Rep.); Charles E. Martin, Seward (Dem.).

11—Chester W. Church, 9226 Longwood ave., Chicago (Rep.); Nicholas J. Nagel, 5552 Princeton ave., Chicago (Rep.); John R. Reilly, 6308 S. Ashland ave., Chicago (Dem.).

12—William W. Gillespie, Savanna (Rep.); James E. Taggart, Ridott (Rep.); Douglas Pattison, Freeport (Dem.).

13—Benton F. Kleeman, 11417 Michigan ave., Chicago (Rep.); William T. Monroe, 6639 Kimbark ave., Chicago (Rep.); John J. Poulton, 9131 Exchange ave., Chicago (Dem.).

14—Charles T. Cherry, Oswego (Rep.); Charles H. Backus, Hampshire (Rep.); John W. Linden, 220 Grove st., Aurora (Dem.).

15—James P. Cavanagh, 162 W. 18th st., Chicago (Rep.); William J. Laskowski, 786 S. Ashland ave., Chicago (Dem.); Dennis J. Egan, 154 W. 18th st., Chicago (Dem.).

16—Josiah Kerrick, Minonk (Rep.); Harrison T. Ireland, Washburn (Rep.); John P. Moran, Fairbury (Dem.).

17—Edward J. Smejkal, 77 Bunker st., Chicago (Rep.); Edward J. Glackin, 265 S. Morgan st., Chicago (Dem.); Edward W. Gillispie, 440 W. Harrison st., Chicago (Dem.).

18—John Dailey, 1217 Knoxville ave., Peoria (Rep.); Otis S. Mills, Chillicothe (Rep.); Daniel R. Sheen, 123 Crescent ave., Peoria (Pro.).

19—Charles A. Schumacher, 2092 W. 26th st., Chicago (Rep.); James M. Kittleman, Berwyn (Rep.); Richard E. Burke, 1523 W. Van Buren st., Chicago (Dem.).

20—Horace Russell, Milford (Rep.); Israel Dudgeon, Morris (Rep.); Frank M. Crangle, Watseka (Dem.).

21—William H. Troyer, 220 N. Central Park ave., Chicago (Rep.); Frederick E. Erickson, 256 N. Carpenter st., Chicago (Rep.); Benjamin M. Mitchell, 36 N. Sacramento ave., Chicago (Dem.).

22—Charles A. Allen, Hoopeston (Rep.); J. Russ Grace, Chrisman (Rep.); Clay F. Gaumer, Alvin (Pro.).

23—Henry W. Austin, 217 Lake st., Oak Park (Rep.); Christopher Beck, 793 N. Kedzie ave., Chicago (Rep.); Joseph Grein, 670 W. Chicago ave., Chicago (Dem.).

24—Julius N. Rodman, Deland (Rep.); John R. Pogue, Sullivan (Rep.); Peter P. Schaefer, Champaign (Dem.).

25—Herman H. Breidt, 2710 Milwaukee ave., Chicago (Rep.); Robert E. Pendarvis, 1537 N. 71st ct., Chicago (Rep.); Frank J. Wilson, 2533 N. 45th ave., Chicago (Dem.).

26—Cassius M. Coyle, Gridley (Rep.); A. L. Phillips,

(Continued on page 4.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3004.

ILLINOIS FEDERATION OF WOMEN'S CLUBS.

LEGISLATIVE COMMITTEE.

Resolutions Indorsing Elected Board of Education for Chicago.

Whereas, The State Federation of Women's Clubs has endorsed a bill to extend to Illinois women such rights of suffrage as the Legislature is powered to grant, and

Whereas, The voters of Chicago have voted in favor of an elective Board of Education,

Therefore, We, the Legislative Committee of the Illinois Federation of Women's Clubs, endorse the effort to secure for Chicago women the right to vote for members of the Chicago Board of Education and advise our clubs to aid in this effort.

Miss Mary S. Anthony, sister of Susan B. Anthony, made her annual protest last week when she paid her taxes. This time she scored a particularly sharp point in her letter to the County Treasurer. After enumerating the classes excluded from suffrage under the Statehood Bill as first drawn, she wrote: "A minor may live to become of age, the illiterate to be educated, the criminal to be pardoned, the lunatic to regain his reason, the idiot to become intelligent—when each and all can help to decide what shall be the laws, and who shall enforce them; but the women—never. * * * I protest against paying taxes to a government which allows its women to be thus treated. Please so record it."—The Woman's Journal, Jan. 14, 1905.

BOARD OF EDUCATION.

Wed. Jan. 18, 1905.

Candidates who waive appointment do not thereby forfeit their position on the eligible list.

A committee was appointed to look into the method of marking teachers for efficiency.

Architect Llewellyn of La Grange was temporarily appointed supervising architect pending application to the Civil Service Commission for a properly certified applicant for the position.

The annual budget for 1905 was adopted.

Resolutions of sympathy to Mr. Thorp on the death of his daughter were adopted by a rising vote.

(Continued from page 3.)

Gibson City (Rep.); Paul Finnan, 802 S. Main st., Bloomington (Dem.).

27—Albert Glade, 9 N. Curtis st., Chicago (Rep.); Daniel V. McDonough, 84 S. Center ave., Chicago (Dem.); Joseph S. Geshkewich, 674 Milwaukee ave., Chicago (Dem.).

28—John G. Oglesby, Elkhart (Rep.); J. R. Robinson, Farmer City (Rep.); James M. Gray, 452 Prairie ave., Decatur (Dem.).

29—Samuel E. Erickson, 57 Locust st., Chicago (Rep.); Bernard F. Clettenberg, 126 Larrabee st., Chicago (Rep.); Patrick J. Sullivan, 118 Chestnut st., Chicago (Dem.).

30—Louis Zinger, 29 Fourth st., Pekin (Rep.); Walter I. Manny, 235 W. Main st., Mt. Sterling (Dem.); J. Joseph Cooke, 810 Jefferson st., Beardstown (Dem.).

31—Charles E. Erby, 254 Lincoln ave., Chicago (Rep.); Lewis Rinaker, 1224 Sheffield ave., Chicago (Rep.); John C. Werdell, 82 Mohawk st., Chicago (Dem.).

32—Everitt C. Hardin, Monmouth (Rep.); J. Edward Harris, Bushnell (Rep.); William McKinley, Monmouth (Dem.).

33—Lawrence M. Magill, Moline (Rep.); Monroe G. Reynolds, Aledo (Rep.); George W. McCaskrin, 1715½ 2d ave., Rock Island (Ind.).

TEACHERS BULL—2 ....CHIT

34—D. B. Miller, Casey (Rep.); Carl S. Burgett, Newman (Rep.); Isaac B. Craig, Mattoon (Dem.).

35—John B. Castle, Sandwich (Rep.); Harvey L. Sheldon, Rock Falls (Rep.); James Branen, 320 Somonauk st., Sycamore (Dem.).

36—Randall B. Echols, Loraine (Rep.); Campbell S. Hearn, Quincy (Dem.); Irvin D. Webster, Pleasant Hill (Dem.).

37—Nathaniel W. Tibbetts, Kewanee (Rep.); James Noyes, Bradford (Rep.); James E. Dabler, Princeton (Dem.).

38—William J. Donahue, Plainview (Rep.); George W. Witt, Kane (Dem.); Stephen D. Canaday, Hillsboro (Dem.).

39—William D. Isermann, Streator (Rep.); Enoch H. Pederson, Sheridan (Rep.); John J. McCluskey, Peru (Dem.).

40—Walter Provine, Taylorville (Rep.); C. F. Coleman, Vandalia (Dem.); Henry O. Minnis, Edinburg (Dem.).

41—Guy L. Bush, Downers Grove (Rep.); Samuel J. Drew, 1221 Benton st., Joliet (Rep.); *William A. Bowles, 107 Richard st., Joliet (Dem.); *Alonzo E. Wilson, 616 N. First st., Wheaton (Pro.).

42—Harvey W. Shriner, Flora (Rep.); James H. Loy, R. F. D. No. 1, Effingham (Rep.); Charles L. Farris, Louisville (Dem.).

43—Wilfred Arnold, 110 Main st., Galesburg (Rep.); William H. Emerson, Astoria (Rep.); Michael J. Daugherty, 110 Main st., Galesburg (Dem.).

44—Sample G. Parks, DuQuoin (Rep.); Sylvester W. McGuire, 124 Broadway, Sparta (Rep.); Charles S. Luke, Nashville (Dem.).

45—Frank J. Heinl, Jacksonville (Rep.); Charles Fetzer, 714 N. 6th st., Springfield (Rep.); William S. Lurton, 904 E. College ave., Jacksonville (Dem.).

46—Robert E. Mabry, Fairfield (Rep.); Thomas Tippit, Olney (Dem.); John M. Rapp, Fairfield (Dem.).

47—Cicero J. Lindly, Greenville (Rep.); William Montgomery, Moro (Rep.); Amos E. Benbow, Upper Alton (Dem.).

48—Daniel E. Rose, Maunie (Rep.); Mahlon H. Mundy, Mt. Carmel (Dem.); Bruce A. Campbell, Albion (Dem.).

49—William E. Trautmann, 17 N. Main st., E. St. Louis (Rep.); Fred Keck, Belleville (Rep.); Charles A. Karch, 20 W. First st., Belleville (Dem.).

50—C. M. Gaunt, Mound City (Rep.); R. D. Kirkpatrick, Benton (Rep.); Walter W. Williams, Herrin (Dem.).

51—John S. Organ, Walpole (Rep.); Kenneth C. Ronalds, Eldorado (Rep.); John W. Shaw, Harrisburg (Dem.).

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*Contest—Canvass not completed Dec. 5.

CHICAGO TEACHERS' FEDERATION.

Mortuary Fund Department.

The Mortuary Fund Department will hold its first annual meeting, Saturday, Jan. 21, at 2:30 p. m., in Hall 412, Masonic Temple.

LEONORA BECK, Chairman Pro Tem.

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ILLINOIS FEDERATION OF WOMEN'S CLUBS

LEGISLATIVE COMMITTEE COMPLETE

Chairman, Dr. Marion K. Bowles, Joliet.
Mrs. Elvira H. Adams, 225 Wesley Ave., Oak Park.
Mrs. J. H. Barton, Carbondale.
Mrs. Chas. F. Cherry, Oswego.
Mrs. Herman Falkenstein, 783 Armitage Ave., Chicago.
Mrs. Martha P. Falconer, 115 N. Oak Park Ave., Oak Park.
Mrs. Ralph D. Hollembeak, 403 Spring St., Elgin.
Miss Margaret A. Haley, 3402 Wabash Ave., Chicago.
Mrs. W. F. Heath, Danville.
Miss Kate Kennard, Champaign.
Mrs. Catharine Waugh McCullough, 1104 Merchants Loan & Trust Bldg.
Mrs. Albert R. Martin, 732 N. Hoyne Ave., Chicago.
Miss Kate F. O'Connor, Rockford.
Mrs. Chas. Salmon, 6826 Perry Ave., Chicago.
Mrs. Leslie P. Vorhees, 524 Maple Ave., Blue Island.

LETTER TO WOMEN'S CLUBS FROM THE LEGISLATIVE COMMITTEE OF THE ILLINOIS FEDERATION OF WOMEN'S CLUBS.

The Illinois Legislature of 1905 has begun its sessions. This is the year we must work and our legislative work must be crowded into the early months of the year.

Little work will be done on bills until February. Then bills will be presented by the members selected as sponsors, read once and referred to an appropriate committee. This is the time when hearings are granted to friends and enemies of the measures. If bills are not killed in committee, they come out with the committee's recommendation that they do pass and are then placed in the list of bills, on the order of second reading. At second reading friends must watch to see that bills are not killed by obnoxious amendments and when this crisis is past, the bills stand on the order of third reading.

On a day when a bill is read the third time the greatest care is needed to secure the presence of all the Legislators who have promised to vote for the bill, for each bill must at third reading receive a constitutional majority (that is a majority of all the members elected)—in the Senate 26 votes out of 51 and in the House 77 out of 153. Perhaps the members of the Legislature of 1905 will not need watching at this critical time, but in the past some Legislator, just before his name was called, would slip into a committee-room for some document, go across into the other Chamber to see a friend, go to the Cloak-room to comb his hair, be consumed with thirst, or, worst of all, be kept at his hotel with a sore throat until an hour after the bill's fate was settled. Then, alas! the bill would receive perhaps just 25 votes in the Senate or only 76 or less in the House. On such occasions it is desirable to have several watchful women to head off a retreating legislator and remind him of his promise.

But if on third reading the bill receives the necessary majority, it has then passed that House and goes over to the other House for similar procedure.

Bills may originate in either House and when they have passed both houses, they only await the Governor's signature to become laws. At any stage of the proceedings outlined above, arguments in favor of the bill are needed.

In the Year Book clubs have been asked:—

1—To select a Legislative Committee and secure among the club meetings a special legislative day On such a day speakers should present the bills, giving facts, figures and arguments, so that each club member would have a clear understanding of the status of each measure.

2—To endorse bills and have such endorsement written to the Senator and three Representatives from the district in which each club is located.

In this issue find lists of the Members of the Legislature.

3—To send letters from many individuals. Letters from men as well as women should be sent to the Legislators, for men's letters have more influence than the letters of voteless women. Perhaps woman's influence was great in the mythical days of chivalry, but to-day man's voting power is greater than woman's voteless influence. Therefore, get letters from men.

At various stages of progress the Federation Legislative Committee will on several occasions need large committees of women to go to Springfield to personally argue with individual legislators the merits of their favorite bills. Will not each club which can afford the expense send a member one or more times to Springfield to help the Federation Legislative Committee? Select for such work your wisest, sweetest, most tactful, most persistent woman. Send a representative woman, one who in all ways will well represent your club and do well the work.

When it comes to the hearing, the Legislative Committee of the Federation will use its best judgment to select speakers, representing the various parts of the State, the various nationalities and the variety of club interests, and it can do this best if it has the choicest women of your clubs from which to choose. Write freely to members of this Committee to give or receive advice or information.

Our State President says she wants this year specially marked by the excellence and harmony of our legislative work. Now a long pull, a strong pull and a pull altogether.

MARION K. BOWLES, Chairman,
LILLIE B. HOLLEMBEAK, Secretary.

Jan. 14, 1905.

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(Continued from page 2.)

Age of Consent.

18 Years—Arizona, Colorado, Delaware, Florida, Idaho, Kansas, Missouri, Nebraska, New York, North Dakota, Oklahoma, Utah, Washington, Wyoming.

16 Years—Alaska, Arkansas, California, Connecticut, District of Columbia, Massachusetts, Michigan, Minnesota, Montana, New Hampshire, New Jersey, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee.

15 Years—Iowa, Texas.

This makes thirty-three of our commonwealths, about three-fourths of our country, with the age higher than in Illinois. Why are we so far behind? The vicious classes of our great cities ought not to have greater influence at Springfield with our legislators than had the vicious classes of New York City at Albany. Yet New York State has raised the age of consent to eighteen years and Illinois has not.

A comparison with the statutes of other states shows that the punishment in Illinois, which may be as low as one year, is pitifully small and should be increased when the wronged girl is very young—under 14 or 15. In the few states which, like Illinois, fix the age at 14, the minimum punishment, in Wisconsin, New Mexico, Nevada and Virginia, is five years and in some cases it may be death or life imprisonment. In all the few remaining states where the age of consent is lower than in Illinois the death penalty may be inflicted, and as a result cases of ruin are almost unknown.

Calls on People to Act.

While it may not be desirable to attempt any other change in the Illinois statute than the change of age, it is well to remember that our Illinois statute has another element of weakness in exempting from punishment under certain circumstances young men 16 years of age. This is an unusual provision, as a study of other state's statutes shows. "Whoever," "every male person," "every person," are the words generally used to designate the perpetrator of the offense. Men jurors and men judges can generally be relied on to sympathize sufficiently with an erring brother man to give the wrongdoer the benefit of all possible doubts. * * *

This is the truth. Now let the people make known their will.

CATHARINE WAUGH M'CULLOCH.

ANNOUNCEMENT!

The Henry George Lecture Association presents the following lectures at Handel Hall, 40 East Randolph Street, Chicago:

Thursday, Jan. 19, 8 p. m. Prof. W. L. Tomlins, Director Tomlins School of Music—"Music. Its Relation to a Larger Life."

Thursday, Jan. 26, 8 p. m. Clarence S. Darrow—"The Vain Pursuit."

Thursday, Feb. 2, 8 p. m. Prof. W. D. MacClintock of the Chicago University—"Poetry and the Common Life."

Thursday, Feb. 9, 8 p. m. Louis F. Post, Editor The Public—"Altgeld's Last Book: 'The Cost of Something for Nothing.'"

Thursday, Feb. 16, 8 p. m. Prof. W. M. R. French, Director the Art Institute—"An Hour with the Caricaturists."

Thursday, Feb. 23, Ernest Howard Crosby—"Walt Whitman, A Study in Democracy."

Course Tickets, $1 Single Admission, 25c

Tickets may be procured from the following: Miss Leonora Beck, 36 South Wood St., phone 625 Seeley; Dr. Anna M. Lund, 1014 Masonic Temple, phone 3691 Central; Nellie Carlin, 1202 Ashland Building; Frances L. Dusenberry, care of Purdy Publishing Co., McVicker's Theater Building.

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Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

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New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
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That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Beegaline—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $3.00 and..... **$1.50**

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Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, JANUARY 27, 1904. No. 9.

WORK OF THE CHICAGO TEACHERS' FEDERATION.

BY MARGARET A. HALEY.

(Extracts from address delivered before New Jersey State Teachers' Association, Dec. 28, 1904.)

It is a pleasure to speak to the teachers of New Jersey on the efforts of the Chicago teachers to raise the standard of the profession of teaching and thereby to increase the efficiency of the public schools.

The public school is the organized means provided by the deliberate effort of the whole people for freeing intelligence at its source and through freed intelligence to secure freedom of action. In the performance of this function the public school is generally recognized as a factor in the moral and intellectual uplift of the nation; but that this freed intelligence is a factor in the production of the material wealth and in the increase of the wealth-producing power of the nation has not been so generally recognized, nor that further increase of wealth and of wealth-producing power will be in direct proportion to the increased efficiency of the public schools. A growing consciousness of these facts with the inevitable deductions has been the cause and effect of the organized effort of the Chicago teachers to demand for themselves the inherent right to conditions which make it possible for them to give to the public their best service and to receive in return a share in the city's moral, intellectual and material wealth in the proportion to which these schools, through the teachers, have been a factor in producing this wealth.

That teachers generally are so conditioned as to give to the public their best service no well informed person will for a moment maintain, and our city is no exception to the rule. The teachers of Chicago know that they do not get a share of the city's wealth in proportion to their share in the production of that wealth because certain other factors, notably the public service corporations, are permitted to take of this wealth out of all proportion to their share in its production.

Why School Funds Are Short.

It is a matter of record established in the courts of Illinois in the Chicago Teachers' Tax Case that the streets of Chicago are worth $200,000,000 to five public utility-corporations, two street railways, one gas, one electric light and one telephone company and that the income on this street value is ten million dollars a year. This enormous sum of ten million dollars, the people's free gift to these companies, represents the amount which these companies are permitted by law annually to overcharge the Chicago people for street car fares, gas and electric lighting bills, and telephone charges. This sum is more than the entire annual cost of maintaining the Chicago public schools, and the public library together.

The teachers lose no opportunity to press home to the people of Chicago the injustice to themselves and to their children, as well as to the teachers, of making a free gift of ten millions a year to five public service corporations (without one dollar of value received in return) and at the same time paying their children's teachers wholly inadequate and decreased salaries while increasing the number of pupils in school rooms already so overcrowded as to deny both teachers and children opportunity for satisfactory work or even hygienic conditions. To this injustice is added that of holding teachers responsible for *teaching* these fifty or sixty children in accordance with modern, scientific methods though educators are agreed that a teacher may keep school with that number of pupils but that she cannot teach more than half this number.

Taxpayers' and Citizens Interested.

The personal interest of the individual citizen is enlisted when it is made clear to him that every time he pays five cents for riding in a street car he pays two cents to the company for the use of the company's property and three cents to the company for the use of his own property—the streets; that this means an actual tax of from $20 to $30 a year which every daily patron of the street cars in Chicago is forced to pay for the privilege of using his own streets; that every dollar of that $20 or $30 should be returned to the users of the street cars either in reduced fares or should be turned in as taxes to the support of the public schools and to other public uses.

What is true of street car fares is equally true of gas bills. The Chicago gas company schedules with the tax assessors fifteen million dollars of actual property but it pays bond interest and dividends on seventy-five millions of paper. The difference, sixty million dollars, the amount of water in the gas stock, represents the value of the people's

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streets to the gas company and the income on this sixty million dollars, or three million dollars a year, represents the yearly overcharges for gas bills paid by the Chicago people to the gas company and which, if collected at all from the people should go to support the public schools or some other branch of the public service. (I desire to say here, I do not approve of this method of collecting taxes, that is, constituting gas and traction companies tax gatherers). But if the people see fit to permit these companies to continue to collect taxes from the people on the value of the people's property, the public streets, then the people should compel these companies to turn the taxes so collected into the public treasury instead of as at present turning it over to the holders of watered stock in the form of dividends. Through the work of the teachers' organization, the Chicago Teachers' Federation, both teachers and people are beginning to understand more clearly why the public schools are deprived of the revenue necessary to maintain them at a standard commensurate with the existing ideals of education and how to apply the remedy.

The teachers realize that these great public utility corporations are absorbing the wealth of the community out of all proportion to their share in the creation of that wealth; they know that it is estimating conservatively to say that for every dollar of value which the public utility corporations in Chicago contribute to the wealth of Chicago they receive $5 in return; they know that it is estimating conservatively to say that for every five dollars of value, of material value, mind you, which they, the teachers, contribute to Chicago's material wealth, they, the teachers, receive less than one dollar in return. It is to correct this gross injustice and inequity that the teachers of Chicago have set out to help the people to secure to the public schools and to themselves as teachers a just share in the wealth they produce and to do it in such a way as to secure at the same time justice to the taxpayers —to the people.

Schedule Adopted, Suspended, and Finally Abolished.

In 1898 the class room teachers of Chicago, of whom there were about 5,000, feeling the pressure coming from greatly increased cost of living with no corresponding increase in salary, organized and secured the adoption by the Board of Education of a new salary schedule. The maximum salary had been $800 for the primary and $825 for the grammar grade teachers. According to the new schedule the maximum for class room teachers of ten years or more experience was to be $1,000; that is to say, the Board of Education estimated the value to the community of a class room teacher of ten years' experience to be equivalent to that of policemen, firemen and mail carriers after one year's experience. This increase of $175 was to be paid in three installments; the first installment of $75 was paid in January, 1898; the second of $50 due in 1899 was withheld in that year. In 1900 not only was the third installment of $50 not paid nor the increase of $50 which had been withheld the previous year, but the advance of $75 given in 1898 was, in January, 1900, taken away. In other words the teachers were put back on the salary which had been in effect practically for twenty years. It was at this point they began to inquire into the reason of this action and learned that the revenue of the Board of Education was declared to be inadequate. On further investigation they learned that the shortage of revenue was in part due to the failure of the officials to enforce the tax laws.

Corporations Escaping Taxes.

In our state it is the duty of the State Board of Equalization to assess the railroads and other corporations, but in 1899 the railroads in Cook County paid $640,000 less in taxes than they did in 1898, but the property owners, that is the owners of 25 foot lots and cottages in Chicago, had the taxable value of their property doubled in the year 1899, over the year 1898. Yet the railroads of Illinois increased their capital stock by $140,000,000 in that same year and their dividends by $10,000,000.

In 1899 the five public utility corporations in Chicago, mentioned before, escaped taxation entirely on their franchise values. When the teachers learned this two of their numbers, at the request of the Federation, in January, 1900, secured leaves of absence and continued the investigation at the expense of the Federation. Action in the courts was begun later against the public officers charged with the duty of assessing these corporations and a writ of mandamus obtained from the Supreme Court of the State commanding the State Board of Equalization to return and assess according to law these five public utility corporations for the year 1900.

Teachers Force Payment of Taxes.

As a result of this litigation six hundred thousand dollars of back taxes for the year 1900 was paid to the treasurer of Cook County in July, 1902.

Not one dollar of this franchise tax was assessed against these companies when the teachers began this suit. Since the teachers' suit in 1900 these corporations have paid a franchise tax of something more than half a million dollars a year to the treasurer of Cook County.

I have stated that the teachers in January, 1900, had been cut $75. When in 1902 this six hundred thousand dollars of back taxes for 1900 was turned into the treasury it was fully expected that the Board would acknowledge the debt to the teachers as a result of the salary cut made in the middle of the school year 1900, and from the back tax thus collected by the teachers restore this cut. On the day that the County Treasurer received the six hundred thousand dollars, back taxes, the City Council of Chicago voted to restore from this back tax money turned in by the teachers the cut which the firemen and policemen had received in the year 1900, but the Board of Education on the recommendation of its finance committee proceeded immediately on receipt of the money to appropriate it for the purpose of paying coal bills, cleaning school houses and for other expenses of the year 1902, ignoring the unpaid claims of the teachers. The teachers, through the Federation, proceeded in the courts and secured an injunction restraining the Board from expending this money and on a full hearing of the merits of the case the courts have decided in favor of the teachers. The Board has appealed the case.

In this suit the Board produced as evidence portions of its rules urging its right to cut teachers' salaries in the middle of the school year, disclaiming any responsibility for paying teachers' salaries, according to its fixed schedule, and also claiming the right to dismiss any teacher at any time with or without cause.

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Gas Company's Contracts Sacred.

In 1900 when the city's shortage of revenue was urged as a reason for cutting the salaries of teachers, policemen and firemen the exorbitant price of gas was not reduced although the funds appropriated for paying the city's gas bills gave out in the middle of the year. On the other hand the gas company collected every dollar of its bills from the city and no attempt was made by the city officials either to repudiate the existing debt to the gas company or to cut the contract price for the remainder of the year. But the gas company had taken the precaution to secure its contract rights by general and special legislation, and the sacredness of contract where gas companies are concerned is well established.

An amendment to the State Constitution authorizes the legislature of Illinois to enact a new charter for Chicago. In this instrument the teachers of Chicago hope to secure provisions which will place the teachers of Chicago on the same basis that the charter of New York placed the New York teachers in the matter of permanent salary fund, salary schedule, tenure of office and public funds for teachers' pension. This is the work the teachers are at present engaged in.

Just before the close of school in the last week of December certain provisions for the new charter were submitted to a vote of the teachers. Following are the provisions and the vote thereon:

Salary Schedule.

All elementary teachers to receive not less than $600 for first year, $750 for fourth year, $1,000 for seventh year, and an annual increase of $100 thereafter until a maximum of $1,500 is reached.

The vote on this proposition was 3912 for, 33 against. Fifteen hundred dollars may seem a large maximum but a teacher must have had eleven years' experience before being eligible to receive this maximum, and the teachers of Chicago know that any teacher who after eleven years' experience is not adding $1,500 a year to the material wealth of our city, State and Nation, is taking more than that from it and should be retired from the service if the fault is hers. If the fault is in the educational system, the system should be changed.

Salary Fund.

A provision for setting aside a certain per cent of the tax levy to be used for teachers' salaries ONLY.

The vote on this was 3982 for and 3 against.

The third question was as follows:

Tenure of Office and Efficiency.

After a probationary period all appointments to be permanent during efficiency and good behavior.

Inefficient teachers to be eliminated from the service after having had reasonable opportunity for improvement and a trial before the Board of Education on written charges.

All efficient teachers to be entitled to and to receive the regular annual increase of salary till maximum in salary schedule is reached. "Efficient teachers" to be held to mean all teachers against whom no charge of inefficiency or unfitness has been proven.

The vote on this was 3948 for, 10 against.

When the Board of Education in 1902 abolished the salary schedule adopted in 1898 a new one providing that no teacher should be eligible to an increase beyond the seventh year ($875) unless and until she had received from the principal an efficiency mark of at least 80 and had besides taken a promotional examination on certain subjects, academic and professional, on which she had been examined before entrance into the service.

The fourth question submitted to the teachers was:

"The present system of promotional examinations."

The vote on this question was, for promotional examinations, 316; against them, 3844.

On the question of public funds for teachers' pensions the vote was 3728 in favor; 106 against.

The Chicago Board of Education is appointed by the Mayor. The question of the election of the Board of Education by the people was the last one submitted to the teachers and the vote on the propositition was 3543 for; 264 against.

As submitted the question provided for

Board of Education.

Elected by the people; nominations to be by petition; elections at large (instead of by wards); women to have the right to sign nomination petitions and to vote for members of the Board.

Briefly stated this is the work of the Chicago Teachers' Federation.

In the accomplishment of this work a practical knowledge has come to the teachers of civic conditions and civic needs which has brought them into direct and vital relation with all the forces in the community working for the betterment of civic conditions. It is making the public school, through the work of the teachers, such a factor in the civic life of the community as it never was before. It has given the teachers not only a larger and more comprehensive view of the civic life, but a new civic spirit.

The teachers of Chicago do not beg for a raise in salary now because they need more books, better clothes or opportunity for recreation, they ask it because they know they earn it and that they have an inherent right to what they earn; not only that, but that sooner or later the people will acknowledge that right and find a way to recognize it. I consider a clear understanding on the part of teachers of this inherent right to a fair share in the wealth they create, to be the first prerequisite for any effective movement to better the conditions of teachers and teaching. Armed with the conviction that they are seeking justice to the children and to the people no less than to themselves, no denial, no rebuff will deter, and they will persevere until the entire community recognizes the essential justice of their claims and sets itself the task of finding a way to grant them.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

PROMOTIONAL EXAMINATIONS.

The Teachers' Federation may be wide of the mark in many of its propositions and requests, but it is right in opposing the present system of promotional examinations. These examinations are an injury to the teachers and an injury to the schools.

On the surface it seems plausible that the teacher who is willing to study and take an examination and who is then able to pass the examination is superior to the one who has not made special preparation for the disagreeable ordeal. By the school officials she is called a progressive teacher and worthy of promotion over those who have not bent their efforts toward the higher salary.

Not a few of the teachers who have taken and passed the promotional examination have been frank enough to say that selfishness rather than the good of the schools prompted them by arduous study to fit themselves for the higher position. They have admitted that their time and energy might have been spent to far more advantage to themselves and their classes if they had looked more carefully after their health, their general culture and the immediate work of the schoolroom.

The temptation of a higher position and a higher salary, to say nothing of a praised name, was too much for some teachers to resist. They neglected preparing for the day's work and gave the time to preparing for the examination. They should have taken healthful recreation in order to give more tone and vitality to their teaching. They risked appearing nervous and overwrought before their pupils and were willing to advance themselves at the cost of the children.

Their conscience was eased somewhat by the thought that this was the only way to gain a good name and to appear wise in the eyes of their superiors. They despised the cramming method and admitted its injurious effects on mind and body, but better, they said, risk that than risk being dubbed "nonprogressive" and dropped from the service.

So long as this unenlightened policy prevails so long will some teachers be tempted beyond what they are able to resist, be the harm what it may to themselves and their pupils. There ought to be ways and means of knowing a teacher's ability otherwise than by the questionable method of what is called promotional examination. The ablest educators denounce it and good teachers almost to a unit are opposed to it as inadequate and injurious. —Chicago Chronicle, Dec. 29, 1904.

NEW YORK TEACHERS SUE BOARD OF EDUCATION.

Teachers' Complaint Longest on Record.

New York, Dec. 31.—Ira Leo Bamberger, counsel for the school teachers of Manhattan, has served the summons and complaint in an action to recover $301,315 for an unpaid balance of salary due for the first six months of 1899.

The action is brought by the Brooklyn Teachers' Association and the Class Teachers' Organization of Brooklyn against the Board of Education.

The complaint is the longest on record and covers 3414 pages and measures 4267 feet in length. The length of an average complaint in civil litigation is four or five pages. The complaint in the action just begun is contained in two volumes, each the size of a standard dictionary, and weighing 21 pounds. There are 3413 causes of action specified in the complainant, each one of which represents a teacher's claim. It took four accountants two months to prepare the schedules showing the balance of salary due to each teacher.—Buffalo Courier, Jan. 1, 1905.

ANNOUNCEMENTS.

SPECIAL ANNOUNCEMENT.

A public meeting will be held under the auspices of the friends of Russian freedom in the Auditorium, Sunday afternoon, Jan. 29, 3:30 o'clock.

Speakers: Madame Katherine Breschkovsky, for 22 years an exile in Siberia; Dr. Emil G. Hirsch, Miss Janes Addams, Rev. Jenkins Lloyd Jones, and others. Organists: Mr. Wilhelm Middleschulte and Miss Gertrude Smith.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, February 11, 1905.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 13, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

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One of the gigantic evils of the school life of to-day is the fact that the women who must use the text book 200 days in the year must accept books selected by men who will not use them. Sometime teachers will have the initiative in selecting text books, will determine the conditions upon which teachers shall be selected and have other reasonable professional appreciation.

Lastly and chiefly she must be relieved of all fear of spending her days in an old ladies' home. She must read her title clear to a satisfactory after-school life or the children will suffer.

A. E. WINSHIP.

APPRECIATION OF THE TEACHER—DR. A. E. WINSHIP OF BOSTON.

(Extracts from address before Wisconsin State Teachers' Association at Milwaukee, Dec. 28, 1904.)

What Teachers Sacrifice.

There are one-third of a million of exceptional women in the United States who are teaching. They have the instinct of culture, refinement and morality; an aversion for the false, the deceitful, the spectacular; they subordinate social craving. The woman who teaches is doing it at the sacrifice of social admiration; at the sacrifice of a home of her own. Any woman educated and attractive enough to teach has had a chance to preside over a home of her own. She is always selected from a group of applicants and her personality is always a feature in determining her selection. That is why the women teachers of to-day are unlike those that are caricatured as skinny, toothless, Puritanic spinsters. The women teachers of to-day would be at a premium in the matrimonial market anywhere if they were willing to marry below their scale of morals, refinement and culture. They refuse to sacrifice their ideals and accept the life of the teacher until such time as the man and their ideals meet. For her ideals she sacrifices the joys of home and accepts the mission of the school. Sacrifice always places someone in debt to the one who sacrifices.

Responsibility of the Official.

The teacher places the public in her debt. The public is responsible for making her life in school and out of school as agreeable as the life of a woman can be outside of her own home. The first duty of the public is to make the conditions of work for a teacher in the school comfortable and joyful—that is the first and chief duty of a superintendent. Any school official is a failure to a degree bordering on criminality if he wittingly or unwittingly robs his teachers of comfort and joy by professional or personal nagging. To assume that he alone is "it" and that virtues will die with him is a sin against heaven and earth. Out of the schoolroom she must be made comfortable at least in material, social and professional conditions; comfortable in her thought of the years when she cannot earn her living. This requires adequate salaries, entrance to social life with appropriate recognition, professional privileges and a pension provision of some kind. Every one of these conditions is indispensable.

Material comfort must be provided for her health and disposition. How many persons do you know, for whom you have no sentimental regard, with whom you would like to spend five hours a day for 200 days in the year with her mind dominating yours without your being paid for it? Wouldn't you wish for perfect health on her part? Wouldn't you wish her to be an optimist at peace with all the world?

There are 400,000 children in different schoolrooms of the United States who cannot choose the woman who dominates their thought and action. That woman's health, disposition, point of view of life are infective or contagious, definitely affecting the health, disposition and point of view of life of 15,000,000 children.

Health of the Teacher.

The government is spending millions upon millions annually to offset the ravages of infection and contagion among animals. Thousands of skilled experts are employed to search for traces of infection. Not a steer, sheep or hog can pass through any slaughter house in the United States without being rigidly inspected. The faintest trace of hoof disease will lead to the ruthless slaughter of cattle regardless of the protest of their owners.

Many cities are expending thousands, and some tens of thousands of dollars a year in the employment of physicians to see to it that no child is permitted to stay in school who has the mumps, measles or other infectious disease, and yet we do not seem to care when a woman, because of inadequate salary, with inappropriate food and ill-adapted home relations, is infecting the disposition and view of life of her class.

A naturally buoyant disposition on the part of a bright and attractive woman will overcome many limitations of means, but such women are rare, and the draft upon them is greater than they can bear. The public is often at fault when a woman teacher is physically, mentally or morally dyspeptic. She suffers from lack of just appreciation.

The value of the output of the schools could be raised indefinitely by an adequate financial appreciation of the teachers.

Value of Professional Appreciation.

Professional appreciation is worth vastly more to a woman than social recognition. One of the gi-

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gantic evils of the school life of to-day is the fact that the woman who must use the text books 200 days in the year must accept books selected by men who will not use them. This is merely suggestive of another great theme. Sometime teachers will have the initiative in selecting text books, will determine the conditions upon which teachers shall be selected and have other reasonable professional appreciation.

Lastly and chiefly she must be relieved of all fear of spending her days in on old ladies' home. She must read her title clear to a satisfactory after-school life or the children will suffer.

A salaried man went into business, and knowing its uncertainties took out an insurance policy for $23,000 for his family and his advanced years. It is said that before Tom Lawson jumped into the whirlpool of frenzied finance he paid for ample annuity for himself and family for life.

The Investment of Schools.

Nothing is more important than that by some form of pension or mutual aid a teacher have no cause for anxiety as to her future comfort.

More than two hundred years ago William Cowper in "The Task" treated with almost savage frankness the man who would entrust his children to a teacher who is not good enough to sit at his table. After showing that the greatest interest any man can have is in the right teaching of his children, and that having found the person who can rightly teach them and rescue them from the herd of tempters to evil, Cowper says:

"But having found him, be thou duke or earl,
Show thou hast sense enough to prize the pearl."

Then and now, it is more important to make the best possible investment in the schools than in the mines, quarries, railroads or government bonds. It is the only investment that can be made in flesh and blood, in brain and heart.—Milwaukee Free Press, Dec. 29, 1904.

LOANS TO TEACHERS BY A TEACHER

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L. A., Care of Federation Bulletin, 437 Unity Building.

ANNOUNCEMENT!

The Henry George Lecture Association presents the following lectures at Handel Hall, 40 East Randolph Street, Chicago:

Thursday, Jan. 19, 8 p. m. Prof. W. L. Tomlins, Director Tomlins School of Music—"Music. Its Relation to a Larger Life."

Thursday, Jan. 26, 8 p. m. Clarence S. Darrow—"The Vain Pursuit."

Thursday, Feb. 2, 8 p. m. Prof. W. D. MacClintock of the Chicago University—"Poetry and the Common Life."

Thursday, Feb. 9, 8 p. m. Louis F. Post, Editor The Public—"Altgeld's Last Book: 'The Cost of Something for Nothing.'"

Thursday, Feb. 16, 8 p. m. Prof. W. M. R. French, Director the Art Institute—"An Hour with the Caricaturists."

Thursday, Feb. 23, Ernest Howard Crosby—"Walt Whitman, A Study in Democracy."

Course Tickets, $1 Single Admission, 25c

Tickets may be procured from the following: Miss Leonora Beck, 36 South Wood St., phone 625 Seeley; Dr. Anna M. Lund, 1014 Masonic Temple, phone 3691 Central; Nellie Carlin, 1202 Ashland Building; Frances L. Dusenberry, care of Purdy Publishing Co., McVicker's Theater Building.

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New Eastern Piano and Kimball Piano Player, regular price	$445
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THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

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We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

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Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $2.00 and..... **$1.50**

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Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

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THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, FEBRUARY 3, 1904. No. 10.

ROBERT MORRIS ANTI-CRUELTY SOCIETY.

By Flora Helm, Head Assistant Robert Morris School.

(Read at a meeting of District Council No. 1, Jan. 6, 1905.)

Let us consider briefly the three well recognized methods of correcting an existing evil—force, charity, and education.

Force attacks the generator or creator of that evil to the extent, variously, of eradication, repression, or minimizing.

Charity directs its attention to the victim of the evil either by protection or alleviation.

Education deals with the future, and regards both the evil and the victim. Education attempts to produce a situation in which the evil cannot flourish, or, under the possibility of its retaining a small foot-hold, a condition in which the would-be victim is rendered defensive and immune.

Reforms are the most comprehensive and the most decisive when the three methods are combined.

Take for an example, the sociological science pertaining to criminality.

Legal force is directed to the suppression of crime; charity establishes reformatories, and asylums for the dependents of the criminals, and, if necessary the victims of the crime; schools attempt to educe those forces in the young which will make them normal instead of abnormal and hence strong morally to overcome the temptation to crime from within and strong mentally to resist the outward activities of the criminal class.

The evil which is at present the most prevalent, the least recognized, and the least agitated against is cruelty to animals. This evil occupies the same position in the course of sociological evolution that slavery did prior to the Civil War. That is, its existence is recognized by a few progressive moralists and thinkers, but it is not universally enough recognized to cause it to be the subject of radical reform.

As soon as it does become universally recognized it will be reformed.

The majority of people want a thing that is wrong rectified. Ignorance of the existence of the evil on the part of the people is the first obstacle to reform.

The Robert Morris Anti-Cruelty Society was organized for the purpose of overcoming the evil of cruelty to animals. It consists of all the pupils of the school who sign a pledge and pass an oral examination satisfactorily by the examining board.

These are the questions asked by the examining board:

1. Do you like animals?
2. Do you dislike to see them abused?
3. Do you approve of the use of birds in millinery?
4. Do you believe in hunting for sport or recreation?
5. Do you promise, if admitted as a member of the society, to do all in your power to cultivate a love for dumb animals and to use your influence with others to the same end?
6. Are you answering these questions for today or for all time?
7. Do you promise not to desert any animal that has been of use or pleasure to you because it is too old or too disabled to be of further use or pleasure to you?
8. Do you promise never to desert an animal that is dependent upon you?
9. Do you promise to do all in your power to diminish the cruelty to, and suffering of animals?
10. Do you promise if it is necessary to kill an animal to do it as painlessly as possible?
11. Do you promise not to kill unless for the necessity or safety of yourself or others?

The officers are a president, vice president, secretary, treasurer and examing board of three members. These are elected from their own body by the members.

The regular sessions consist of the pupils of the eighth and seventh grades (who are members) and two delegates from each of the other grades elected by those grades. It meets once a month at 3:30 under the supervision of its director—the head assistant.

It has a regular constitution and by-laws. It was organized March 15, 1903, as a chapter of the Chicago Anti-Cruelty Society.

It uses the three methods of operation necessary to reform an evil—force, charity, education.

In the way of force—legal force in this case, it co-operates with and receives the assistance of the Illinois Humane Society. It holds communication, through its directors, with President Shortall and Attorney Scott who advise and help them in cases requiring legal authority and direction.

Officers Krause, Nolan and Coad investigate and manage cases of cruelty reported to them by the members.

With the work of these officers, the Society has been the means of breaking up four gangs of boys and young men in the vicinity of the school but whose members do not belong to the school.

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One of these gangs was reported for shooting and roasting birds to the disgust and horror of the neighborhood; another for torturing a cat and afterwards tying it to the railroad tracks; another for torturing a bird, after wounding it; and still another for breaking the leg of a chicken. In all these cases, the parents were visited, the members of the gang required to absent themselves from their loafing headquarters, one member was sent to the Reform School, another to the Parental School, and in all cases, embryo criminals were doubtless checked in their first steps downward.

Cruel drivers of horses have been reported to the Humane Society. Cases of lame, galled and over-driven horses that have been neglected as to care and food, have been reported. These reports are handled in the following manner: The pupils of each room are instructed what items to note in the case as address of driver, the cruelty inflicted, the date and location of the act of cruelty. These items are reported to the delegate of the room. He reports them to the director or president of the Society, who sends them on postal card or by telephone to the Humane Society.

In many cases employers have been directly communicated with about the neglect and cruelty of their employes. The Society has also received help to interfere with the shooting and torturing of birds from Lieutenant Damann and Officer Hughes of the Sheffield avenue police station. The most interesting case the children have agitated is the following:

Having received a letter, addressed to Mr. Shortall and Printed in the Chicago Tribune, of terrible and unusual cruelty practised towards the horses and sledgedogs in the camps of a certain lumber district in the state of Michigan, the Society opened a correspondence with Senator Mueller of the Illinois legislature with regard to the matter.

Through the kindness of Senator Mueller the matter was brought to the attention of the Governor of Illinois. The Society received a letter from the Governor's secretary stating that the Governor of Illinois had had his attention called to the matter and that he had forwarded the correspondence to the Governor of Michigan for his investigation.

The Society also sent $5 to the writer of the Tribune letter to help toward opening a Humane Society in this lumber camp. It received a reply from the lady stating she had started the society and would print the letter of the Robert Morris Society in the city paper.

With regard to sling-shots and the shooting of birds, the following items are of interest:

Different members have taken away by force or otherwise from men and boys thirty-two sling-shots which they keep hanging up in a row as trophies of a righteous war.

Sling-shot cases are handled in three different ways. If the offender is a member of the school, he is brought before the examining board and dealt with according to the case. If a member of some other school, his name is immediately reported by the secretary or other official to the principal of that school. If not a member of any school one or more members are appointed a committee to visit the boy's parents or employers to get their promise to interfere with the cruelty and to take the sling-shot away.

In the spring of 1904 the Society had printed 528 circulars of the city ordinance against shooting birds. These were sent to eleven neighboring schools besides the Robert Morris for distribution among the pupils, were posted in the neighborhood and permission obtained by the Union Traction Co. to put ten in the Evanston cars.

Along the line of charity, the members of this organization have found homes for lost dogs and cats, have carried to the Anti-Cruelty Refuge (Division and Clark streets) a great many maimed and suffering animals, have fed birds, have restored young birds to their nests, rescued cats and dogs from perilous positions, fed hungry animals, picked up broken glass and nails from the streets, and reproved and pleaded with cruel people. There has never been in the course of this work a single instance heard of where any child was bitten, kicked, mistreated or injured by an animal. But, of course, they are instructed in prudence and care along these lines. Education is, of course, the most powerful factor in this organization for over-coming evil.

The children who have pets as pigeons, cats, dogs, rabbits, squirrels and song birds, give talks to the others on the traits and habits of these and the best methods of caring for them.

The rights of animals are discussed. The laws, as well as the absence of laws, for their benefit discussed at the meetings.

Such literature as Matka and Kotik by David Star Jordan, Seton's Stories, Black Beauty, Beautiful Joe, A-Hunting the Deer in the Adirondacks, and A Call From the Wild are brought within their reach.

Humane literature has been furnished the Society free by C. A. Hamlin of Syracuse, N. Y. Dr. Dearborn, assistant curator of the Field Columbian Museum, gave them a talk on birds and their habits with lantern views.

Outsiders are invited to address them occasionally. And they are especially educated to consider the rights of others, especially those that are helpless.

Do you not believe, teachers, parents, citizens, that this kind of reform work is going to lessen crime in the future, lead to better legislation in humane matters, make strong and active men and women, deepen moral consciousness, widen interests, evolve genuine citizenship and develop universal love and feeling?

WOMAN SUFFRAGE BILL IN LEGISLATURE.

On February 9 a hearing will be given in the house committee of the Illinois Legislature on the pending suffrage bill. Many advocates of woman suffrage will speak on this measure, which we published in the Bulletin of January 20. At the last session of the Legislature a hearing on another suffrage measure, limited to tax-paying women, was had in the hall of representatives and it was addressed by many able women and well attended by the members of the legislature. Following are some significant utterances on this question:

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Our Civilization Demands the Enfranchisement of Women.

Rev. Dr. Rainsford of St. George's Church, New York, calls attention to the many reasons why women should receive the ballot. He says:

"Whether we greet it with dismay or hopefulness, one of the results of our civilization is that legislation is entering on spheres which are peculiarly woman's. Once upon a time legislation chiefly had to do with protection of property. Now we legislate about homes, sanitary questions, education, relations to labor and capital, licensing questions, the drink trade, etc., all moral questions that in the most intimate way affect the home as well as the outside interests of life, and questions on which woman is not only a judge, but decidedly the best judge. It is most unreasonable and unfair that in these questions where experience is vital, and all her tenderest interests are immediately affected, her influence should be confined to an indirect influence, and her vote, if recorded at all, only recorded through pressure on her husband or her sons.

"Life has a way of outgrowing law in this world; and when it does, law must fit itself to life. We legislate on a hundred things our fathers never dreamed of legislating on.

"To-day the life of our women has grown wider, has led them up to this point where they come asking the suffrage, and neither common sense nor the interests of the nation will permit its being refused to them.

"Politics and political science must soon be seen as they are—a living and ennobling effort to carry into the life of mankind principles of highest morality, and so to raise and keep aloft men's lives, as well as to defend men's pockets.

"In bringing about this better view and day, I am very sure the morality and idealism of American womanhood must find its place. And so, for my part, I have done and will do what in me lies to win for the womanhood of our nation a voice in its fateful councils."

Senator Hoar on Women's Progress.

Among the many reforms advocated by the late United States Senator Hoar was equal suffrage for women. He repeatedly presided at the annual festivals of the New England Woman Suffrage Association, and scored with his wit and logic the opponents of equal rights. On one occasion he said:

"We are apt to be impatient of the slow advance of this cause. I think we may rather wonder that it has advanced so much.

"Thirty years ago, the question was of giving the suffrage in this country to a class of persons inferior in every legal relation; not entitled to the legal custody of their own persons; not permitted to control their own property; shut out by a public opinion more tyrannous and inflexible than any constitutional restraint from almost every form of profitable employment, from learned professions and from the public platform; whose legal relation to the other sex was half that of a servant to a master, half that of a ward to a guardian. To-day, it is the question of giving to citizens equal in every other respect, equality in the one final matter of the ballot. To talk of suffrage for women thirty years ago was almost like talking of negro suffrage at the South, the relation of master and slave continuing in all other respects.

"To-day you are asked to confer the ballot upon woman, the owner of herself and property. She who can vote in the bank meeting on her own stock simply asks her vote may be counted when the question of continuing the banking system is to be settled. She who can vote in the railroad where she is owner simply asks to have her opinion weighed when the policy of dealing with railroads is determined. She who can serve on the school committee asks to have her voice counted when the school laws are considered. She who can earn money in an honest business to pay her taxes, thinks she ought to have something to say when those taxes are to be expended. She who can discuss every public question in the press or on the platform, and shock no man, demands that when she steps down from the platform her reason may be reinforced by her vote."

Woman's Rights to the Ballot the Same as Man's.

The press dispatches say:

"Several women in Denver have been arrested charged with selling their votes. Is this the way woman suffrage is purifying politics?"

From this elaborate arguments are drawn showing that women should not be given the right to vote.

If the question of woman's voting was entirely a question of expediency, the fraud of a few women might constitute a very weak little argument against it.

But woman's right to the ballot and man's right to the ballot rest on precisely the same ground. This government is called a democracy. A democracy is a government under which the people make their own laws and choose their own rulers. Men and women are people, therefore men and women have the right to vote.

"Several women" in Colorado sold their votes at the recent election. Several hundred thousand men all over the country sold their votes. If the "several women" in Colorado furnish an argument against woman suffrage, do not the several hundred thousand men furnish an infinitely stronger argument against man suffrage?

We do not disfranchise all men because some men are corrupt. We ought not to disfranchise all women because some women are corrupt. And the purification of politicts can be accomplished in no speedier way than by carrying out the principles of democratic government.

CAROLINE HALL.

The Ballot of Great Benefit to Women.

Lillian Whiting, the well-known journalist and literary writer, has spent considerable time in Colorado where she has observed the general effect upon women of the responsibilities of full citizenship.

In a recent letter to the Washington, D. C., Post she says:

"No one, I think, could pass any length of time in Colorado without being convinced of the inestimable value of political enfranchisement to women in its enlargement and stimulating of the intellectual life, and its tendency to constantly and increasingly efface the trivial and the inconsequential with

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3004.

LETTER OF TOLSTOY TO CZAR.

Written Three Years Ago.

"Autocracy is an outgrown form of government which may answer to the demands of a people somewhere in Central Africa, apart from the whole world, but not the demands of the Russian people, which is growing ever more enlightened by the enlightenment common to the whole world; and therefore it is possible to maintain this form of government and the orthodoxy connected with it—as, indeed, is now being done—only by every kind of violence, special control, arbitrary exilements, executions, religious persecutions, prohibitions of books and papers, distortion of education, and, in general, every kind of bad and cruel deeds.

"Such have hitherto been the actions of your reign, beginning with the answer to the Tver deputation, which called forth the general indignation of all the Russian public, when you called the most legitimate desires of the people 'senseless dreamings,' and continuing in all your measures, concerning Finland, Chinese appropriations, your project of The Hague Conference accompanied by the increase of the army, your weakening of self-government and strengthening of administrative despotism, your support of persecution for faith, your consent to the institution of the spirit monopoly—*i. e.*, governmental trading in that poison which is ruining the people—and, lastly, your insistence in maintaining corporal punishment notwithstanding all the petitions which are being addressed to you for the abolition of this senseless and utterly useless measure which disgraces the Russian people. All these are deeds which you could not have committed had you not, according to the advice of your light-minded helpers, put before yourself the impossible aim not only of arresting the life of the people, but of reverting it to its former and outlived condition.

"By measures of coercion one can oppress a people, but not rule them. The only means in our time to rule the people indeed is placing oneself at the head of the movement of the people from evil to good, from darkness to light, to lead them to the attainment of the objects nearest to this end. In order to be able to do this it is first of all necessary to give the people the possibility of expressing their desires and wants, then lending ear to these desires and wants, to fulfil those of them which will answer the demands not of one class or category, but of the majority, the mass of the working people."

This was written many months ago, although only recently made public. There is much more to the same purpose, but this will serve as a summing up:

"The first thing which now lies before the government is the abolition of that oppression which prevents the people from expressing their desires and needs. One cannot do good to a man whose mouth has been gagged in order not to hear what he desires for his welfare. Only after having ascertained the desires and needs of your people, or of the majority of them, is it possible to rule the people and to do them good.

"Dear brother, you have but one life in this world, and you can spend it painfully in futile efforts to arrest the God-ordained progress of mankind from evil to good, from darkness to light, or you may, entering into the needs and desires of the people and devoting your life to their satisfaction, peacefully and joyously pass it in the service of God and man."

SPECIAL NOTICE.

Meeting to Discuss Educational Chapter of New Charter

On February 11, 1905, at 8 p. m., in Music Hall, Fine Arts building, 203 Michigan avenue (near Congress street), the meeting arranged by the Chicago Federation of Labor for the purpose of hearing all parties interested in the educational chapter of the new charter will take place.

The president of the Board of Education and the superintendent of schools have been invited. Miss Jane Addams, Miss Margaret A. Haley, Dr. Emil G. Hirsch and Superintendent Cooley will speak, and President Dold of the Chicago Federation of Labor will preside.

The public interested is invited to be present.

HULL HOUSE MEETING.

To Discuss New Charter Provisions, Feb. 10.

On February 10, at 8 p. m., a meeting will be held at Hull House, under the auspices of the Hull House Woman's Club, to discuss the letter of President Mark. Mr. E. G. Cooley and Miss Margaret A. Haley will speak. All are invited.

MEETING AT DR. RONDTHALER'S CHURCH, FEB. 13.

On February 13, at 8 p. m., a public meeting will be held at Dr. Rondthaler's church, Sixty-ninth and Yale avenue, to discuss all phases of the educational question. Miss Margaret Haley has been invited to present needs of the schools from the standpoint of the teachers.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, February 11, 1905. Special order of business, nomination of officers.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 13, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

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(Continued from page 3.)

the significant, the interesting, the more important themes of thought and consideration. It was my privilege to pass several weeks of 1901, and again of 1903-1904, in the resplendent and beautiful Centennial State.

"No woman of ordinary intelligence could pass much time in Colorado without realizing the marvelous effect of the ballot on the women themselves in its enlargement of their intellectual life and the redeeming of conversational interests to a far more significant quality.

"The tone of conversation at women's lunches, at receptions, at clubs, or in mere incidental meetings, is so infinitely redeemed to a higher significance by the introduction of larger interests, without in the least sacrificing the interests of those literary, educational, artistic and social concerns which, in non-suffrage states, are the chief themes of thought and discussion among cultivated women.

"The charge of fraudulent voting is said, by competent judges, like Hon. Alva Adams, ex-governor and now governor-elect of Colorado, to be infinitely less true of the woman's than of the man's vote. It is not to be claimed that women are all ideal creations; but it is justly to be claimed that higher and larger responsibilities are educative—to both men and women."

A Vexed Question Settled.

The statements as to what class of women voted in the equal-suffrage states have been so notoriously conflicting, that in the interest of settling a vexed question, the New York Tribune had a repsentative in Denver observe the true state of affairs at the recent presidential election.

This report, appearing as it does in the pages of a great metropolitan journal, that has not been particularly friendly to woman suffrage, ought to quiet the enemies and cheer the friends of equal suffrage. The reporter declares, that Denver families go in groups to vote in polling places that are everywhere clean, sanitary, and respectable; that the wealthiest precinct wore the air of a fashionable reception; that in the poorer districts laboring women went with their husbands and cast their votes with serious dignity and that the women voted in greater numbers than ever before.

As to that omni-present bugbear of the conservative,—the vote of the bad women, this reporter sends no uncertain message. As a usual thing the disreputable women neither care to vote nor will vote if they can get out of it. Sometimes when an election is close, they are obliged to vote to obtain police protection, but the reporter was informed by an old political worker, that he had known whole colonies of disreputable women to leave the city on election day. Ward workers universally acknowledge that it is almost impossible to get them to go to the polls.

Considering that it takes thirty bad men to support one immoral woman, friends of good government cannot but wish that some means might be devised whereby the disreputable women when they leave the city on election day might be enabled to take the bad men with them.

ANNA CADOGAN ETZ.

An Unintended Tribute.

It is going the rounds of the newspapers that one Mrs. Rosa Snyder of Denver has been arrested for buying votes. This will doubtless cause great rejoicing among the anti-suffragists, and be quoted as proof of the corruption that the possession of the ballot will work in the nature of woman.

Before subscribing to such a rash conclusion, let us recall a few facts. It has been estimated that there are 500,000 foreigners in this country who possess fraudulent naturalization papers. The officers of the Immigration Bureau intimate that 100,000 were issued last year. An attorney for the federal government declares that there are 30,000 in New York city alone. While this vast swindle means an immense number of corrupt men who are responsible for it, it is only one part of the enormous amount of fraud attending our elections. The whole field of vote-buying remains untouched.

The newspapers would not think it worthy of special mention that one man was arrested for buying votes, because everybody knows that thousands of men bought votes; and it cannot be considered as anything short of a tribute to her sex, that, while women in four states had an equal chance with men, only one woman fell by the wayside.

Surely the ballot in the hands of women has proved a blessing far beyond expectation, and the newspapers in calling attention to the shortcomings of Mrs. Rosa Snyder are paying women a great compliment in bringing to public notice, how high must be the standard when one delinquent receives so much publicity.

ANNA CADOGAN ETZ.

Three Legislative Circuses.

Within the last few days three European parliaments have resolved themselves into a circus. In the Spanish chamber, according to the dispatches:

"The president, being threatened with personal violence, had to be protected by the clerks and attendants. The crucifix behind the president's chair was overturned by blows of sticks; all the writing material on adjacent desks was swept to the floor, and ink-stands were flung at the vice-president."

In the French chamber, soon after, there was "terrific uproar." The dispatches say:

"The chamber quickly became a bear garden, and several blows were exchanged. M. Syveton struck Gen. Andre in the face, causing blood to flow. There was fighting almost everywhere on the floor."

And now at Budapest the Hungarian members of parliament have likewise been acting in a violent and tumultuous manner, with the original feature that one of them "threatened the president with a pair of scissors."

Suppose any such scene had taken place at a meeting of the General Federation of Women's Clubs. Would not all the papers opposed to equal rights have pointed to it as clear proof that American women are too excitable to vote? And would not the incident of the scissors, in particular, have been characterized as peculiarly feminine?

ALICE STONE BLACKWELL.

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BOARD OF EDUCATION.

Wed. Feb. 1, 1905.

The following report was adopted:

"The Superintendent recommends that Section 236 of the rules of the Board of Education be amended by the addition of the following clause after line 10:

" 'Provided, that on the death of a teacher a delegation of three teachers of the same school, including the principal, may be permitted to attend the funeral during school hours, without loss of salary.' "

Principals of the Goethe and Von Humboldt schools were censured for not complying with the rules regarding requisitions for supplies.

One day in a crowded street car, Rabbi Hirsch, of Chicago, got up to give his seat to a woman. Much to the Jewish divine's disgust, a young man scrambled into it before the lady could take it. For some moments the rabbi glared at the offender in silence. Finally the rude young man, growing restless, said: "Wot are you staring at me for? You look as if you would like to eat me!" "I'm forbidden to do that," answered Rabbi Hirsch; "I'm a Jew."

Only the deaf and dumb
fail to appreciate the
TELEPHONE
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Business & Residence 5 Cents per day and up.
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203 Washington Street.

An ordinary echo is a curious thing; but, according to a Frenchman at a watering-place in the Pyrenees, one echo on the Franco-Prussian frontier is far from ordinary. "As soon as you have spoken," said the Frenchman, who had secured an audience of wide-eyed tourists, "you hear distinctly the voice leap from rock to rock, from precipice to precipice, and as soon as it has passed the frontier it assumes the Spanish tongue!"—Argonaut.

ANNOUNCEMENT!

The Henry George Lecture Association presents the following lectures at Handel Hall, 40 East Randolph Street, Chicago:

Thursday, Jan. 19, 8 p. m. Prof. W. L. Tomlins, Director Tomlins School of Music—"Music. Its Relation to a Larger Life."

Thursday, Jan. 26, 8 p. m. Clarence S. Darrow—"The Vain Pursuit."

Thursday, Feb. 2, 8 p. m. Prof. W. D. MacClintock of the Chicago University—"Poetry and the Common Life."

Thursday, Feb. 9, 8 p. m. Louis F. Post, Editor The Public—"Altgeld's Last Book: 'The Cost of Something for Nothing.'"

Thursday, Feb. 16, 8 p. m. Prof. W. M. R. French, Director the Art Institute—"An Hour with the Caricaturists."

Thursday, Feb. 23, Ernest Howard Crosby—"Walt Whitman, A Study in Democracy."

Course Tickets, $1 Single Admission, 25c

Tickets may be procured from the following: Miss Leonora Beck, 36 South Wood St., phone 625 Seeley; Dr. Anna M. Lund, 1014 Masonic Temple, phone 3691 Central; Nellie Carlin, 1202 Ashland Building; Frances L. Dusenberry, care of Purdy Publishing Co., McVicker's Theater Building.

Would you see how the world was made?

Santa Fe
All the Way

Visit Grand Canyon of Arizona

Deep down in the earth you go for more than a mile

President Roosevelt says, every American should see it

New $250,000 Grand Canyon hotel, "El Tovar," open January 1, 1905

Ask J. M. Connell, of A. T. & S. F. Ry., 109 Adams Street, Chicago.

5

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—IN—

February Sale

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The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' **Warerooms, 243 Wabash Ave.**, S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

FEBRURAY ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
Total	$465

Special Offer, complete **$275**

Easy Payments if Desired.

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STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $2.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5 00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1 25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white feet	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, FEBRUARY 10, 1905. No. 11.

PRELIMINARY REPORT OF COMMITTEE ON SALARIES, TENURE, AND PENSIONS OF TEACHERS.

Special Committee of the N. E. A. July, 1904.

BY CARROLL D. WRIGHT, CHAIRMAN.

The committee appointed "to inquire and report upon the salaries, tenure, of office, and pension provisions of teachers in the public schools of the United States" was not able to get together and organize the work of investigation until late in the fall. With an entire accord as to the lines to be followed in the investigation, plans were quickly agreed upon, and the active work of collection of data was begun at once.

The members of the committee were of the opinion that the investigation to be undertaken should be comprehensive and thorough, so far as salaries are concerned, as to all classes of teachers and as to all localities. It was believed that the salary question could not be thoroughly understood or intelligently discussed except upon the basis of comprehensive salary data from the cities, both large and small, from the small towns, and from the ungraded rural schools as well.

It was further apparent that the actual salaries paid could not be fully understood until studied in the light of the schedules determining the salary rates and the rules governing the increase of salaries according to service, or grade, or merit, as the case might be. The promise of the salary schedule must be judged by comparison with the results in the salary pay-roll.

The nature of the fund or appropriation from which teachers' salaries are paid also seemed important, for in certain cases the salaries have been subject to diminution from the fluctuations of other expenditures or from other causes, and special legislation has been deemed necessary to safeguard the interests of the teachers and to maintain the standard of instruction in the schools.

With these points in view to be studied, the investigations of the committee have been carried on to cover the following lines of inquiry:

1. Actual salaries paid in cities and towns of 8,000 or more inhabitants. These are 546 in number.

2. Fixed salary schedules in cities and towns of 8,000 or more inhabitants, wherever such schedules have been adopted. These schedules should, of course, be studied in comparison with actual salaries—the salary roll.

3. Salaries in typical towns of under 8,000 inhabitants.

4. Salaries in typical ungraded rural schools.

5. The nature of the fund or appropriation from which teachers' salaries are paid (i. e., whether a special salary fund, not subject to diminution from the fluctuation of other expenditures, or drawn from a general educational fund).

6. Important incidental facts relating to teachers' salaries.

7. The purchasing power of teachers' salaries in different localities.

8. Tenure of office of teachers.

9. Pensions of teachers.

The investigation of salaries being the basis of the whole inquiry and the most complicated portion of it, the efforts of the committee were first directed toward securing as complete salary data as possible. Along with the salary data, however, material has been gathered bearing upon all the subjects under study.

The inquiries relating to cities and towns of 8,000 or more inhabitants called upon the city superintendents or other officials for the complete salary list for teachers and supervising officers covering the last year, the fixed salary schedule governing salary rates (if such schedule had been adopted), and the other facts in regard to teachers' salary funds, tenure of office, and pensions. The superintendents have for the most part co-operated heartily in the work, and the thanks of the committee are due them for valuable aid.

In answer to the inquiries, up to June 10, out of 546 cities and towns of 8,000 or more inhabitants, 85 per cent, representing 89,000 teachers, had responded with a portion of the desired data in some form. Two-thirds of the whole number had reported the complete details in regard to salaries paid. Only 15 per cent (eighty cities) had failed to reply to the request for information, and it is believed that reports will ultimately be obtained from at least one-half of this number. These cities, it may be remarked, had in 1900 a poulation of over 25,000,000—one-third of the population of the whole country.

The data sought from typical towns of less than 8,000 inhabitants are similar to those sought from the cities and towns of 8,000 or over. Each state superintendent was asked to secure the data from three typical towns or cities of less than 8,000 inhabitants, one of which requires the maximum ex-

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penditure for cost of living, one a medium expenditure, and one a minimum expenditure. Each state superintendent was also asked to secure for the committee data from twenty-four ungraded rural schools in his jurisdiction, eight to represent the lowest, eight the medium, and eight the highest yearly salaries paid to teachers of rural schools.

As this information relating to the typical towns and rural schools had to be gathered by the state superintendents by corresondence, the reports have naturally been slower in coming in. Up to the present time, however, reports are in hand from twenty-four states.

Thus far nearly all the work done has been in the direction of collecting data as complete as possible and in making them ready for tabulation. Naturally little has been done upon a final tabulation, and nothing in the way of summarization and analysis of results, as this cannot properly be taken up until a large number of the reports have been studied and carefully compared.

Some brief tables will here be given as indicating the character of some of the tables in regard to yearly salaries which the report of the committee will present, covering all cities and towns of 8,000 or more inhabitants from which complete salary reports are secured. This number will certainly be over 400, and it is hoped that absolutely complete reports can be secured from as many as 500.

The first table gives for St. Louis, Boston, Milwaukee, Detroit, Washington and Newark, and also for five cities of about 25,000 inhabitants, the population, the total number of teachers (including supervising officers), the salary of superintendents, and the number, minimum, maximum and average yearly salary paid to principals and to teachers in high schools, elementary schools and kindergartens, in each case subdivided to show men and women separately and combined. It should be added that the salaries of supervisors or special teachers of music, drawing, manual training, etc., although here omitted, will be included in the final report of the committee. The minimum and maximum salaries here shown are the lowest and highest actually upon the pay-roll at the time of the report of the committee, and have no reference to schedule rates of minimum or maximum, which may not at the time in question have been the salary of any individual teacher. In this table only those reported as principals have been tabulated under that name, and all others have been put down as teachers. For example, in Newark sixty-two (one male and sixty-one females) designated as vice-principals have been included with the "teachers" in the table. These sixty-two receive salaries varying from $850 to $1,200, and averaging $984. In Boston the Mechanic Arts High School, and in Washington the Manual Training High School, have been classed with the other high schools. Their salaries are slightly lower than those paid in the other high schools in the same cities.

This table renders easy a general comparison of salaries paid in the classes of positions employing the greatest number of teachers. Considering the six large cities only, it will be seen at a glance that Boston stands at the top in all classes, and Newark second (except as to superintendent's salary), while Washington salaries are lowest. The fact will be noticed that the number of principals of elementary schools in Washington is much larger than in any of the other cities. But if salaries of principals and teachers in elementary schools are averaged together, the relative position of Washington is improved little, if at all, as this average, so calculated, of 986 Washington principals and teachers is $658, while for the next lowest, Detroit, the average of 802 principals and teachers is $690.

It may be desired to study these salaries somewhat more in detail. For this purpose tables have been prepared for the six large cities, classifying the salaries of high school teachers and elementary school principals and teachers.

The second table shows, in quite as striking a way as the averages, the differences between the salaries paid in the several cities. In Washington over 40 per cent of the high school teachers receive salaries ranging from $500 to $800, while nearly 87 per cent receive $1,000 or less; in Milwaukee 52.5 per cent are below the $1,000 line; in Detroit, 23.8 per cent; in St. Louis, 17.1 per cent; but in Newark only 6.5 per cent, and in Boston only 4.1 per cent. On the other hand, Boston has 32.4 per cent, receiving over $2,000, Newark has 19.6 per cent, and St. Louis 5.7 per cent. Other interesting comparisons may be made.

A similar table (table III) shows the salaries of principals of elementary schools classified.

It will be seen from this table that in Washington 83.8 per cent of the principals of elementary schools receive $1,000 or less per year, in Detroit 34.3 per cent, in St. Louis 7.1 per cent, while in Milwaukee and Newark only one person out of the whole number receives so low a salary, and in Boston the lowest salary paid any principal was $2,700.

The fact that the two cities employing a greater number of women than men in the position of principals pay very much lower average salaries cannot fail to attract attention in this connection. There are without doubt differences in organization affecting salaries which the reports furnished to the committee have not always made clear.

The salaries of the elementary teachers (not including principals), which are the largest and therefore most important of all the classes of teachers, have also been classified in a table, and the result is shown above (table IV).

From this table it appears that Washington has 306 teachers, or 35 per cent of the elementary school teachers, receiving $500 or less, Detroit 23.2 per cent, Milwaukee 13.1 per cent, St. Louis 12.5 per cent, and Newark 10.6 per cent. Of the Boston teachers the lowest paid are seventy-one in the group receiving $551 to $600. The number of men teachers in the elementary schools is shown to be very small, Boston, Milwaukee and Washington leading in the order named.

Enough has been given to indicate the completeness which the committee desires and confidently hopes to give to the part of its report which relates to salaries. Effort will be made to study the reports which have been received, and, so far as an understanding of conditions is possible, only those facts will be brought into comparison which can properly be compared because of similarity of conditions. The data will be summarized to bring out most clearly the significance of the facts—and all the facts.

(Continued on page 6.)

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I. NUMBER AND MINIMUM, MAXIMUM, AND AVERAGE YEARLY SALARIES OF PRINCIPALS AND TEACHERS IN HIGH AND ELEMENTARY SCHOOLS AND KINDERGARTENS

(The Population Here Given is the Estimate of the Census Bureau)

CITY AND POPULATION IN 1908		Number of Teachers and Supervising Officers.	Yearly Salary of Superintendent.	High Schools								Elementary Schools								Kindergartens							
				Principals				Teachers				Principals				Teachers				Directors		Teachers					
				No.	Min. Yearly Salary	Max. Yearly Salary	Aver. Yearly Salary	No.	Min. Yearly Salary	Max. Yearly Salary	Aver. Yearly Salary	No.	Min. Yearly Salary	Max. Yearly Salary	Aver. Yearly Salary	No.	Min. Yearly Salary	Max. Yearly Salary	Aver. Yearly Salary	No.	Yearly Salary	No.	Min. Yearly Salary	Max. Yearly Salary	Aver. Yr'ly Sal'ry
St. Louis, Mo., 612,279	M.	.....	$5,500	3	$2,304	$3,600	$3,135	54	$1,096	$2,064	$1,405	53	$ 896	$2,304	$1,970	.....	.....	.....	.....	..	.....	...	....	....	....
	F.	.....	.....	..	.....	.....	.....	51	600	1,856	1,158	32	728	2,304	1,622	1,262	$ 420	$ 948	$ 654	1	$2,048	228	$272	$780	$449
	T.	1,831	.....	3	2,304	3,600	3,135	105	600	2,064	1,285	85	728	2,304	1,839	1,262	420	948	654	1	2,048	228	272	780	449
Boston, Mass., 594,618	M.	.....	6,000	11	3,780	4,200	3,818	102	672	3,060	2,406	58	2,700	3,180	3,137	69	1,500	2,460	2,182	..	.....	...	....	....	....
	F.	.....	.....	..	.....	.....	.....	120	500	1,620	1,369	..	.....	.....	.....	1,484	552	1,212	883	1	2,880	166	432	792	657
	T.	2,222	.....	11	3,780	4,200	3,818	222	500	3,060	1,846	58	2,700	3,180	3,137	1,553	552	2,460	941	1	2,880	166	432	792	657
Milwaukee, Wis., 312,736	M.	.....	6,000	4	2,000	2,500	2,200	37	850	1,300	1,120	41	1,100	1,700	1,574	52	400	900	718	..	.....	...	....	....	....
	F.	.....	.....	..	.....	.....	.....	24	700	1,700	1,040	10	1,000	1,400	1,225	673	400	900	625	..	.....	99	450	600	544
	T.	966	.....	4	2,000	2,500	2,200	61	700	1,700	1,089	51	1,000	1,700	1,506	725	400	900	632	..	.....	99	450	600	544
Detroit, Mich., 809,653	M.	.....	4,000	3	2,000	3,000	2,333	34	700	1,755	1,171	20	850	1,800	1,511	1	800	800	800	..	.....	...	....	....	....
	F.	.....	.....	..	.....	.....	.....	71	700	1,400	1,040	50	900	1,700	1,150	731	350	1,000	636	..	.....	75	350	750	515
	T.	1,042	.....	3	2,000	3,000	2,333	105	700	1,755	1,082	70	850	1,800	1,253	732	350	1,000	636	..	.....	75	350	750	515
Washington, D. C., 293,217	M.	.....	4,000	5	1,600	1,600	1,600	79	500	1,500	897	20	750	1,500	1,005	31	450	825	544	..	.....	...	....	....	....
	F.	.....	.....	2	1,600	1,600	1,600	112	500	1,500	841	91	675	1,500	978	844	450	1,000	611	1	1,000	76	250	700	398
	T.	1,428	.....	7	1,600	1,600	1,600	191	500	1,500	864	111	675	1,500	983	875	450	1,000	609	1	1,000	76	250	700	398
Newark, N. J., 265,394	M.	.....	4,500	1	3,500	3,500	3,500	17	1,300	2,200	1,983	36	1,500	2,200	2,017	4	650	1,200	875	..	.....	...	....	....	....
	F.	.....	.....	..	.....	.....	....	29	900	1,600	1,203	6	850	1,400	1,175	750	450	1,200	710	1	900	90	450	750	656
	T.	959	.....	1	3,500	3,500	3,500	46	900	2,200	1,493	42	850	2,200	1,896	754	450	1,200	711	1	900	90	450	750	656
Decatur, Ill. 22,736	M.	.....	2,000	1	1,600	1,600	1,600	5	600	1,250	790	3	550	900	742	.....	.....	.....	.....	..	.....	..	....	....	....
	F.	.....	.....	..	.....	.....	.....	13	525	775	648	8	600	775	691	59	315	575	466	..	.....	..	....	....	....
	T.	93	.....	1	1,600	1,600	1,600	18	525	1,250	688	11	550	900	705	59	315	575	466	..	.....	..	....	....	....
Anderson, Ind., 23,010	M.	.....	2,880	1	1,600	1,600	1,600	9	720	1,000	821	2	675	720	698	2	585	630	608	..	.....	..	....	....	....
	F.	.....	.....	..	.....	.....	.....	4	675	810	720	8	450	720	630	60	360	720	496	..	.....	..	....	....	....
	T.	92	.....	1	1,600	1,600	1,600	13	675	1,000	790	10	450	720	644	62	360	720	499	..	.....	...	....	....	....
East Orange, N. J., 23,972	M.	.....	3,900	1	2,900	2,900	2,900	6	1,100	1,800	1,450	6	1,900	2,500	2,267	2	600	725	663	..	.....	...	....	....	....
	F.	.....	.....	..	.....	.....	.....	11	800	1,250	977	..	.....	.....	.....	73	575	800	660	..	.....	17	450	675	543
	T.	122	.....	1	2,900	2,900	2,900	17	800	1,800	1,144	6	1,900	2,500	2,267	75	575	800	660	..	.....	17	450	675	543
Sheboygan, Wis., 24,060	M.	.....	.....	1	1,400	1,400	1,400	5	650	1,000	800	6	850	1,200	1,067	.....	.....	.....	.....	..	.....	...	....	....	....
	F.	.....	.....	..	.....	.....	.....	5	600	800	670	..	.....	.....	.....	63	400	600	458	..	.....	21	250	500	381
	T.	111	.....	1	1,400	1,400	1,400	10	600	1,000	735	6	850	1,200	1,067	63	400	600	458	..	.....	21	250	500	381
Waltham, Mass., 24,912	M.	.....	2,200	1	2,000	2,000	2,000	3	900	1,500	1,200	2	1,800	1,800	1,800	.....	.....	.....	.....	..	.....	...	....	....	....
	F.	.....	.....	..	.....	.....	.....	11	700	900	818	9	620	680	649	63	500	700	594	..	.....	...	....	....	....
	T.	100	.....	1	2,000	2,000	2,000	14	700	1,500	900	11	620	1,800	858	63	500	700	594	..	.....	...	....	....	....

(Continued on page 4.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904

SPECIAL NOTICE.

Meeting to Discuss Educational Chapter of New Charter

On February 11, 1905, at 8 p. m., in Music Hall, Fine Arts building, 203 Michigan avenue (near Congress street), the meeting arranged by the Chicago Federation of Labor for the purpose of hearing all parties interested in the educational chapter of the new charter will take place.

The president of the Board of Education and the superintendent of schools have been invited. Miss Jane Addams, Miss Margaret A. Haley, Dr. Emil G. Hirsch and Superintendent Cooley will speak, and President Dold of the Chicago Federation of Labor will preside.

The public interested is invited to be present.

HULL HOUSE MEETING.

To Discuss New Charter Provisions, Feb. 10.

On February 10, at 8 p. m., a meeting will be held at Hull House, under the auspices of the Hull House Woman's Club, to discuss the letter of President Mark. Mr. E. G. Cooley and Miss Margaret A. Haley will speak. All are invited.

MEETING AT DR. RONDTHALER'S CHURCH, FEB. 13.

On February 13, at 8 p. m., a public meeting will be held at Dr. Rondthaler's church, Sixty-ninth and Yale avenue, to discuss all phases of the educational question. Miss Margaret Haley has been invited to present needs of the schools from the standpoint of the teachers.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, February 11, 1905. Special order of business, nomination of officers.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 13, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

(Continued From Page 3.)

II. CLASSIFIED YEARLY SALARIES OF TEACHERS (NOT INCLUDING PRINCIPALS) IN HIGH SCHOOLS. Teachers Receiving a Yearly Salary of—

CITY		Newark, N. J.	Washington, D. C.	Detroit, Mich.	Milwaukee, Wis.	Boston, Mass.	St. Louis, Mo.
$500 or under	M.		2			1	
	F.		5				
	T.		7			1	
$501 to $550	M.		1				
	F.		4				
	T.		5				
$551 to $600	M.		1				1
	F.	5	9				1
	T.	5	14				2
$601 to $650	M.	4	1				
	F.	10	13				
	T.	14	14				
$651 to $700	M.	5	2	2	1	1	4
	F.	4	4	2			1
	T.	9	6	4	1	1	5
$701 to $750	M.	3	1	1			5
	F.	9	2	1			
	T.	12	3	2	1		5
$751 to $800	M.	6	1	1			2
	F.	13	1	1			
	T.	19	2	2	1		2
$801 to $850	M.	10	1		2		2
	F.	14	1				
	T.	24	2	1	2		2
$851 to $900	M.	5	4	2	14		
	F.	12		2	2		
	T.	17	4	4	16		
$901 to $950	M.	6	9			1	
	F.	5		3			
	T.	11	9	3		1	
$951 to $1,000	M.	12	2	2	3	2	4
	F.	21	2	1	8		
	T.	34	4	3	11	2	4
$1,001 to $1,100	M.	1	32	10	3	12	2
	F.		10	2	1		4
	T.	1	42	12	4	12	6
$1,101 to $1,200	M.	12	16	8	6	22	24
	F.	7		4	6	4	
	T.	19	16	12	12	26	24
$1,201 to $1,300	M.	1			4	2	10
	F.	1			2		4
	T.	1		6	6	2	14
$1,301 to $1,400	M.	1	3		2	2	2
	F.	1			2		
	T.	2	3		4	2	2
$1,401 to $1,500	M.	3	7	7	3	3	3
	F.	1					
	T.	4	7	7	3	3	3
$1,501 to $1,600	M.		1	1	2	4	2
	F.						
	T.		1	1	2	4	2
$1,601 to $1,700	M.				2	2	1
	F.						
	T.				2	2	1
$1,701 to $1,800	M.	1	1	1		6	
	F.						
	T.	1	1	1		6	
$1,801 to $1,900	M.						5
	F.						2
	T.						7
$1,901 to $2,000	M.	4				5	
	F.						
	T.	4				5	
$2,001 or over	M.	9				72	6
	F.						
	T.	9				72	6
Total number of teachers	M.	79	34	37	102	54	
	F.	112	71	24	120	51	
	T.	191	105	61	222	105	
Average yearly salary	M.	897	1,171	1,120	2,406	$1,405	
	F.	841	1,040	1,040	1,360	1,157	
	T.	964	1,082	1,089	1,846	1,285	

REPORT OF A MILWAUKEE BOARD MEMBER.

The Following Explains Itself.

Director Aarons presented the following minority report:

To the Board of School Directors—

Gentlemen: I cannot agree with the decision and report of the majority of the committee for the following reasons:

1. I do not believe there is adequate cause for offering inducements to men to enter the service of our schools. No proof has been produced, showing that our school sysetm is in any way suffering by reason of the small number of men in the service, nor have any facts been adduced to show that women are not as well fitted as men to take charge of any position in the schools. In fact, the duty imposed upon the teacher of the young is closely related to the mother's responsibility in bringing up the child, and is one to

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IV. CLASSIFIED YEARLY SALARIES OF TEACHERS IN ELEMENTARY SCHOOLS

Teachers Receiving a Yearly Salary of—

CITY		$350 or under	$351 to $400	$401 to $450	$451 to $500	$501 to $550	$551 to $600	$601 to $650	$651 to $700	$701 to $750	$751 to $800	$801 to $850	$851 to $900	$901 to $950	$951 to $1,000	$1,001 to $1,100	$1,101 to $1,200	$1,201 to $1,400	$1,401 to $1,600	$1,601 or over	Total number of teachers	Average yearly salary
St. Louis, Mo.	M.																					
	F.																					
	T.																				1,262	$ 654
Boston, Mass.	M.																					
	F.																					
	T.			61	97	94	86	113	564	12	183	3	5	44	6	91	7	76	1	68	1,262	654
Milwaukee, Wis.	M.		1	2	3	4	2	10	8		5	5	12	5	1						69	2,182
	F.		2	40	47	45	201	236	53		17	1	31								1,454	883
	T.		3	42	50	49	206	246	61		22	6	43								1,553	941
Detroit, Mich.	M.	43	44	39	44	38	47	54	29	352	40		128	687	6	91	7	76	1	68	52	718
	F.																				673	625
	T.	43	44	39	44	38	47	54	29	352	40		128	687	6	91	7	76	1	68	725	632
Washington, D. C.	M.																					
	F.																					
	T.			8	10	7	3	1	2		1	2		4	1		1				31	544
Newark, N. J.	M.			119	169	138	64	123	128	305	92	66	39	4	3		1				31	844
	F.			127	179	145	3	124	130			83		1			14				844	611
	T.			127	179	145	3	124	130		92	83	39	4	3		15				875	660
				76	4	49	64	60	63	305	12	39	39	1	1						4	875
				76	4	49	64	61	63	305	11	39	39	1	21						750	710
				76	4	49	64	61	63	305	12	40	39	1	21	4	15				754	711

III. CLASSIFIED YEARLY SALARIES OF PRINCIPALS OF ELEMENTARY SCHOOLS.

Principals Receiving a Yearly Salary of—

CITY		$700 or under	$701 to $750	$751 to $800	$801 to $850	$851 to $900	$901 to $950	$951 to $1,000	$1,001 to $1,100	$1,101 to $1,200	$1,201 to $1,300	$1,301 to $1,400	$1,401 to $1,500	$1,501 to $1,600	$1,601 to $1,700	$1,701 to $1,800	$1,801 to $1,900	$1,901 to $2,000	$2,001 or over	Total number of principals	Average yearly salary
St. Louis, Mo.	M.																				$1,970
	F.																				1,622
	T.		1	1	1	1	1	1		1	4	1	3	3	1	2	5	4	31	53	1,830
Boston, Mass.	M.																				3,137
	F.																				
	T.																				3,137
Milwaukee, Wis.	M.																				1,574
	F.																				1,225
	T.																				1,506
Detroit, Mich.	M.																				1,511
	F.																				1,150
	T.																				1,253
Washington, D. C.	M.																				1,005
	F.																				978
	T.																				983
Newark, N. J.	M.																				2,017
	F.																				1,176
	T.																				1,896

which, in my opinion, woman is peculiarly adapted. The history of our school system will, upon examination, disclose a bright record of woman's efficiency, not only in subordinate, but also in administrative positions.

2. A provision in the rules offering a higher salary to university men than to university women is an unjust discrimination, contrary to the spirit of our institutions, and a severe blow to womanhood. It lessens the opportunity of woman to advance in the one particular profession for which she is most fitted. It is a retrograde movement, entirely out of accord with the best modern thought with reference to the equality of the sexes. Such a rule as recommended by the majority of the committee discourages the woman ambitious to advance in her chosen profession of teaching, and will have a tendency to drive her into trades and professions less suited to her. I believe no public body is justified in so legislating as to place the woman teacher upon a lower plane than the man, even to accomplish a supposedly worthy object. If it is wise or expedient to bring more men into our school system, that end should be brought about only through fair and legitimate means, such as the general raising of all teachers' salaries to a point high enough to attract men as well as women. Any other method, such as the one recommended by the majority of the committee, is not only, in my opinion, ineffective, but unwise, and demoralizing in its effect upon our school system. If the funds at our command will not permit the general raising of the salaries, we have no right to make an unfair discrimination. It is never justifiable to accomplish a worthy end in an unworthy way.

3. It is seriously doubted whether there is any good reason to believe that the inducement offered will bring about the desired result, but if it is

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deemed advisable that credit for experience (or higher salaries) should be given to university graduates possessing merit and proper qualifications for teaching, the rule should be so formulated as to be equally applicable to men and women without distinction.

However, I can not share the opinion that university graduates should be offered higher salaries because of the mere holding of a college diploma. In every other walk of life, men and women are, and should be, compelled to rise by their own merits. Power and ability should be recognized, whether accompanied by a college degree or not. It is claimed by the advocates of the plan proposed that its purpose is to furnish material for principalships, and by these advocates the concession is made that there is no special need for men teachers in the grades. But experience has demonstrated that executive ability, in particular, such as is required in the office of a school principal, is not necessarily the result of a college training. We have ample proof that such ability depends upon characteristics that are not the growth of a course of study. The college graduate, if he has profited by his superior advantages, does not need and should not ask a subsidy from a public already paying its due share of taxes. He should not be made to believe that the mere presentation of a sheepskin entitles him to preference over others. Let him compete with others less fortunate than he, and if he possesses real merit, he will win without being favored by a discriminating rule.

For these reasons I am obliged to respectfully dissent from the view of my brethren on the committee. Respectfully submitted,

CHARLES L. AARONS.

Both reports were ordered to lay over four weeks.

(Continued from page 2.)

The large amount of material relating to the other subjects referred to the committee, which has been collected at the same time with the salary data, will be studied, and the results will be fully presented. But, being based so largely upon the salary question, they naturally give precedence to it.

It is confidently hoped that the completed report will be submitted during the coming fall.

Respectfully submitted on behalf of the committee, CARROLL D. WRIGHT, Chairman.

Committee on Salaries, Tenure and Pensions of Teachers.

Carroll D. Wright, U. S. Commissioner of Labor, Washington, D. C., Chairman.

Edwin G. Cooley, superintendent of schools, Chicago, Ill.

Franklin H. Giddings, professor of sociology, Columbia University, New York, N. Y.

Miss Catharine Goggin, teacher in city schools, Chicago, Ill.

R. H. Halsey, principal of State Normal School, Oshkosh, Wis.

William McAndrew, principal of Girls' Technical High School, New York, N. Y.

Miss Anna Tolman Smith, U. S. Bureau of Education, Washington, D. C.

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Extraordinary piano buying continues at the **Manufacturers' Warerooms, 248 Wabash Ave.**, S. W. Corner Jackson Blvd. **Besides being a powerful appeal to the money-saving motive**, this sale includes **many instruments of the highest type** of the piano maker's art.

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New Eastern Piano and Kimball Piano Player, regular price	**$445**
20 Rolls of Music, for operating the Player	**20**
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BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

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WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
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40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
35c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, FEBRUARY 17, 1905. No. 12.

ADDRESS OF SUPT. E. G. COOLEY.

At Music Hall, Fine Arts Building, Feb. 11, 1905.

Mr. Cooley was received with much applause, and spoke as follows:

Ladies and gentlemen: I wish in the beginning to express the regrets of President Mark that he cannot be here. He has been thinking over the matter of appearing here and has delayed replying to your invitation; he is somewhat diffident about making speeches. Finally he was called out of town, and is not in the city now. He is anxious that his absence should not be regarded as an evidence of any lack of interest or of any lack of willingness to be here and contribute anything he could toward an understanding of the subject before us.

My purpose is simply to speak as the representative of the Charter Committee of the Board of Education. Every one now-a-days in Chicago has some idea about the charter, the proposed additions to the Chicago charter. Many of us even have some very well-defined notions as to what should be included in it. We people connected with the schools have felt for some time that the legislation presented in our statutes was inadequate, that it fitted a condition of things that we had outgrown. When the present school law was established for Chicago the provision was made that the Board of Education should look after the schools completely, conduct the examinations, visit the schools once a month and do a whole lot of other things that we all know to-day cannot be done by the Board of Education. These are conditions that would fit, perhaps, a country town, but that are not at all fit for a city like Chicago. The Board has felt that this opportunity should be taken advantage of, and some additional legislation secured that would enable the schools to carry out their purpose better.

One of the things which the board has provided for, and Mr. Mark has submitted it in his letter as one of the things that he regards as first in order, but not in importance, is the defining of the work of the public school systems. We have a good many kinds of work that the public demands of the schools to-day. Some of these kinds have been authorized by special statute, some of them have been assumed by the Board of Education as included under the definition of a common school system or a common school. For instance, we have secured special legislation authorizing kindergartens; we have secured special legislation authorizing work in manual training. We have taken it for granted that we had the right to run high schools of various sorts; we have taken it for granted that we had the right to establish and maintain a normal school for the training of teachers. Both of these schools have been called in question during the history of the state, and lawsuits, all of which have so far terminated in favor of the Board of Education, have been carried on at great expense and a good deal of uneasiness.

The president of the Board and the members of the committee desire to ask the legislature to authorize specially, in the proposed charter, kindergartens for children between the ages of four and six, and in the work of the elementary schools to include the teaching of manual training and household arts, the teaching of the cripples, the blind, the deaf and other defectives. Provision has already been made for the teaching of the deaf and the cripples. We are carrying on the training of the blind in our schools without any specific authority as far as I know. We have also a great many defectives which are not included in any class of this list, who ought to be cared for in our system of schools in some way, and authority might well be given by the state for this purpose. We wish to have the state grant specifically to the Board of Education of the City of Chicago the right to maintain high schools, including not only the academic schools at first, but commercial high schools and technical high schools. There has been talk of even going farther than that and establishing trade schools, but the subject is a vague one at present. There is not a well-defined notion as to just what should be done in such schools. The older cities of the East that have such schools vary greatly in their ideals and notions. As I understand the purpose of the Board of Education at the present time, no attempt will be made to ask for authority to establish anything beyond the technical high schools, such schools as we now maintain on the West Side, known as the R. T. Crane Manual Training High School. The Board would like to have the question set at rest finally, whether the Board has a right to maintain these schools and the training school for teachers.

The second point, and Mr. Mark has insisted in

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his letter that that is the fundamental point, is the securing of adequate revenue for maintaining these various sorts of schools and various sorts of instruction. I plan to call attention to the growth of the demand upon the schools in the past and the growth that seems to me will come in the near future, and to thus call attention to the decrease in the revenues that are afforded under the present law. Those of you that have seen the little pamphlet got out by the Chicago Principals remember the list. Some of you have not seen it, so I will read it. This shows the growth in twelve years.

Growth of the public demands upon the schools since 1892:

	1892.	1904.
Manual training in the grammar grades	$ 1,658	$ 52,099
Manual training in House of Correction	0	27,031
Kindergartens	0	155,138
Household arts	2,304	23,484
Evening schools	101,164	112,578
Music	21,708	10 314
Drawing	24,746	14,498
Physical culture	22,431	15,854
School for deaf mutes	2,076	17,773
Schools for blind children	0	4,135
Schools for crippled children	0	8,000
Child study	0	3,558
Compulsory education	16,751	20,773
Medical inspection	0	5,883
Examining board	0	3,077
Normal school	0	74,376
Parental school	0	76,422
Vacation schools	0	5 000

This shows a very large increase, quite a number of hundred thousand dollars' increase, in the demands upon the schools by the public, and I wish to remind you that these things have been put in almost entirely as the result of demands made upon the schools by the public, and they are, I thing, legitimate demands. At least, they would be legitimate demands if they were accompanied by sufficient revenue to maintain them.

Now, to take the future growth that I think is upon us, something that I believe must come within the next few years. We have established 125 kindergarten rooms, enrolling in them about 10,000 children, and employing about 200 teachers, costing about $175,000. Now, if we are fair have about 400 rooms and to employ about 800 additional teachers, at a cost of about $700,000 for running expenses. If we should open these kindergarten rooms we would require 400 new rooms. It costs the Board of Education to-day about $8,000 per room, with a school room fireproofed as they build them to-day. That would mean an expenditure in the buildings of $3,200,000. I have read these figures once in the presence of a member of the real estate board, and it was regarded as exaggeration, as putting the thing in an extravagant way. But I see many faces here of those who have studied the school problem of Chicago themselves, and I think they know that what I am saying is true, that we are not beginning to care for the children of the kindergarten age in Chicago. If we attempted to do it, our expenditures must be very greatly increased, and the expenditures for rooms must be greatly increased. I am only indicating what the public must expect if we undertake to run kindergarten rooms.

Take the next item, manual training. We have 120 rooms or shops in Chicago in schools where we do manual training. We have 125 other schools which are just as much entitled to those shops and privileges. It would cost us to fit each one of those shops about $300; $400 is the estimate of Supervisor R. M. Smith. This provides, I wish to say, for the manual training work only, in two grades, the seventh and eighth. No work below that is authorized, although it ought to be done. If we should extend this work down through the fifth and sixth grades it would more than double the cost of maintaining these schools, because the fifth and sixth grades would include a large number of boys. It would more than double the teachers. An estimate that was made to-day shows that we should have fifty teachers of manual training, in addition to the thirty-four we now have, to care for the work in these grades, and this would mean an expenditure of about $325,000 a year as compared with an expenditure last year of a little over $50,000. This would mean an additional expenditure for 125 new rooms, because the manual training room would usually be in basements, in rooms that are already built and that would not involve this additional expenditure, but you would have to equip them with benches and with heating apparatus in order to run them at all.

Take the case of the cooking and sewing schools. We have 28 cooking rooms in the City of Chicago out of 238-odd schools. We employ 16 cooking and 14 sewing teachers, and about 7,500 girls take this work. There are a great many more, several times that number, who ought to have it. If we should undertake to put in these cooking rooms it would cost us $125,000, making no allowance whatever for additional rooms required, and assuming that there are available rooms in the basements of the old schools. This is true of the newer schools, but in many of the older ones the rooms in the basement are not suitable. This feature I am anxious to see developed, because I believe it is worth as much to the children of Chicago as is writing or reading. In many schools of the city this training is of exceedingly great value.

Another matter that I regard as a great deal more important than any of these to the children is the reduction of the number of children in a room. (Applause.) I have gone over the figures two or three times in an effort to see how it has been running for a number of years, and I do not get exactly the figures furnished by the principals in their outline. But this is true, the number has been increasing for the past three years, and at the present time it is about 47 children to a room, as nearly as we can estimate. About 47 children to a room. Now, this means that in very many schools you will have perhaps 54 to 56 children in many of the rooms, and in some whole schools the average will be about 50. Forty-seven to a room means taking into consideration the small, old-fashioned, German class rooms, the branches that have been rented in many parts of the city, and the smaller buildings and smaller rooms, that we took in when we annexed the outlying districts.

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So, when I say 47 to a room, it doesn't quite represent the situation in the crowded portions of Chicago. Now, if we should undertake to reduce this membership per room to 40, it would be a very moderate reduction, I think. I don't believe any teacher can teach more than 40 pupils and do it well. (Applause.) I am inclined to go further than that and agree with the Englishman who said that 25 was as many as one could teach; he said that one could lecture to as many as one could get within the sound of his voice; but in teaching you must get to those under your direct influence. Limiting the room membership to 40, let us see what that would mean. It would require 800 additional teachers. The average salary of the Chicago teacher who is now working it out very carefully at Washington is $800. That would mean an addition the pay roll of $640,000 this year. That would mean the building of 800 additional rooms at $8,000 per room. That would mean $6,400,000 for buildings on account of this reduction in the membership of a room. If you take into account the additional engineers, the coal and repairs and furniture, etc., it would require an addition of $1,000,000 a year to the running expenses of the school, besides the very large outlay for rooms.

Undertaking to sum up this, let us see what it means. I know it sounds extravagant to a good many people.

	Cost of Equipment.	Cost of maintenance per year.
Kindergartens	$3,200,000	$ 720,000
Manual training, branch rooms	50,000	325,000
Household arts, branch rooms	125,000	225,000
Reduction in number of pupils per room	6,400,000	1,000,000
	$9,775,000	$2,270,000

Now, I say that we need that addition to the budget. We need that much more money. (Applause.) I think we must have it, if we undertake to do the work that is expected of us. When you stop to think that we are pretending to teach manual training, household arts, and afford the privileges of the kindergarten, and then are only giving this instruction to a fraction of the city, you see that we must do something with this problem; and then the other problem of reducing the membership in the rooms we must meet, and we must meet it soon.

We cannot continue to crowd the children into the school rooms; it will be a physical impossibility. We have reached about the limit. This I regard as about the most important provision to work for, the additional money to run the rooms. But there are a number of things that the committee has undertaken to discuss, and will undoubtedly present. There will be a recommendation in regard to the tenure of office of the teachers and principals of schools. It is the intention of the committee to provide that after they have the probationary period teachers and principals shall be elected permanently, and shall not be dismissed except on presentation of written charges and trial before the Board of Education. It is provided that after serving probationary period—at present it is figured as three years, that is the length of time that must now elapse before a teacher secures a permanent certificate,—after securing a permanent certificate and being elected, their tenure will be secured, they will not be subject to the ordeal of an annual examination, and they will be removed only on charges made and proved.

It is believed that those who are in the work will do their work better, and that they will be better contented and better satisfied under the conditions where the uneasiness that attends this annual election is absolutely removed. It is also proposed to provide for the election of a superintendent of schools, to give him a term of office of probably five years, to give him certain specified powers of initiative, with reference to certain items—such as the selection of text-books,—and certain subjects of a technical nature; to make him the executive officer of the board in things educational. It is proposed that in every case he shall carry on his work in accordance with rules made by the Board of Education, and that his power shall simply be the power to initiate, and whatever he does must be approved by the Board of Education in order to become a law or become a rule. It means to place it so that he shall have a hearing on all matters of that sort. He shall have the right to make a recommendation. The Board will reserve to itself the right to approve or disapprove, as it sees fit. It will also provide for the rules under which the superintendent shall carry on his work of supervising the work of the schools, conducting examinations, and doing the ordinary educational work. It is proposed that, as far as the superintendent is concerned, he shall be subject exactly to the same conditions within his term as to removal. He shall be removed upon written charges and trial by the Board of Education. It is not proposed to make his term longer than five years, for this reason, a superintendent may become inefficient and unsatisfactory without there being definite things that you could urge against him,—the mere lapse of time to enable a Board of Education to get rid of the superintendent at periodic intervals. In many parts of the country the superintendent's term is four years; in some it is six; in some it is seven. The Board of Education here has followed the rule that they made some two years ago and they planned to recommend this term of five years. Of course, this subject may seem to interest me especially, but I felt that you wanted me to be frank, to say whatever there was to be said about it, and, as I understand it, this recommendation, or something along this line, must be included, and I felt that I must say whatever should be said about it.

The Board of Education intends to provide for the appointment of teachers, just as they do today, by what they call a merit list. The names of teachers who have come in through graduation from the normal school, or through the regular teachers' examinations, after the interval of four months, that all teachers go through, shall be placed on a list and shall shift on that list in order of merit, or in order of efficiency, under rules made by the Board. It is not intended, as I understand it, to fix

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

EDUCATIONAL MEETING.

Under Auspices of Chicago Federation of Labor.

The public meeting called by the Chicago Federation of Labor to discuss the schools and the new charter was held at Music Hall in the Fine Arts Building, Saturday evening, Feb. 11, and was well attended, notwithstanding the severe storm. Supt. E. G. Cooley, Miss Jane Addams and Miss Margaret A. Haley addressed the meeting, Dr. E. G. Hirsch being absent on account of illness. Mr. J. J. Larkin, the representative of the Street Car men and chairman of the Charter Committee of the Chicago Federation of Labor, presided.

Mr. Larkin, in opening, said:

Ladies and gentlemen: The purpose of the Chicago Federation of Labor in calling this meeting this evening was to hear the different subjects on education discussed and to enlighten the members of the Chicago Federation of Labor and others who are interested in placing in the new charter for Chicago provisions that will benefit the schools of this city. There are some subjects, of course, that we would like to hear discussed to-night. Some of the subjects that the Federation of Labor has already given considerable thought and discussion to are the salary schedule for the teachers of the City of Chicago, a salary fund, a tenure of office for teachers, the promotional examinations and the pension fund, and also the manner of selecting the members of the Board of Education. We have taken that subject up. It is not the purpose of the chairman to confine the speakers to any particular scope on these questions, and I just mention that these are subjects which the Chicago Federation of Labor has given considerable discussion to. I believe that they are vital questions at this time for the Board of Education to consider also.

We have here to-night, whom I wish to introduce to you as a representative of the Board of Education, the superintendent of the Chicago schools, Mr. Cooley.

Mr. Cooley's address is printed in full in this issue and in a later issue we will print Miss Addams' and Miss Haley's.

STATE TEACHERS' ASSOCIATION BILL.

(Senate Bill No. 98.)

An Act to amend Section One of Article Eight of an act entitled "An Act to establish and maintain a system of free schools," approved and enforced May 21, 1889, as the same stands amended by an act approved April 21, 1899, be amended to read, as follows:

For the purpose of establishing and supporting free schools for not less than six nor more than *ten* months in each year, and defraying all the expenses of the same of every description, for the purpose of repairing and improving school houses, of procuring furniture, fuel, libraries and apparatus, and for all other necessary incidental expenses in each district, village or city, anything in any special charter to the contrary notwithstanding, the directors of such district and the authorities of such village or city shall be authorized to levy a tax annually upon all the taxable property of the district, village or city, not to exceed (except to pay indebtedness contracted previous to the passage of this act), two and one-half per cent. for educational and two and one-half per cent for building purposes, *said building purposes to consist of the erection, equipment and maintenance of buildings, the purchase, rental and the acquiring of school houses, sites and playgrounds, including all repairs and improvements, fuel, furniture, and all equipments for gymnasiums, laboratories, cooking rooms and manual training rooms, the payment of special assessments, and the payment of the compensation of all persons employed in the school system of such district, village or city, excepting only teachers, principals, supervisors and superintendents;* the valuation to be ascertained by the last assessment for state and county taxes; provided, that in cities having a population exceeding one hundred thousand inhabitants, the Board of Education may establish and maintain vacation schools and playgrounds under such rules as it shall prescribe.

And, provided further, that nothing herein contained shall be held to repeal or modify the limitations contained in section forty-nine (49) of an act entitled "An act for the assessment of property and providing the means therefor, and to repeal a certain act therein named," approved February 25, 1898.

(This refers to the Juul law.)

SENATE BILL 98.

We have been asked to explain through the Bulletin the force of the word ten in the above bill, which has been circulating in the various schools during the past week. The facts in the case are as follows: At the meeting of the Illinois State Teachers' Association in Springfield, a resolution was adopted looking to transfering to the Building Fund various items which are now charged to the Educational Fund. *This resolution contained no reference to changing the time during which Boards of Education may hold school.* Inquiry on this point from a member of the committee which is urging the passage of the bill brings little information other than "that it was inserted on advice."

The present law permits the holding of schools not less than six nor more than nine months of the year, under which reading the Chicago schools are kept open ten months of 20 school days each, which are equal to nine calendar months.

Should the wording of the present law be changed to read ten instead of nine months the question at once arises whether or not under it the Board of Education might not hold schools open eleven school months instead of ten. This would mean dividing

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the yearly salary into 11 instead of 10 payments as at present.

We do not find in this bill the amendment voted by an overwhelming majority of the teachers providing for a separate fund for salaries only.

Catharine Goggin.

(Continued From Page 3.)

permanently the specific rules under which we shall operate, because the Board will probably change its mind as time goes on as to the efficiency of this or that way of determining efficiency. The important thing, as they look at it, is this, that the work should be done according to a definite rule, and that assignments should be made from such a list as determined according to this rule. If the Board feels disposed to change the rule to fix the place of these people on the list, all well and good. They must reserve to themselves some right to change rules, but the recommendation of the Charter Committee will be that such a merit list be recognized by law, and that assignments of teachers be made from that list in order.

The Charter Committee has had under consideration a teachers' pension law and has made some progress in trying to devise a more satisfactory pension or teachers' retirement scheme than the one now in force. They have been working at it for some time and there seems to be quite a wide difference of opinion among the teachers and principals about it. Some want it obligatory and some want it optional. Some object to calling it a pension fund and say that it ought to be called a teachers' retirement fund. Some want the term of twenty years, some twenty-five years, some want it thirty. Some want proof of absolute disability, mental or physical, and others do not. At the present time there has been nothing put down in writing. We have simply discussed it, and a special committee is working on it, and it was expected that they would have a draft of their plan this week. The intention of the Board was that we would have something to present, call it what you will, a retirement fund or pension fund, and to regard this as entirely from the standpoint of the good of the schools and the school children. We regard it as necessary, both on account of our desire to show proper regard to our public servants who have spent their best years in teaching the children, not only because we think it is worth while to show this deference in respect to the teachers, but also because we believe it is impossible to properly administer the schools without something of the sort at hand.

I will explain what I mean. A superintendent, or a member of the Board of Education, or a principal who has a teacher in his school, who, on account of years or ill health, is failing to do her work or his work, and who knows the years of good work that that teacher has done in the schools of Chicago, and also knows her financial circumstances, and how impossible it would be for her to live decently if she is dropped from the list of teachers,—a principal, a superintendent or a member of the board, cannot do his duty to the children under such conditions. Their sympathies will be appealed to, ought to be appealed to in behalf of such teachers, and, in place of thinking solely of the interests, of the children they will be compelled to think of some humane way of looking at that problem from the standpoint of that teacher. It is all well enough to say that we should forget everything but the children, but that is pretty hard to do.

Now to enable us to do our duty by the children, the principal, the superintendent and the Board of Education, to do their full duty to the children, I say that a suitable retirement fund or pension fund should be established, and that this fund should not be derived wholly from the salaries of the teachers of Chicago; a large part of it, if not the whole of it, ought to come from some other source. Various schemes have been proposed for it. It has been proposed that we get hold of inheritance taxes, the fines of parents failing to send their children to school, and some people say a certain per cent taken from the educational fund. I think that taking it from the educational fund would be quite apt to make it another way of making the teachers pay it all, and I do not think that is fair, for I do not think that this thing should be regarded as charity to the teachers at all. It is a business proposition, that something ought to be done in the interests of better schools, and if that is so the public ought to put its hand in its pockets and contribute very largely to the establishment and maintenance of this fund.

Now, I haven't said a word about salaries. I don't intend to take up that subject at all, the schedule of salaries. We, of course, believe that the teachers of Chicago and of all other cities are not paid what they ought to be paid. There is a general consensus of opinion among those who have studied the problem that a good teacher never can get what she is worth. I have felt that in making this little talk today, I would take the standpoint of what we think shall be for the best interests of the children, and I am sure that if the children are well cared for, the teachers are sure to get some of it. If you take into consideration the interests of the children, and reduce the number in the rooms, the children are going to have the benefit of that. If you provide for better equipment and for tenure of office, for a pension scheme, and provide for a system of appointment that will get rid of the accursed appeal, I believe that will be for the interests of the children and the best interests of the teachers. (Applause.)

I feel that we can afford as teachers to rest our cause on that one proposition, that what will be the very best thing for the children, for whom these schools are established and maintained, is bound to be in the end the best thing for the people who employ the teachers, and I believe that the teachers of Chicago will stand on that platform, and are interested in seeing the thing, the campaign for better things in Chicago carried on from that point of view.

I wish to thank you very kindly for the attention which you have given me. (Applause.)

Mr. Larkin: I am sure that Mr. Cooley has given us some very valuable information with regard to the needs of the schools of Chicago, and I hope that a good many of the things that he has pointed out, that will be necessary to have put in a new charter for the City of Chicago, will be put in that new charter.

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BOARD OF EDUCATION.

Wednesday, Feb. 15, 1905.

The following reports were adopted:

That Hattie W. Whitcomb, head assistant of the Scanlan School, has resigned; and recommends the election of Margaret Rio Mather to the position of head assistant of the Scanlan School, to date from February 20, 1905.

That Mary L. Sayer be elected to the position of head assistant of the Colman School, left vacant by the transfer of Annie K. Sullivan, to date from February 20, 1905.

That Annette M. Chapin be elected head assistant of the Bowmanville School, to date from January 30, 1905.

That Annie G. Ahearn be elected head assistant of the Rose Hill School, to date from January 30, 1905.

That Katharine M. Cullen be elected teacher in charge of Branch 1 of the John L. Marsh School, which is one mile distant from the main building and has six rooms, and that she be paid for such extra service as head of the branch the sum of $75.00 per year in addition to her regular salary, in accordance with the rules of the Board governing such appointments.

That Frank A. Houghton be transferred from the Waller High School to the High School Department of the Curtis School.

Assignments of Elementary Teachers.

Antisdel, Mary B., Monroe; Argo, Sarah J., Washburne; Bailey, Emma V., Emerson; Bourk, May V., Logan; Carroll, Bridgie A., Walsh; Coppersmith, Ella, Von Humboldt; Cowley, Abigail W., West Pullman; Cronin, Agnes M., Brentano; Danielson, Ellen T., Froebel; Davey, Katherine, Monroe; Deeley, Catherine, Jones; Drake, Elsie B., Schools for the Blind (Clarke); Forrest, Lillian, Peabody; Garrison, Herman, School for Apprentices; Goodrich, Jennie R., Jenner; Grainger, Margaret L., Peabody; Graves, Elma, Walsh; Hagan, Louise K., Taylor; Harkins, Lorette G., Bancroft; Hedberg, Hilma, Lowell; Heffernan, Nora L., Mark Sheridan; Heldman, Louise F., Froebel; Herrmann, Frances, Scanlan; Hopkins, Avalie S., Healy; Horan, M. Blanche, Froebel; Hoyt, Louise K., Knickerbocker; Keegan, Stasia P., Greene; Keeney, Florence M., Bismarck; Kelly, May B., Medill; Kenney, Ethel, Komensky; Kilroy, Alice, Drummond; Launer, Stella M., Marquette; Leahy, Mabelle P., Jenner; Le Febvre, Georgiana, Andersen; Linehan, Minerva G., Garfield; Lovell, Lena R., Bass; Madden, Mary, Hammond; McGowan, Nellie, Brown; McKeon, Jane J., Rogers; McKeon, Mary A., Longfellow; McLaughlin, Gertrude, Smyth; Newbury, Grace, Walsh; O'Malley, Elizabeth G., Foster; O'Neill, Margaret S., Stowe; Owen, Kathryn, Libby; Parks, Anna, Schley; Patterson, Perry S., School for Apprentices; Philpot, Anna, Linne; Quilty, Catherine F., Goethe; Rueff, Katherine, Bancroft; Sample, Bertha, Libby; Shaw, Mabel, Chicago Lawn; Siebermann, Bertha, Burley; Smith, Carrie R., Bass; Smith, Lillie H., Spry; Smith, Mary E., Froebel; Stetzler, Emma, Agassiz; Turek, Caroline, Montefiore; West, Emily, Goldsmith; Willard, Corinne S., Coonley; Williamson, Margaret I., Komensky.

Unassigned List.

Aiken, Lettie, Bass; Baynes, Annie L., Jenner; Baginski, Emilie, McAllister; Bigelow, Frances B., John Worthy; Conerty, Margaret J., Hamline; Dixon, Eugenia B., Corkery; Farrar, Margaret, Chalmers; Furlong, Carrie B., Medill; Gawley, Mary J., Holden; Gimbel, Ida K., Howland; Hellgren, Adla, Libby; Holmes, Helen K., Garfield; Kaufman, Minnie D., Carter; Kennedy, Esther S., Bass; Klenze, Louise J., Field; Kuhn, Julia M., Montefiore; Meissner, Ella J., Shields; Miller, Jeannie F., Beale; Mohl, Clara, Schneider; Philbrick, Margaret E., Hawthorne; Lindholm, Edna T., Wentworth; Sayre, Virginia, Komensky; Sullivan, Anna P., Beale; Warder, Amy, Marquette.

Resignations.

Avery, May Power, Irving; Barry, Katherine, Teacher of Household Arts; Burns, Frieda A. Schroll, Manierre; Cass, Florence, Bancroft; Christian, Elizabeth, Montefiore; Harold, Anna, Park Manor; Hayes, Daisy P., Greene; Kassell, Lena Thompson, Monroe; Levy, Carrie, Knickerbocker; McManus, Sadie G. M., Burke; Pilstrom, Nina A., Agassiz; White, Cecelia L., Froebel.

The Superintendent of Schools reports that when persons whose names are on the eligible list are assigned to positions in the elementary schools, as their names are reached, some of the candidates request permission to waive assignment on account of extreme distance from their homes, or on account of illness, or because their experience has not fitted them for the particular grade to which they have been assigned. It has been our practice to permit two such waivers on the part of any candidate but to require them to accept the third position offered. In the absence of any rule of the Board on the subject, the rule of the Civil Service Commission relating to waivers has been followed.

The Superintendent therefore recommends that a teacher assigned by the Superintendent to a position in the elementary schools shall be permitted to waive assignment when her name is reached, on account of extreme distance from her home, on account of illness, or by reason of her unsuitability for the grade to be filled, or for other reasons believed by the Superintendent of Schools to affect the interest of the schools; provided that no candidate shall be permitted to waive an assignment more than three times; and that after a candidate shall have waived assignment three times and when such candidate is called for the fourth time and voluntarily waives the fourth assignment, the Superintendent shall then place her name at the foot of the list of eligibles.

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THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, FEBRUARY 24, 1905. No. 13.

ADDRESS OF MARGARET A. HALEY.

At Music Hall, Fine Arts Building, Feb. 11, 1905.

This is the fourth session of the legislature to which bills of the kind, contemplated in the letter of President Mark, will have been taken. When the first of the kind, the one known as the Harper bill, was brought to the Legislature in 1899, there had been no public discussion on it, and it was practically unknown to the people of Chicago. The Educational Commission, appointed by the Mayor in 1898, after working for several months investigating the educational situation in Chicago, drafted that bill. On Wednesday one copy was sent to each school, and on the following Tuesday, Feb. 2, the bill was introduced into both houses of the Legislature. Very little opportunity was given for even those most interested, the educators—the teachers—to know this bill. Probably not twenty-five teachers in Chicago had read it at the time of its introduction into the Legislature. It was defeated.

At the following session of the Legislature a similar bill was introduced which did not pass. At the next session it was again introduced. It did not pass.

The discussions during all this time have been a great education, especially among the teachers. The public has become more or less interested, not so much as it should be considering the vital importance of the question, but more interested and better informed than it was at the beginning, if we can judge by the amount of attention that has been given the subject.

A great many meetings have been held in the city since Mr. Mark's letter first went out for the purpose of discussing this subject, and the Federation of Labor, before proceeding to draft its provisions for the new Charter, has taken the trouble to look into the matter fully and to hear all sides of the question, for which it is to be congratulated.

I shall confine myself generally to the question of revenue and finance, and to the various classifications of the teaching force and their relations to one another and to the system as a whole.

A word on the new Charter itself. The Chicago Federation of Labor has a bill pending in the Legislature asking the Legislature to empower the people of Chicago to hold a convention for the purpose of drafting a charter for Chicago, the same to be presented to the Legislature and by it ratified, as is necessary under our constitution.

I am in entire accord with that method of drafting a charter, and am opposed to the custom of having the Legislatures frame the charters for the cities. I believe that the people of Chicago ought to frame their own charter. But our state constitutions do not allow cities this measure of home rule.

Until the amendment to the constitution, adopted last November, no city was permitted to have a charter different from any other city in Illinois; the Legislature was not empowered to enact a charter especially for any one city.

Under this new amendment the Legislature may grant Chicago, and Chicago only, a new charter. It may proceed to draft this charter for Chicago itself, or it may permit the city to enact its own charter and then ratify it. What I say may apply either to the act of the Legislature or it may apply to the act of the citizens of Chicago, if they are permitted to act in this matter. The Federation of Labor will take no legislation to Springfield for a new charter, if it is possible to secure the charter convention; if they do so, it will be under protest.

This subject of a charter convention ought to have a whole evening. All these matters that we are discussing to-night, and many others, should be discussed and acted on by the people of Chicago, through elected delegates, if for no other reason than for the education it would be for the people themselves.

In all the educational bills that have been taken to Springfield since 1899, and in the letter of President Mark, the Legislature is asked to fix the term of office and duties of the superintendent. The state law of Illinois now gives to the Boards of Education in all cities, including Chicago, the right to classify the teachers into superintendents, district superintendents, supervisors, principals, teachers, cadets, etc. They are allrecognized under the one title, teachers, under the present law, and not only the power of classifying those teachers, but of fixing their duties and responsibilities and defining their rights and relations to one another and to the system as a whole rests with the local Boards of Education. Personally, I am in favor of continuing that power with the local board, because it is right in principle. In my opinion, only such acts as are general in their scope, and apply to all cities, are properly within the scope of the Legislature. I am very much opposed to special legislation, for I believe it is wrong in principle. If there is a special charter for Chicago, it will not come under the head of special legislation, provided the people of Chicago are permitted to frame it themselves.

There is another reason why I do not believe in the Legislature, especially at this time, attempting to define the powers and duties of the superintendent, or of any of the other members in the teaching force. First, because those relations are not

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at the present time harmoniously adjusted. I say this advisedly. Ever since the Harper bill was defeated in the Legislature, in 1899, the Board of Education of Chicago has been steadily putting its provisions into effect piecemeal by rules adopted from time to time. In doing so the board has conferred on the superintendent the powers recommended in this bill, but it has not, at the same time, given to the teachers a status which recognizes them as educators. The result is friction and unrest among the teaching force. There is, to my mind, of course, an unbalanced condition. The body of teachers, of whom there are 4,618, is not recognized by any official act of the board, nor does this letter of President Mark seek to recognize them as a body of educators by act of the Legislature, though recognizing the superintendent as an educator and legislating for that officer as such. His rights and prerogatives are defined by law; those of the 4,618 are held or withheld at the whim or caprice of the superintendent thus created. I consider it not the part of the Legislature to define these relations for any city except by general law. If we had discovered the principles underlying the harmonious relations of these different members in our school system, and these principles were generally accepted, then, and not till then, would we be ready for legislation which should apply to all schools and fix the duties and powers of the teachers throughout the state. On that matter I will speak again later.

Now, I will take up the matter of revenue. Today I looked at some tax receipts that were handed me, and I must confess I was astonished. I saw three tax receipts that were sent out by the county treasurer this week. One of them was on a piece of property that the owner paid $2,100 for less than three years ago. The tax on that property was $31.97. The other property cost the present owner $1,850 less than two years ago, and it was not sold under the hammer. That is a fair price for it. The tax on that was $30.71. Another piece of property costing $1,075 was taxed $17.16. In the first case, the $2,100 piece of property, the tax was 1½ per cent on the actual cash value. In the second case it was 1¾ per cent of the actual cash value, and in the other, the cheaper house and lot, it was 1.6 per cent. We all know that 1 per cent of full cash value is regarded as a fair rate of taxation, and anything over that is considered confiscation. Now, if all property in this city is taxed in the same proportion to its value as are these three, then I see very little hope of relief from additional taxes, depending on a higher rate. The people of Chicago will not stand for a higher rate than 1¾ per cent of full cash value, or 1½ per cent, or 1.6 per cent. I would like to ask if I am not right in that, Mr. Cooley?

Mr. Cooley: I think you are.

Miss Haley: Do you think that the people would stand for any higher rate, Mr. Cooley?

Mr. Cooley: No, I guess not. (Prolonged laughter and applause).

Miss Haley: If this property is not assessed in proportion to other property, if it is inequitable, if it has been discriminated against, and it represents a class of property—these places were not picked out from any one particular part of the city, they are located in different parts of the city—if that class of property, property ranging from $1,075 to $2,100, is taxed as this is, and all other property of a higher value or a lesser value is taxed in accordance, then our question of revenue is settled and we'll get no more from a plan based on raising the rate of taxation. If, on the other hand, other property more valuable is assessed at a lesser rate, then another question is raised and this becomes a subject for inquiry. I do not know, nor do you know, because our tax officials charged with the duty have positively refused to comply with the law requiring them to print the real estate assessments. The Chicago Teachers' Federation and the Federation of Labor have demanded it. I was on the committee that went to the county board and that body positively refused to obey the law and print the real estate lists, so that we might know whether the real estate of Chicago is assessed equitably or inequitably, or whether it is assessed in accordance with law, or not; excepting in isolated instances of this kind we have no exact information.

Our first trouble, then, is the failure of the officials to enforce the tax laws. Speaking for the teachers, I am free to say that so long as the teachers of this city realize that because we have public officials who fail to do their sworn duty, and so long as the result of that failure means fifty or more children to each teacher, means reduced salary, means every extension in the school system made at the expense of the teachers' pocketbooks, just so long will there be irritation among the teachers; just so long will the teachers of this city stand out and demand that this wrong shall be righted. That is what the teachers are doing through their organization and the people of Chicago ought to be very glad that they are doing it. (Applause).

So much for the real estate. Had we the real estate lists, I would be prepared to give you some exact information as to the whole of this class of property. It has been stated officially that the real estate of Chicago is assessed at about 60 per cent of its full value, and Judge Grosscup cut down the assessment on the five corporations—our five that we got after—because he said the state board had assessed these corporations' franchises at full value and other property was assessed at only 60 per cent. But these twenty-five-foot lots I have told you about were not assessed at 60 per cent; they were assessed on a full 100 per cent, whatever other property was assessed.

We have another kind of taxation. We have indirect taxation. I am prepared to state to you something about that, because I have the facts and the figures. I am prepared to tell you something about what these people who live in this $2,100 house pay. In that house there are two people who use the street cars every day. Do you know what those people pay every year to that street car company *for the use of their own streets?* They pay about $30, not counting the Sundays that they use the street cars. I am counting only the days when it is necessary for them to go out to their work. They pay $31.97 to the city. That is for state, county, city, school, library, drainage, park and all other taxes. They pay over $30 to the street railway companies for the privilege of using their own streets. Mind you, that is not the income on the property of the city railways. That is a tax which the people of this city are obliged to pay over and above the cost of service, because

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the officials have made the street car companies tax collectors. The people who use the streets are compelled to pay that tax whether they will or not. Don't for a moment think that that is your car fare. (Laughter and applause). That $30 that the people in that house pay (laughter) is $30 over and above not only a fair car fare, the cost of the ride, but over and above the cost of the ride plus the income on the property which the company has—its own property, its tracks and rails and cars and the rest of it. It is $30 of tribute which you each contribute to the income of the holders of watered stock; it is the value of the streets—your streets. Why should the teachers of this city sit back and swallow any such dose as this, I would like to know? (Laughter and applause.) Why should the two teachers in that house uncomplainingly pay $31 a year taxes to the Chicago City Railway company? Why should the people in the house that own the house uncomplainingly pay $31.97 a year in taxes to the city and then turn around and pay $30 a year more to the street railway companies? Should they do that and not complain? No; they have a right to complain, and they are learning how to complain intelligently.

The teachers complained intelligently in 1900 when they found out that the street railways, telephone, gas and electric light companies refused to return to the public the very small share of this value that our state law demands of these companies in the form of taxes. Two million dollars is what they should be paying in taxes according to our law; $10,000,000 is what the streets are worth to these corporations, and the whole $10,000,000 should go into the public treasury if collected from the people at all. The teachers would have been satisfied with the $2,000,000 in 1900. But the corporations were not willing to pay this small sum. They went into the Federal courts and stopped the entire tax machinery of the state, even annulling the order of the Supreme Court of the state, ordering the State Board of Equalization to assess these companies according to law. Now the teachers are after the $10,000,000. To secure this they circulated the petitions, and got the children to help them get the signatures which permitted the people of Chicago to vote for municipal ownership of the street railways.

If we cannot get this $10,000,000 in reduced car fares, gas and telephone rates, through municipal ownership, then we want it in the form of taxes. That is one reason why we want a charter convention, so that the people of Chicago may say to the State Legislature, "We want the right to tax our public utility corporations for every dollar of street value they collect from us."

That $10,000,000 should go to the education of the children. Mr. Cooley has told us that it would take about eight or nine million dollars to do the right thing by the children; that is, to allow forty to a room and provide the necessary extensions. Mr. Cooley did not say how much more it would take to do the right thing by the teachers and pay them according to the value of their services, but there would be $2,000,000 left for them. Why should we teachers be satisfied with legislation that ignores these facts and continues these conditions? We should not. We will not. As good citizens we have no right to be satisfied. We will keep at this problem until we solve it and solve it right. (Laughter and applause.)

In that house where the owners pay $31.97 a year taxes to the county treasurer for all purposes, state, county, schools, library and the rest of them, those same people pay a tax of $30 a year to the gas company over and above the cost of the gas used, plus a fair income on the investment. The gas company also is allowed to go out in this city and hold the people up and tax them. That is what it means. We have constituted our public utility corporations taxing bodies, with this stupid provision, that after they have collected the taxes, we don't force them to turn the taxes so collected over to the public treasury. Is that just and right because it is legal? (Applause.)

There are about 2,000 teachers in Chicago to-day getting $25 a year less than they got in 1898 and 1899. These teachers are forced to maintain themselves at a very greatly increased cost of living and to meet more stringent requirements as to preparation on reduced wages. Why should they be satisfied? Did you hear a word here to-night about increasing those teachers' salaries or restoring them to the schedule abandoned for lack of funds? (Applause.) Did you hear that the Board of Education is going down to Springfield with a bill that will provide a fixed salary schedule for the teachers? I didn't. I haven't heard it yet, and I have listened for it a long time. I haven't had the pleasure of reading the educational bill that was presented by Representative Erickson day before yesterday, but I venture to say that bill has nothing in it that will secure to the teachers of Chicago either a fixed salary schedule or a permanent salary fund. You may go on extending your schools as you have done, but you cannot extend them except at the expense of the teachers as things now are. Do you know that every extension that has been made in the public schools—and you heard a long list of them to-night—has been made at the expense of the teachers? (Laughter and applause.)

You have heard Mr. Cooley say to-night that it would take $640,000 to pay the salaries of the extra teachers needed to put the schools back where they were in 1899 as to membership. Every dollar of that $640,000 now *saved* comes out of the teachers' pocket-books. To-day there are 4,618 teachers in the service in Chicago. There were 4,675 in 1899. With 25,000 or 27,000 more children, there are fewer teachers. Don't forget, people of Chicago, that you have put in your schools for the blind, and your manual training and household arts and domestic science and normal extensions and all the rest of them at the expense of the teachers. (Laughter and applause.) Do you know how much of it came out of the teachers by the cutting of salaries in 1900, and making that cut permanent in 1902? Four hundred and sixty thousand dollars a year. There is $1,000,000 which has come out of the teachers' pockets and which has been put down in the "saved" column of the Board of Education. Wouldn't the teachers of Chicago be unworthy of American citizenship if they sat down under that? (Continued laughter and applause.)

I am in favor of extending the schools as is Mr. Cooley, and I am glad to hear Mr. Cooley say that the people of Chicago ought to wake up, and if

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3004.

THE VALUE OF THE CHICAGO TEACHERS' FEDERATION.

Editorial in Chicago American, Feb. 9, 1905.

"Words are good when backed by deeds and only so." Theodore Roosevelt says this is one of the secrets of his success. It is also the secret of the great success so far achieved by the Teachers' Federation in arousing the public spirit of the citizens of Chicago toward bringing about a change in the government of the city by servants elected and appointed by the people to serve them, but bribed and influenced in every manner to serve only the public franchise corporations.

In 1900 the teachers of Chicago were told that their salaries were reduced because the city was bankrupt.

They investigated and found that five public utility corporations were escaping taxation on their franchise values.

The teachers brought suit in 1900 and since then those corporations have paid a franchise tax of over half a million dollars a year toward the support of our city.

In dealing with taxes and corporations the teachers discovered something far more valuable than half a million a year. They found that the city officials had been "induced" to give to certain corporations the right to our streets which made the railway securities worth $100,000,000 more than the physical properties.

They saw that the possession of special privilege begets a greed for more privileges; that just so long as the private service corporation exists, just so long will its interests be antagonistic to those of the public. Municipal ownership is the only way out. In order to secure municipal ownership it was necessary for the people to show their desire for it. Hence the little ballot.

"In all the petitions which the referendum people and the municipal ownership people have got up the leaders of the Teachers' Union have borne a prominent and an earnest part," says the Tribune. We congratulate the teachers upon the part that they have borne and upon the success achieved. In ten, perhaps twenty years, the Tribune will join in our congratulations.

The Teachers' Federation is indeed in politics, and they are welcome.

The Board of Education and the busy man of affairs, blinded by special interests and palsied by fear, have allowed the private corporations to rob the city, while the teachers have shown us why it is that our city has been "floating amiably and happily down to the cataract" of municipal bankruptcy.

The thinking of our Teachers' Federation has been valuable because it has been effective; it has been effective because the teachers have refused to hold themselves aristocratically aloof from the people who do things.

More power to the Teachers' Federation. It has been, it still is, one of the greatest factors in the movement to redeem the city.

LITTLE EDITORIALS BY OUR READERS.

Rights of Teachers.

(Chicago American, Feb. 9, 1905.)

Editor Chicago American:

With due regard for Rev. R. A. White, I beg to offer certain deductions in reply to his recent interviews on the rights of teachers.

It is with much concern many view the line Dr. White would draw as boundaries of the common school teacher's liberty in thought and action.

Great cogs in our educational machinery have been squeaking their selfish importance so long that the smaller wheels have come to cry out in united tones, "Only by the polish of union, the lubricant of justice, may the mechanical approach the human, or the human aspire to the divine."

It is the privilege, the duty, of freemen to align themselves with every cause that makes for the betterment of communities, and no greater calamity could overtake a state than either the truculent or the polished mentality of its leaders.

The position of teacher should be the serene, active arena in which the noblest within us finds inspiration and growth. But, be it said to our shame, the realization of higher ideals is fraught with serious hindrances, with grave dangers, when the strenuous hand of commercialism and the cunning ambition for despotic power combine to pinch the demands of enlightenment and anæsthetize the conscience of human justice.

The teacher is not a chattel nor an automaton, but a free, responsible, moral being. And it is to their credit that along intelligent lines with other organizations the teachers are striving to solve the problems of human rights and equality.

Teachers are not caring who pays taxes, so long as each bears a just share. But they are justly anxious about necessities, and strive constantly that the cause of education, the quality of citizenship may be improved.

The work of the Teachers' Federation in bringing to public notice many aggregations of wealth that would, but for the Federation's wise efforts, have continued to escape taxation stands in wholesome contrast to the chicanery of power in high places that would defeat the teachers in realizing any substantial yet very deserved benefits.

There are gentlemen who are looking for a "snap," who clothe themselves with assumed powers, who fancy themselves as a part of some favored class, that the public has reasons to be wary of. The struggling, brainy teachers who do the work, whose salaries have been reduced—maybe to augment the wages and importance of an army of confusing critics—will find, as other toilers have found, the necessity of joining hands with union labor.

The plain people who know how to make a loaf

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of bread, construct an engine, design a temple and be honest, appeal to the worthy teacher as a helpful champion; while the tax-dodger, boodler, trust schemer and other despoilers of noble purposes are open to most active opposition, not only by teachers, but by every other patriotic, good citizen.

DR. FRANK A. FRY.

JUDGE LINDSEY'S REMARKABLE SPEECH.

By Warren M. Persons, University of Wisconsin.
(Written for the Bulletin.)

> ***"Every child, from the fifth grade up, should be taught politics and be given a knowledge of the rights of the people to the streets."***
>
> ***JUDGE BEN. B. LINDSEY,***
> ***In speech before City Club,***
> ***Chicago, Feb. 18, 1905.***

From Montana come reports of how the Amalgamated Copper Company, controlled by Rockefeller, has purchased the political power of the state; from St. Louis we have heard how private corporations have debauched the city government; Rhode Island, New Jersey, Minneapolis, New York City, Philadelphia have all added to the story of the control of our democratic government by a moneyed, special privileged minority.

From Colorado Judge Ben B. Lindsey comes to tell us of the political situation in that state. In a talk before the City Club, in Chicago, Saturday, Feb. 18, Judge Lindsey told of the labor difficulties of the miners and how both employer and employe were entirely inconsiderate of the rights of the other. He told how the control of both Republican and Democratic parties of Denver has been obtained by the street railway interests. Although the city charter of Denver contains a provision limiting the life of any franchise to a private corporation to twenty years, yet the council granted the street railway company a right to use the people's streets in perpetuity. The council of Denver has sold the birthright of its children. But the corporations have not stopped there. They wanted to maintain control of the council. The saloonkeepers and keepers of dives controlled votes. The city officials secured the influence of these men by allowing them to debauch the youth of the city. The city officials were handed the money necessary to ease their consciences. The chain is complete from the highly respectable magnate to the misguided youths of the city.

But over this darkness the light is breaking. Judge Lindsey, through his juvenile court, is teaching the youth of the city that they have a right to decent surroundings. He is offering them an opportunity. The Judge fully appreciates, however, that the selfishness of man is inherent and in order to secure justice men must have knowledge of their rights. The place to acquire that knowledge is in the public school. "Every child, from the fifth grade up, should be taught politics and be given a knowledge of the rights of the people to the streets," says Judge Lindsey.

The future will be secure just as soon as our children are given this knowledge. The teachers will not be able to give this knowledge unless they have it themselves. The teachers will not have it themselves unless they take an active part in the movement for civic betterment.

We may congratulate ourselves that the teachers of Chicago have been the first to see their relation to the questions of the day and their duty as educators of future voters. The Teachers' Federation of Chicago is the beginning of a national organization that will stand for the instruction of the youth in civic righteousness.

From all sides comes the story of corruption, but be not afraid for the future. The people are learning, and out of knoweldge comes justice.

MORTUARY FUND DEPARTMENT.

Members who have not yet sent in their certificates for registration and signatures of officers are requested to do so at once in order that work of registration may be completed before the end of the month.

LEONORA BECK,
Feb. 23, 1905. **Chairman.**

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, March 11, 1905. Special order of business, election of officers.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, February 27, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

A BOY'S DEFINITIONS.

Duty is any old thing you've got to do when you want to play baseball.

Faith is believin' what you've got every reason to suppose ain't so.

The town council of Douglas, Isle of Man, which owns its own street cars, carries school children between 8 and 9 a. m., noon and 2 p. m., and 4 and 5 p. m. for half a cent each.

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(Continued from page 3.)

they want those extensions pay for them. Why should the teachers pay for them? I will go further than that. The teachers of Chicago are not only in favor of extending the schools, but they are in favor of taking hold of this matter with the people and helping them to find a solution for this tax problem. I believe that our present system of taxation has fallen down. I believe that it has run itself out. It is irrational. It is unscientific. It may have been been adequate at one time. It is wholly inadequate now. The principles underlying this taxing system are wrong, and until we build on right principles we cannot expect to have any other result but this failure. (Applause.) What is the use, then, of going down to Springfield with a little patch on a very old, worn-out garment? (Applause.) I don't believe in it. (Continued applause.) And the worst of it all is that you will give the impression to the people of Chicago that they have really done something. You will give them the impression that they are really relieving the schools, and the relief will be so small that, as Mr. Cooley says, it will not last one year or two at the most.

A word on the personal property taxes in Chicago—Do you know how they are collected? I took a printed list from the assessors' office for one part of the city. I found in one block that three men only were taxed on their personal property. There were nearly 200 families living in that block because there were a great many large apartment houses, and three families, not the richest either, out of that whole block were taxed on their personal property.

If this is because the people of Chicago do not believe in personal property taxes, then why in the world don't they rouse themselves and abolish it, and put some kind of taxation in its place that is rational? If the taxing of personal property is right, then why don't the tax officials tax all the personal property? Why do they tax about 3-200 of it and let the rest go? If it is right I should pay personal property tax, how in the world can you figure it out that my neighbor should not do it? What is the matter with such a taxing system?

The great need in education to-day is not more psychology and pedagogy. (Laughter.) Mr. Coley will tell you the greatest need of the schools is more money, and the education that is needed most is how to find a way to meet that financial need by a rational system of taxation. I wish they would take a dozen educational bills down to Springfield and keep these questions before the public until the public in sheer self-protection would be forced to settle them. (Applause.)

A word on the taxation of the railroads. Do you know that in 1899 the railroads in Chicago paid $640,000 less than they did in 1898? And that was in the year when the assessors doubled the value of real estate in this county. It was the first year we had the Juul law and the assessors doubled the value of real estate to meet the reduced rate of taxation fixed by the Juul law. They raised the real estate from $157,000,000 to $302,000,000, and the railroads in Cook county had their taxes lowered.

That is what is the matter with Chicago. Our problem is how to make those great, wealthy corporations that have never done their duty by the schools and the public pay up, and that is why we want a charter convention. If we get a charter convention which is really representative of the sentiment of Chicago we will find some way by which we can secure the financial aid for the schools and the other departments too.

A VOICE FROM NORWAY.

In my native country, Norway, every woman who in the country districts pays an income tax on a yearly income of $77, and in the towns on $108, or who is married to a man paying such tax, can vote in municipal affairs, which makes the suffrage practically universal. In the first local elections under the law in the fall of 1901, it was found that nearly one-half of the voters in the towns, who exercised their suffrage were women.

It might be said that the economic conditions of the people of Norway are not such as to cause them to be held up for approval and emulation by Americans, but when it is taken into consideration that only 3 per cent of the area of the country is tillable, 27 per cent covered with forests and the balance practically a tract of waste, more extensive than the whole of Illinois and Indiana, the advance made in intelligence, morality and public spirit is surprising in such high latitude, and is largely due to the universal participation by its people in public affairs since the adoption of their democratic constitution in 1814.

Their system of raising revenues for public purposes which lays its principal tax on inheritances, personal incomes of all its citizens and on the property of each individual as well as on corporations, is one that might be emulated with profit here and could be more practically enforced when the elective franchise is granted to all who would then become taxpayers, which would mean every person not dependent on charity.—Thor. J. Benson, formerly Asst. Pros. Atty. of Chicago.

Better be a big peg in a little hole than a little peg in a big hole.

A very popular couple—two dollars.

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—IN—

February Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms, 248 Wabash Ave., S. W. Corner Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball Pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

FEBRURAY ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the Player	20
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Special Offer, complete $275

Easy Payments if Desired.

W. W. KIMBALL CO.

(ESTABLISHED 1857)

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STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Beguilines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

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Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $3.50, $3.00 and..... **$1.50**

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Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation
Bulletin

Vol. IV. CHICAO, MARCH 3, 1905. No. 14.

ADDRESS OF MISS JANE ADDAMS.

At Music Hall, Fine Arts Building, Feb. 11, 1905.

I only mean to speak for a very few minutes, because I think you will agree with me that the two people who have already spoken are the two people who know most about the situation, that they have spoken very well, and have covered nearly all the points involved. As I understand it, however, the Federation of Labor, while it has not yet had a report from its Charter Committee, has already committed itself to an elective school board versus an appointive board, and I shall ask to say a few words on that subject.

There is no doubt that some cities in the United States which have elective school boards are regretting it, and are ready to go back to the appointive system, and also that some of the cities that have appointive boards are clamoring for an elective system.

Many years ago I once traveled in Spain, and I was told when I entered the country that if you went by water you always wished you had gone by rail; but if you ventured to go by rail you regretted throughout the journey you hadn't gone by water. But, after all, that was a mere choice of method, while here we have a choice of method involving something else. We have here one method which may or may not work well, but one which is, nevertheless, more essentially in line with democratic institutions, more representative of the thing which we in America are all striving to get, than the other method is. It seems to me there can be little doubt that the elective board is the method which gives to the people of the city the largest chance to discuss educational measures and to feel themselves more in sympathy with their own popular school system than the appointive board ever can. After all, the mass of the people in any quarter of the city, or any part of the country, would always rather vote for principles than for men. Clever politicians recognize this desire on the part of the voter and they can only fool them by making them believe they are standing for principles. You never can get pure principles; they must always be illustrated and attached to daily life. The thing which interests people most, and is always most naturally attached to their daily experience and to the lives of their children is the unending problem of education. We have been told that our schools, when properly extended, are going to cost $7,750,000 in order to provide for the mere apparatus for the extension, and $2,500,000 increase in the annual budget is required in order to run them as Mr. Cooley has stated. We will need to have a revival in educational matters, an enormous belief in the utility and in the value of the public schools, in order to get these taxes paid, in order to get the people willing to submit to taxation, or even to arouse themselves sufficiently to sharpen a stick and get after the corporations, as Miss Haley recommends. (Applause.)

You can't secure a large increase in public revenue like this unless you have an enormous amount of public feeling and public enthusiasm.

The public school system of America is ordinarily supposed to have started about 1837, it was the beginning of that which we now call the public school system. That date is the date of the greatest activity of Horace Mann, the great educator who went up and down the country and convinced the people into the belief that nothing was too good for the education of their children, no matter how much it cost; that a man would better put less money in a house and lot and put more money into the education of his child; that a man would better not have a piano in his house, if he could not afford the personal ownership of that piano and at the same time support a fine school for the education of his sons and daughters.

Men will not be taxed for the money to run the sort of school that we ought to have unless they are enthusiastic about the schools. A mere handful of men may think that we ought to have manual training in the schools or that we ought not to have manual training; the board and the superintendents may discuss this matter and present their carefully expressed opinions to a committee, but the people themselves will not thereby have investigated it and will have no enthusiasm for it. The whole question of manual training in the schools should be talked up and down the city, talked about as men talk when running for office, as they present a political platform, pro and con, for and against manual training. I think Mr. Cooley and the members of the Board of Education on this platform will agree with me that the kindergartens we have in the public schools, 125, in contradistinction to the 800 we ought to have, were retained not because the Board of Education thought they could afford them—quite the reverse; but because the popular clamor of the people demanded their retention and signified their willingness to pay for them. In the long run people do care for the education of their children more than they care for anything else. Over half of the foreigners which I know are people who have come to America because they wanted to give their children a better chance. They want "the young ones to have what they could not get over there." One hears that every day, and I think the teacher who knows

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the foreign citizen will agree with me. They themselves haven't had a chance for the education which is given to their children in the public schools. (Applause.) And, therefore, it seems to me not altogether a question as to whether the elective board has worked well in this city or that city. We cannot consider that alone. We must also consider the principle upon which it is based, although I am sure that I cannot be disputed in this statement, that in those cities in which the election of the members of the Board of Education has been made a special election separate from all the other candidates on the "blanket ballot" it has never failed to be satisfactory. In those cities the parents of the children are allowed to have an intelligent presentation of the issue at stake and a reasonable use of the school houses in which such a nationality centers.

The method of an elective board has not worked very well in those cities where the election has been turned over as merely a part of the political machinery, to be manipulated and taken care of by the ward heelers, as they take care of the election of a garbage inspector. Of course it has gone badly then, but never where it has been regarded as a great education campaign with candidates who represent educational principles.

My next topic, that of promotional examinations, is not exactly germane to this discussion because the Board of Education as I understand them, do not mean to embody promotional examinations in any definite bill and, therefore, it has nothing to do with the revision of the charter, but I have been asked to say something about promotional examinations and I am glad to comply in a word or two. From one point of view I have no right to speak. I am neither a teacher nor in any way officially connected with the schools, but speak merely as a citizen, as a looker-on who sometimes have the reputation of seeing the most of the game. I will not claim that, but they at least see something of the game, which may be of interest to the players themselves.

The promotion of the teachers, as I understand the system in Chicago, is dependent to the extent of 50 per cent upon examinations. That is, half of the marks upon which the promotions are based are the reports from the principals and supervisors, and the other half of their marks depend upon the examinations which they take in studies largely furnished by the Normal extension classes. Now, it seems to some of us that a professional person must be judged in the long run by his professional work; that a lawyer is judged not by set examinations in this state or that state, but by his success in practice. We find out how much Blackstone he knows when he is at the bar with a fellow lawyer pouncing upon any mistake he may make in his quotations from Blackstone. It may be argued, of course, that lawyers or other professional men who have a training as a basis, are subject to open competition; that they are not protected, that they are not paid from the public funds and that therefore they are not in that sense public servants as teachers are.

No one can stand more firmly, I think, than I do for a merit system. No one can have seen more clearly, unless he had to live in the 19th ward for fifteen years, as I have happened to live, the evils of a non-merit system, and no one believes more strongly than I do that before we can get our public affairs in order that we must have some such machinery as the merit system affords. But the merit system may very easily be brought to disrepute in its first trial, and it is at the present moment largely on trial in America everywhere. It may very easily be applied in such a way as to make it not a reasonable test of merit, but as to make it a very bungling contrivance and deservedly suspected of stupidity. It seems to me that to test people as students when they are engaged as teachers, to test their knowledge by examinations and not as it appears in their work, is a misapplication of the merit system. Their professional efficiency comes out in the children whom they teach; it is revealed in their daily occupation and in their mental alertness. Of course, they must feed their minds because they will go all to pieces if they do not feed their minds and their work will soon show it. But to insist upon set studies and a set apparatus of examinations is to test them in one thing and to employ them for another thing. (Applause.)

There used to be an old system of political economy which some of us had to study in college that said that every man was lazy; that no man, especially a man who worked with his hands, would ever exert himself unless he were faced with starvation; it was only when the gray wolf was at the door, so to speak, that he would go out and do a stroke or two of feeble work. Now, of course, we know that sort of political economy has been more or less put upon the back shelf. Perhaps some of you remember those old diagrams which represent a man's activity by a curved line gradually sinking until he struck the starvation level, when it went sharply upward under the stimulus of hunger. The diagrams, so nearly as I know, do not now appear on any blackboard in any school. But are we not doing something of the same sort in pedagogy? We are acting upon the notion that a teacher will not study unless she has a sharp prod from the outside; unless she is told "if you don't take these studies you can't secure promotion." I believe it will not be very long before that, too, is relegated to the back shelves. (Applause.)

The newest political economy talks very little of the starvation stimulus but a great deal of the instinct of workmanship. It points to the stimulus which is to be found in work itself and of the many forces which society itself constantly applies to its workmen. It tells of the inventors who have served this country; men who have worked without any hope or pay, and worked in the face of almost certain failure, because they were possessed of this desire to work out an idea they had in their minds because they were driven by an inner impulse. Something of that sort, I believe, is coming more and more into our estimate of those people who do any sort of stimulating mental work, and certainly no work is more inherently stimulating than that which has to do with little children. Dr. Dewey again designates work with the little child as the most appealing and the most rewarding of possible occupations. It is stupid not to take advantage of that appeal and of the reward which daily contact with the little child gives, and to substitute for that great and enormous advantage, the stimulus which lies in examinations. A teacher responding to this natural, professional interest in her pupils must find each day that if she wants to keep herself at all in line with the growing requirements of the school room that she must read, she has to continue her education, she must study, she will seek mental

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pabulum wherever she can get it. In short, put her in constant contact with the growing child, make her success depend upon his development and she will feel that no effort is too great to meet the professional demands upon her.

When I came to Chicago fifteen years ago, I had never lived in a city before and I was enormously interested in the public schools. I had gone to a little village school house, and I never dreamed that public schools could be so remarkable as I found them here. There was all the charm of divinity; down in Englewood under Col. Parker one line of experiment was being tried, another line under Mr. Speer, still another under Mrs. Young. I mention these almost at random as I recall different educational centers in the city. The teachers were not examined in making geography or industry the basis of their teaching, they were not examined in their ability to make a child observe quickly, but they were enormously interested in the children under their charge and responsive to pedagogical teaching. I think Chicago had some claim then, as perhaps it has now, to be in the advance of the public school system of America.

It seems to me over and over again, we have to believe that stimulus for the best work lies in the work itself. The efficiency of a body of teachers does not altogether depend upon the individual ability of each teacher. It must depend much upon it, but also upon her relation to her scholars; perhaps even more it depends upon the power of working together as a professional body with a common cause.

It seems to me that we ought to do away with extraneous tests. Let us by all means have a merit system in our schools, but let us study to find the best merit system. Let us see to it to-day that if we are going to have civil service in the schools that we have a good, respectable, well tested civil service built from within and not clapped on from the outside. One of the first steps in a well established civil service is the pension system which is being discussed so largely. Let us not set up a travesty of civil service even through it may be a very respectable one. After all, it is the minds of the children that we are studying to improve, and the improvement of the teacher must depend upon that.

The Daughters of the American Revolution.

Kentucky papers have recently chronicled the death of Mrs. Susan Stringer Bennett, "Kentucky's last and only Daughter of the American Revolution." Mrs. Bennett was the daughter of a Revolutionary soldier and perhaps the only one in Kentucky. But there are yet hundreds of Daughters of the American Revolution in Kentucky and in every other state of the Union and their number increases daily.

The real Daughters of the American Revolution are those women who have the spirit of '76, who hate tyranny, and who love justice.

You do not need to search any genealogical records to find out who these Daughters are. Their names are written on the rolls of the Kentucky Equal Rights Association, an organization of women which stands for the principle for which the men of '76 fought—"Taxation without representation is tyranny." The day will never come when it can be said of Kentucky that her "last and only Daughter of the American Revolution" is dead, and what is true of Kentucky is true of all her sister states.

LIDA CALVERT OBENCHAIN.

HOW LIBERTY IS LOST.

(An editorial in the New York Independent of November 24, 1904.)

The American people cares supremely for efficiency. More than any other people in the world we are occupied with "business." The habits and the virtues that conduce to business success, we have come to think of as above all other habits and virtues important. The assertion that a man is unbusinesslike is a condemnation that often carries with it the severe penalty of exclusion from economic opportunity and social consideration. Machines that are antiquated or below the highest standard of effectiveness we consign to the scrap heap, with a disregard for capital invested that makes Europeans gasp. Officials and employes that fail to produce looked-for results are dismissed from service, with as little regard for their future well-being as if they also, like our creations of steel and brass, were unconscious mechanisms. New methods are substituted for old without regard for any possible reaction of method upon character. The only question ever raised is, Which method is best for the purpose of achieving the maximum efficiency of all the forces, physical and human, engaged in a given work?

This supreme regard for efficiency has been transforming our political thought and practice. Within the past 25 years we have rapidly been centralizing the functions of local government. Public school education is no longer left wholly to the care of towns, townships, boroughs and cities. State boards of education, with State and county superintendents of schools, administer general laws enacted by State Legislatures, and some of these go so far as to prescribe how much time shall be given to certain subjects of instruction, and what textbooks shall be used. To a great extent the care of defectives and delinquents has been taken from counties and minor civil divisions and given to State institutions and other State administrative organs. State boards of health are more and more extending their control over local boards. To a diminishing extent State revenues are obtained by the direct tax, assessed upon towns or townships, and to an increasing extent they are derived from particular taxes assessed by the State itself. In all this evolution we have proceeded in a single and straightforward purpose to secure efficiency. We have not troubled ourselves about the possible reaction of these changes upon the vitality of local self-government. We have not asked how far they have transformed the older scheme of American political life into something that the founders of our Republic would have regarded with abhorrence.

Step by step with centralization we have been adopting a new theory of the executive function. The elaborate scheme of checks and balances, whereby the executive and the legislative prerogatives were sharply distinguished, and public activities could be carried on only through a process of concurrence, has become discredited. We say that it was a cumbrous and unbusinesslike plan. What

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3004.

A REJOINER.

By J. K. McBroom, Excelsior, Minn.

(Some time ago we printed the address of Mr. McBroom on "How to Save the Teacher." The following excerpts from a rejoinder made by Mr. McBroom to some criticisms on this address, though belated, is timely.—Editor.)

Rejoinder After The Discussion.

The speaker paints a wonderful picture of a summer school in the hands of, oh, such perfect paragons of pedagogy that the fortunate teacher coming under their spell must fairly soak her soul in inspiration, and absorb power like a storage battery to turn it loose a little later on her own classes. What an ideal summer school! But that is—well, it is *ideal;* but that is by no means the *real* thing. He next informs you that Minnesota superintendents and supervisors are a lot of weak incompetents because not professionally trained. This same job lot of incompetents furnishes most of the instructors and conductors,—those wonderfully "inspiring educators",—for the summer schools. Perhaps you can explain the paradox. I give it up.

Nearly all the superintendents of the state, nearly all high school principals of the larger cities, scores of high school instructors and grade principals, many grade teachers and even college students are at this moment pulling wires for summer school positions. Most of them are good teachers, but it is rank nonsense to rave about them as "inspiring educators," who would impart such wonderful "professional training," *in four weeks,* to their pupils. Many of these instructors earn, or rather receive, twice the salary in summer school that they could earn anywhere else at the time; and though the business college is brushed aside with contempt, many of the instructors couldn't get a position in a good business college.

The books the speaker mentioned as good reading for teachers are all right, of course. I'm reading one of them now. But it is the coercion in regard to them that I express my contempt for. Most of the teachers hold Normal diplomas or their equivalent; so do I; and I resent, as they do, the assumption of anyone to dictate to me what professional reading I shall take up next, or whether any. The reading would save the teacher from idleness, you are told. In all the letters here, not one author seems to recognize the least danger of the teacher suffering from that deplorable malady. But the dominant note from both speakers blames the teacher herself. She shouldn't worry; shouldn't work till midnight; if she were fit to teach she wouldn't wear out, etc. All *that* is common and old and easy to say; but that the exact opposite is true is so conclusively stated by a man who has been for many years one of the foremost educators of Minnesota, that I will read from his letter, then tell you who he is; and you will recognize a name that has long stood for success and effectiveness and inspiration in the profession throughout the Northwest and in this association, of which he has been president. He says: "The cause for this early decadence, I believe to be the nervous strain caused by worry. The managing of a community of mammas who avowedly 'never take the part of their children,' the managing of the school board, frequently the managing of the superintendent, besides the managing of forty or fifty young Americans who have not been trained at home to obey, is sufficient to kill off most any person who has nerves and *sufficient delicacy of feeling to make her fit to teach school.* . . . The constant dread of being cut off has killed many a good teacher which a word of commendation would have saved. A superintendent who will sit up nights worrying over his position should have common Christianity enough to try to relieve as much as he can, in honor, those who are working under him." That letter is from Pres. Shoemaker, St. Cloud Normal. It is now in order for the first of my worthy opponents to inform you that the author of that letter "has no conception of the teaching profession."

COOK COUNTY LEAGUE OF WOMEN'S CLUBS.

At the meeting Saturday, Feb. 25, 1905, the bill providing for an elected Board of Education was indorsed.

Miss Jane Addams spoke for an elective board, Miss Margaret A. Haley on "How to Meet the Financial Needs of the Schools," and Mr. Lowry on the letter of President Mark.

WOMEN TEACHERS' MONTHLY PAY.

The average monthly pay of women teachers in the United States is $39.77.

The highest is in Arizona, $71.75, but unfortunately there are few of them. California, $67.19.

The lowest is in South Carolina, $23.20.

Colorado, Illinois, Massachusetts, Montana, Nevada, New Jersey, New Mexico, Rhode Island each pay more than $50.

Alabama, Maine, Mississippi, New Hampshire, North Carolina, South Carolina, Oklahoma, Vermont and Virginia pay less than $30 a month.

New Mexico alone pays men and women the same average wages.—Journal of Education.

I expect to see the day when overwrought nerves in teacher or pupil will be unknown, for joy will take the place of anxiety, and all the bugaboo of "exams" will be consigned to limbo. Examination is just what the word signifies—pulling up the plant to get a look at the roots.—From "Little Sermons" by Elbert Hubbard in Chicago American.

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(Continued from page 3.)

we want, we tell ourselves, is a method that will enable us to "get things done." The business man, from his experience, asserts that the only way to get things done is to find the man that knows how to do them, commit the work into his hands, give him full power and authority, and hold him responsible for results. Acting on this theory we have been developing in our cities the "businesslike" and "efficient" plan of government by the Mayor. Give the Mayor a free hand, we say, and let him understand that he is expected to conduct the city government as a people's representative, and to show the results that they demand. In short, we declare, Let us simplify our Democracy. Let the people by all means retain the power; but let them not try in any clumsy fashion to do the expert work of the government themselves, or be so afraid of the bugaboo of dictatorship as to deprive themselves of efficient service.

A people rejoicing in the vitality of youth, full of energy and hope, is always impatient of the "lessons of history." Nevertheless, the fact remains that every people, since recorded history began, that has tried thus to simplify the practical working of Democratic or Republican government, and to secure efficiency by delegating extraordinary powers to the one man of supreme capability, has sooner or later lost its liberties. The Athenian Democracy was swallowed up in the Macedonian Empire. The Roman Republic became the Empire of the Cæsars. The Republics of Venice and Florence became the despotism of the Doges and the Medicis. The first French Republic, proclaiming "The Rights of Man," gave itself over to the imperious rule of the first Napoleon, and the second Republic to the adoration of Napoleon III.

Historians and publicists have analyzed these lessons of history, and thousands of average citizens have reflected upon them, only to conclude that history must forever repeat itself to the bitter end, or that some mysterious combination of forces, in some way that cannot be predicted, will save the great American experiment of self-government from the fate of all Republics in the past.

We are not prepared to accept either of these conclusions, and we hold to another view because we are convinced that it is possible to secure all the advantages of efficiency, without surrendering popular control to the strong and capable man. There is one part of the lesson of history that has been strangely overlooked, and it discloses the precise point at which the pursuit of efficiency becomes a surrender to the personal ruler. It will be by clearly perceiving what that point of departure is, and by choosing then the right course instead of the wrong, that the American people will, we believe, maintain for all time the reality of popular self-government.

The point of departure is reached when the electorate begins to realize consciously and clearly, or begins by insensible degrees to forget, what specific things it proposes to hold its governing executives responsible for achieving. The moment that a people ceases to decide for itself in detail what things it wants and proposes to have, and leaves all such decisions to its government, with a merely general demand that the government shall promote the general welfare and the common happiness, that moment the reality of Republicanism has ceased, and the reality of personal rule, under whatever name or disguise, has begun.

And it makes no difference, so far as the result is concerned, whether a people ceases to decide these matters for itself because of indifference, indolence, or absorption in other concerns, or ceases to make its decisions unmistakably known, because in its elections various questions are so confusingly combined that it is impossible for anyone to know what the mandate of the people upon any one question is. There is one, and so far as we can see, but one possible way of steering a Republic past the point at which all Republics in the past have laid their course toward despotism, and that is by maintaining and developing a practice of popular voting upon specific questions of public policy, as well as upon the candidates nominated for public office. In a large Commonwealth or Federal nation this can be accomplished by means of the Referendum.

BOARD OF EDUCATION.

Wednesday, March 1, 1905.

The following reports were adopted:

Resignations.

The Superintendent of Schools respectfully reports that he has received and accepted the resignations of the following named teachers: Liggett, Delia A., Arnold; McCoy, Evangeline G., Talcott; Meissner, Ella J., Shields; Moody, Margaret Z., Schiller; Seyer, Virginia L. A., Monroe; Whitcomb, Hattie W., Scanlan.

That the salary of Mr. Angus Roy Shannon, Assistant Attorney of the Board of Education, be increased from $2,750.00 per annum to $3,500.00 per annum.

That the salary of Mrs. Annie M. McKeough, Stenographer in the Attorney's office, be increased from $1,000.00 to 1,200.00 per annum.

That the salary of Miss Ella M. Cullen, Stenographer in the Compulsory Education Department, be increased from $900.00 to $1,080.00 per annum.

That the salary of John J. Nuesse, Truant Officer, be increased from $900.00 to $1,080.00 per annum.

President Mark recommended that the Board oppose two revenue bills now before the legislature and advocate the amending of the present law as follows: *"And all moneys raised by such taxation for school building purposes shall be expended for the purchase of school sites, play-grounds and school houses, or the rental of the same; for the erection, equipment and repair of buildings, including furniture and apparatus; for improvements and special assessments upon school property; and for the establishment of a sinking fund to provide for the retirement of bonds and the payment of interest on such bonds."* The amendment further provides that schools may be kept open *ten* months instead of nine as the law now is. The recommendation was adopted.

The president also presented another bill, which provides, among other things, for the fixing by the legislature of the office of superintendent and defining his powers. The proposed changes are on the same lines as those contemplated in the several editions of the "Harper Bill," which have been defeated at the last three sessions of the legislature. This

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report was deferred until the next meeting of the Board.

Elizabeth Monroe was retained as head assistant of Beidler school and Mary C. Hyland and Anna Lippert were re-transferred to their old position in the same school.

ENGINEERS AND JANITORS.

Assignments.

Rose McDermott, Janitress, Corkery School; Charles McCurry, Engineer, Trumbull School; William E. Compher, Engineer, Pestalozzi School; De Witt E. West, Engineer, Kinzie School.

Temporary Assignments.

Charles S. McHugh, Engineer, Pullman School; Edward H. Bade, Engineer, Louis Nettelhorst School; Edward Kalinski, Engineer, Logan School; Albert W. Mahone, Stenographer for Board's Charter Committee.

Reinstatements.

James R. Crandall, Engineer, Phil Sheridan School; Tim O'Leary, Engineer, Pullman School; John S. McHugh, Engineer, Goodrich School; Joseph V. Porette, Engineer, Brainard School.

Separations.

George M. Merker, Engineer, Phil Sheridan School; Edward Martin, Engineer, Lyman Trumbull School; Charles S. McHugh, Engineer, Pullman School; Edward Durkin, Engineer, Brainard School; De Witt E. West, Pestalozzi School; William E. Compher, Engineer, R. T. Crane Manual Training High School; Edward H. Bade, Engineer, Logan School; Frank Dunlap, Engineer, Kinzie School; Harry A. Schlick, Engineer, Goodrich School; Lawrence J. Bransfield, Temporary Stenographer, Board's Charter Committee.

Resignations.

Edward Josenhans, Clerk and Stenographer, Supply Department; Mary Canavan, Janitress, Beale School.

Leave of Absence.

Tim O'Leary, Engineer, Pullman School, for a period of ninety days or less from February 15, 1905, owing to illness; George S. Phillips, Engineer, Louis Nettelhorst School, for a period of ninety days or less from March 1, 1905, owing to illness.

POLICE PENSION FUND.

The various sources from which the revenue comes for the maintenance of the Chicago Police Pension Fund are as follows:

Seventy-five per cent of all dog taxes.

Three per cent of all saloon and wholesale liquor licenses.

Twenty-five per cent of all pawnbrokers' licenses.

All revenue from special details of police officers.

One per cent per month of salary received, not to exceed $2.

Twenty-five per cent of all second-hand dealers' licenses.

All revenue from unclaimed, lost and stolen property.

Twenty-five per cent of all junk dealers' licenses.

All fines for carrying concealed weapons.

Fifty per cent of all court costs for violations of city ordinances.

All police trial board fines.

Three per cent of all other licenses.

All rewards not excepted by the general superintendent of police.

Congressman Denby of Michigan, speaking at the Marquette Club banquet Saturday night, told the story of a Detroit preacher who received a call from a Chicago church several years ago and who came here with his family after considerable deliberation and trepidation regarding the great city and its wickedness, which he had heard so much about.

"The preacher and his wife thought for a long time before they decided to move to Chicago," said the congressman. "Finally they were all ready to take the train. They were spending their last night in Detroit. The preacher's little daughter had heard her father and mother discussing Chicago, their future home, and that night, when she said her prayers on her mother's knee, the little girl closed the prayer by saying:

"Good-by, God, we are going to Chicago."

A laugh is worth a hundred groans in any market. —Charles Lamb.

MORTUARY FUND DEPARTMENT.

Members who have not yet sent in their certificates for registration and signatures of officers are requested to do so at once in order that work of registration may be completed before the end of the month.

LEONORA BECK,
Chairman.

Feb. 23, 1905.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, March 11, 1905. Special order of business, election of officers.

FLORENCE E. TENNERRY,
Cor. Secretary.

LOANS TO TEACHERS BY A TEACHER

At Live and Let Live Low Rates.

"First aid to the injured in pocket promptly rendered."

L. A., Care of Federation Bulletin, 437 Unity Building.

Only the deaf and dumb fail to appreciate the

TELEPHONE

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Business & Residence 5 Cents per day and up.

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PIANO BUYERS

Find Strong Temptation

—IN—

March Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms 243 Wabash Ave., S. W. Cor. Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

MARCH ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the player	20
Total	$465
Special Offer, complete	**$275**

Easy Payments if Desired

W. W. KIMBALL CO.

(ESTABLISHED 1857)

Southwest Corner of Wabash Ave. and Jackson Blvd.

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CARSON PIRIE SCOTT & CO.

STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $2.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1 25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white feet	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. **Men's, 45c, 60c, 75c.**

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, MARCH 10, 1905. No. 15.

MORAL AND CIVIC TRAINING.

To Save Popular Government.

BY WILSON L. GILL, LL.D.

(Excerpts from address delivered before the Massachusetts State Federation of Women's Clubs at Woburn, February 3, 1905.)

* * * School government in general is a monarchy. Have you ever thought what a monarchy is? A little child is born, and that child does not know how to manage his own affairs. Somebody stronger in every respect has to govern that child. The mother governs the little one, and that is parental government; and that is monarchy. The little child has no part in the government, except to do what every one requires. Then, when we get along a little farther, the child goes to school, and that is more monarchy. We get still farther along, into college, and the thing has not been corrected yet. It is monarchy again. From the time the child is born, to the time he leaves the high school and university, the only government he comes in contact with, is a government by monarchy, the government to which he must be subjected. He has no power whatever in making the rules and regulations, no part in it whatever. * * *

When the colonists were greatly troubled over their condition—their subserviency to the English crown—three per cent of the people lived in towns and cities at that time, and ninety-seven per cent lived on the farms. The children went to school two, or at most three, months during the year. The rest of the time, the children were with their parents. From the time the child was born to the time he was grown up, he was undertaking things that he could do. He was helping his father, and the girls were helping their mother; they were learning to spin and to weave, and all that sort of thing. And they were coming in contact with grand people—with their parents, who had by just that same process gathered the experience and the training of centuries. Thus they were working along in contact with their parents, getting a splendid moral education, a splendid civic education, a splendid religious education. They were learning to work. They were being trained, day by day, into the life that they were to live when they came to be adults. They went to school two or three months to learn the "three R's" and to get brushed up in one or two things which they could not take care of conveniently on the farm. In those two or three months of schooling they were getting the most splendid education that people can have, a good all-around education, and their characters were developing splendidly.

Then came the war of the Revolution, to gain for our people the right to govern themselves; and that is the way they were prepared for it. They were farmers who won the battles of the Revolution. They were farmers who determined that we would no longer be subjects of the crown. That was the condition at the time and for some time following the Revolution.

Now, forty-five per cent of the people are on farms, and fifty-five per cent are in cities and towns, and villages under urban influences. These are very important figures, and they have the support of the census department. I submitted the matter to the Director of the Census within the past few weeks. There is no way in which this matter can be determined accurately, but so near as they could determine, those who are specialists in the Census Bureau sustained my guess that fifty-five per cent of our people are under urban influences and only forty-five per cent under rural influences. Thus, you see, that for the great mass of our people, those influences that made the character of the colonists have been wiped out.

In the course of the development of the cities, the steam engine was developed, and the factories grew, and the men were separated from their families, and all that moral, civic, industrial and religious influence of the former day was a thing of the past; the children were in schools instead of being in contact with their parents. The schools of ten months were developed from the schools of three months, and instead of learning simply the "three R's" we are now getting a great deal of arithmetic and algebra and trigonometry and geometry; and in place of a little reading we are getting a great many things such as geography, and a number of th[illegible] have added to that feature. Then, in place of writing, are a whole lot of other things, simply supplementing the writing part. And we have nothing, excepting intellectual work, to take the place of this moral, civic, industrial and religious training that the people of the colonies received.

In the olden time the government of a school was, as you see, a monarchy, just the same as the government in the home. But it did not make very much difference; it was only for a little while. If that monarchy was a very hard tyranny, still it made very little difference. If it made any difference, it simply made children hate that sort of tyranny.

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But that same sort of government has been continued in these schools of the republic, and now we have the child being trained by the schools for connection with a monarchy. The only government that an educated American comes in contact with while his character is being formed, while he is forming the habits of his life, is that of monarchy. He is being made intelligent, perhaps; he is being made to understand a good many questions in relation to government and citizenship. But while he is being made intelligent in regard to these things, he is being compelled to form the habit of being a subject and of accepting a government in which he has no part whatever, except to obey.

In the city of Philadelphia we have just those same two percentages I have spoken of, forty-five and fifty-five per cent. At the last municipal election, February of last year, forty-five per cent of the people who had the right to vote, did vote. Fifty-five per cent of those who had the right did not vote. This forty-five per cent who did vote, and who go the primaries, is made up almost exclusively of certain classes of people—largely of the men who work in factories and shops and on the streets, under the orders of foremen. Their whole business life is spent in taking orders and in carrying them into execution. They belong to political clubs, and there they are governed as in the shop. They are told what they shall do at the primary meetings, and they do it. They are told what they shall do at the polls, and they do that. They do not go to the primaries and the polls as independent American citizens, but simply as parts of a machine, under the orders of the officers or the bosses.

When we come to see who those fifty-five per cent are who do not vote in the primaries, and do not go to the polls, we find they are practically the entire body of gentlemen, practically all of those who have graduated from the colleges and the universities; not absolutely, but practically the whole body of men who are at the heads of business, including professional men, and those who take the initiative in their daily business. All of these have been eliminated from municipal citizenship, in the city of Philadelphia; so that the bosses are left simply to use the other machine, which they may handle exactly as they see fit. Thus we have in Philadelphia—we do not call him King Durham, we call him "the easy boss"—but he is King Durham, just as much as any man in any country in the world was ever king.

And that same condition exists, to a less extent perhaps, in almost every city of the Union. The educated people have been eliminated from American citizenship. They have been eliminated by the schools and the colleges which have been built and are supported by the bulwarks of our liberties. They have wiped out our liberties. They have destroyed popular government in the cities of the United States.

Now, I am not saying this as a harangue against our educational institutions. We need our educational institutions, to be the bulwark of our liberties. But they must change. They must stop subjecting our children to monarchy. They must liberate their minds. They must construct a republic, and they must give the people the habit and character of citizenship. We have found out the way, and we are putting that method into operation which is actually making citizens, instead of subjects, out of thousands and thousands of children in that same city of Philadelphia. The Board of Education of Philadelphia is carrying the matter forward, and presently we shall have all of the schools, we trust; every school a little republic, where every child is an apprentice in American citizenship.

You ladies who are making public opinion in Massachusetts—and public opinion in Massachusetts goes very far toward making public opinion in other states—you are the people who can help, above all others, to restore popular government in America, by helping to make the schools training places for citizenship, rather than training places for subjects of the boss.

PENSIONING RAILROAD MEN.

The extension of the Pennsylvania railroad system's pension rules to the Vandalia lines is evidence—if such evidence were needed—that the method adopted years ago by this great corporation for taking care of its aged employes is as much a part of the company's business as is carrying passengers and freight.

The pension rules of the Pennsylvania system apply to every employe from the president down. When the employe of this company reaches a stated age—70 years, if memory be not at fault—he must retire, and the pension fund provides for his remaining years. The pension arrangements of the Northwestern and of the Illinois Central are much the same as are those of the Pennsylvania, while what may be called the relief methods of the Burlington and of the Baltimore & Ohio are modifications of the more pronounced pension regulations of the three other systems.

As the railroads are managed by the most practical business men in the land it may be concluded that it has been found to be a good business proposition to set an age limit for active employment and to see that, after that limit has been reached, the employe does not need to suffer through being deprived of a means of livelihood he may have followed most of his life. Some of the Vandalia employes just retired on pensions had been with the company for forty-five or fifty years.

The younger employes of railroads that have adopted the pension system are encouraged to continue in the business and to put the best of themselves into it when they see that, at an age when they are practically unfit for anything else, faithful service is rewarded and old age is provided for. And young men seeking a vocation will be attracted to railroading because it offers them an opening for their best activities and ambitions and provides for their necessities, if not for their comforts also, after they have grown too old in the service to keep up the pace this service demands.

What the leading railroad systems of the country have adopted as good business policy soon or late is almost certain to be the practice of all railroads. Pensioning employes is no longer an experiment. It has been demonstrated that it is good for the companies as well as for the employes. The roads first to adopt the system have set an excellent example which all other roads should not be slow in following.—Chicago Evening Post, Feb. 4, 1905.

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LETTER FROM PHOENIX, ARIZONA.

February 8, 1905.

I came into Phoenix on the first day of the new year. Very early, too, on the first of January, for whether you travel by the Santa Fe or seek a route through lower altitudes by way of the Southern Pacific, you can only reach Phoenix or leave it in the small hours of the morning. Like all climates of renown, this of the arid zone is subject to "exceptional" seasons. The programme for Arizona is perpetual sunshine, but the interesting literature issued by the railroads fails to mention, as the man did who got up an amateur show, that "this programme is liable to be changed." Between Prescott and Phoenix on December 31, we met light showers, which laid the dust agreeably and washed the face of the semi-tropical winter vegetation. On Sunday night, the 8th, the floodgates were opened, and rain fell steadily for forty hours. On the first of February began another deluge, steadier but less violent, which still continues intermittently. No one here is ever prepared for rain, and all the mails are delayed. Still, as Miss Goggin would say, there is no dust, which in a desert country is an advantage not to be despised.

The streets of Phoenix are all unpaved, and the sidewalks are few and brief. The soil is adobe clay, firm and level underfoot in the dry weather, which generally prevails, but unspeakable after a rain. The mud is not only deep but adhesive in a remarkable degree. The surrounding country is desert, redeemed by irrigation; here the thirsty sand drinks the rain as fast as it falls, so that walking and driving are always possible.

Phoenix lies in the Salt River valley, and is almost completely encircled by mountains. The altitude of the town is something over a thousand feet; of the surrounding country near the mountain about 1,200. It is the mecca of countless health seekers, from every state in the Union, with a scattering few from Europe. By the more widely traveled of these the climate and general appearance of Arizona are compared sometimes to Egypt, sometimes to South Africa. A drive of eight or nine miles, from the city to the Camel's Back, the largest of the nearer mountains, shows a fertile land, producing under irrigation crops of alfalfa, of wheat, and grass.

There are many fruit ranches, yielding abundantly oranges, grape fruit, tamarinds, lemons, olives, pomegranates and figs. There are great numbers of horses and cattle grazing in the fields. The cattle have a familiar and domestic look, but the horses of Arizona are a strange race. They have an unfriendly eye, and they are apt to be an indefinite shade of woolly cream color.

The little burro grazes beside them, he of the reposeful manner and impenetrable gaze, and the unexpected voice. The Arizona farm house is one story high, sometimes of brick, sometimes of adobe clay, not often of wood, for wood is rare and costly, except the knotty mesquite gathered on the desert, which is the staple fuel. The ranches have a spacious look, with little of the homely domestic clutter of an eastern farmyard. Beyond them and beyond the canal which brings the saving water, lies the desert, covered with sage brush, with various gnarled and low growing trees and bushes, chiefly grease wood and mesquite, and close to the mountains the giant cacti, growing to several times the height of a man. The charm of the scenery is in the mountains, visible in all their splendor from the unbroken desert. From faintest blue to deep violet are shaded the garments of light that clothe their ruggedness; and many times in the day they wear changing aspects of beauty. The desert is the home of those health seekers who have become dwellers in tents. There are little colonies of tents, here and there a single tent, breaking the loneliness of the scene with homely, human sights and sounds, and the laughter of children.

The permanent population of Phoenix is said to be between ten and twelve thousand. A native is one who has lived here a year. The cowboy is in evidence on the streets, the Indian, Pima or Maricopa, is everywhere to be seen, and there is a large Mexican element in the population. Phoenix is a remarkably law abiding town. Not only is the stranger absolutely safe from annoyance, but the daily papers chronicle fewer crimes in proportion to the population than those of the east. Two policemen are sufficient to safeguard the public peace.

The cost of everything not produced here is considerably higher than in the east. The restaurants are chiefly under Chinese management and control.

The prosperity of Phoenix depends mainly on the health seeker, though ranching and ostrich farming are the typical industries.

It is a city of churches. All the denominations are represented, and some count among their communicants a number of the Indians from the government school.

The winter climate of this part of Arizona is very like Indian summer in Illinois. The highest temperature is about 80 in the shade at noon. There is a remarkable change at sunset, when the air becomes very chilly. Not the least of the beauties of Arizona is the splendor of the sky at night. The air is so clear that there seems much less of it between us and the stars, and the moonlight floods it with a searching brilliancy.

There is tonic and rest in this same air, but no stimulus to any undue activity. This is probably the reason why doctors are sending Chicago people to Arizona. Yet even here one does not lose the memory of Chicago, with its ceaseless activity, its opaque atmosphere, and all its varied charms.

Be it ever so windy,
There's no place like home.

A. M. M.

ODD TALES OF THE TOWN.

Professor Coe of Northwestern University in his lecture on the religious education of children frequently tells the following story to illustrate the strange ideas which children acquire of religious truths:

A little girl who had been put to bed in a dark room began to cry, and when her mother asked what she was crying about said that she was afraid of the dark.

"Don't be afraid," said the mother, "God is here and nothing can hurt you."

The child quieted down, but about fifteen minutes later went downstairs to the room where her mother was reading and said:

"Mamma, let me stay here, and you go upstairs and stay with God awhile."

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

WOMAN SUFFRAGE.

By Sarah Platt Decker, President General Federation Women's Clubs.

I do not hesitate to say that the best women of Colorado have far more conscience in fulfilling their responsibilities as voters than the men of the same class. It is also true that women of standing in the community have great influence with men who are not particularly interested in public affairs.

We are constantly asked by visitors to Colorado, "But how do prominent women, with their many duties and obligations, have time for politics." To speak to one's grocer, butcher, stationer, to a conductor on a car or to a cabman, takes only an instant and it takes just about one hour in a year to cast all the ballots necessary or allowable.

The women of the half-world generally do not vote. They are constantly changing their residences and names. They do not wish to give any data concerning themselves, their age, name, or number and street; they prefer to remain unidentified. Occasionally some disreputable master compels these slaves to vote for his own purposes, but it is a rare occurrence.

Has the woman voter wholly purified politics, and have we banished saloons? No, to both questions. It would be beyond reason to expect such a result. Women have been in churches and in society since the beginning of time, but there are still vicious minds and sinful deeds in both religious and social circles. The most we assert is that if we pour a clear stream into a muddy one, we shall have a "moving of the waters" for betterment.

There is a splendid womanly independence in being a voting citizen, and an absorbing interest in fulfilling the duty of citizenship; and there is a much more chivalrous devotion and respect on the part of men, who look upon their sisters not as playthings, nor as property, but as equals and fellow-citizens.

ADMINISTRATION BILL.

On the opposite page we print the text of the bill prepared by a committee of the Board of Education for introduction in the legislature. It was referred to the Committee on School Management and will probably come before the meeting on next Wednesday night.

OCCUPATIONS OF THE GENERAL ASSEMBLY OF ILLINOIS 1905.

Druggist	1	Engineer	1
Express Agent	1	Total workingmen	7
Bailiff	1	Salesmen	2
Grocer	1	Ministers	2
Inspector	1	Editors	2
Publisher	1	Undertakers	2
Journalist	1	Brokers	2
Abstractor	1	Corporation Officers	2
Sign Advertiser	1	Contractors	3
Dentist	1	Insurance Men	4
Brewer	1	Bankers	4
Constable	1	Manufacturers	4
Glass Blower	1	Physicians	4
Miner	1	Real Estate	9
Machinist	1	Clerks	13
Laborer	1	Merchants	20
Brick Mason	1	Farmers	27
Miller	1	Lawyers	70

The occupation of the various members of the present legislature is a very interesting subject.

One thing that interests teachers is the fact that every profession but theirs is represented. Lawyers, ministers, editors, journalists, dentists and physicians are represented by members of their profession, but not one teacher. Even the unskilled laborers have their brother laborer to represent them and when legislation affecting the interests of the unskilled laborer is introduced it becomes his duty not only to acquaint his fellow laborers and to take the necessary steps to protect their rights, but from the floor with his voice and ballot he may defend these rights on the floor of the legislative hall.

I had the pleasure of meeting Mr. Wignall, the celebrated labor leader from Great Britain, when he was here a short time ago. He informed me that the teachers of Great Britain have three representatives in the British parliament, whose salaries are paid by the Teachers' Union, which has a membership of more than 25,000. The members of parliament serve without pay.

Is there any reason why the teachers of lawmakers should be excluded from representation and participation in the work of constructing the laws whose observance they must teach? Yes, there is a good reason.

It will cease to exist when House Bill No. —— has been enacted into law. That will be when the women of Illinois wake up.

LARGE THOUGHTS IN SMALL PACKAGES.

No legacy is so rich as honesty.

Revenge is sweet only to the very small indivdual.

A secret can be let out, but it cannot be drawn back.

Dr. Edward Everett Hale.

A board is something made of wood. It is very long. It is hard—and thick—and narrow.

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ADMINISTRATION BILL.

Presented March 1, 1905 and Referred to Committee on School Management.

A BILL

For an Act to amend Section 21, of Article VI., of an act entitled "An act to maintain and establish a system of free schools," approved and in force May 21, 1889, as amended by an act approved April 22, 1899; and Section 22 of Article VI of said act, as amended by an act approved May 13, 1903; and Section 23 of Article VI. of said act.

Be it Enacted by the People of the State of Illinois, Represented in the General Assembly:

SECTION 1. That Section 21 of Article VI, of an act entitled "An act to maintain and establish a system of free schools," approved and in force May 21, 1889, as amended by an act approved April 22, 1899, be amended so as to read as follows, to-wit:

Section 21. The said Board of Education shall have charge and control of the public schools in such cities, *and for these purposes shall be a body corporate with full power to sue and be sued,* and shall have power with the concurrence of the City Council—

First. To erect or purchase buildings suitable for school houses, *including buildings for the use of the Board,* and keep the same in repair.

Second. To buy or lease sites for school houses, *playgrounds and buildings.* If said Board of Education shall be unable to agree with the owner or owners for the purchase of such sites, then, with the concurrence of the City Council, it may acquire the title to said sites in the manner that may be now or hereafter provided for by any law of eminent domain. Such proceedings to condemn shall be in the name of said city in trust for the use of the schools. (As amended by an act approved April 22, 1899).

Third. To issue bonds for the purpose of building, furnishing and repairing school houses, for purchasing sites for the same, and to provide for the payment of said bonds; to borrow money for school purposes upon the credit of the city.

SECTION 2. That Section 22 of Article VI of an act entitled "An act to maintain and establish a system of free schools," approved and in force May 21, 1889, as amended by an act approved May 13, 1903, be amended so as to read as follows, to-wit:

Section 22. The said Board of Education shall have power—

First. To furnish schools with the necessary fixtures, furniture and apparatus.

Second. To maintain, support and establish, *for persons six years of age and over, elementary schools; high schools; normal schools; evening schools, including classes for adults; manual training, domestic science and commercial schools; vacation schools; playgrounds; lectures; delinquent, truant, and parental schools; schools for deaf, blind and crippled children; and kindergartens for children four years of age and over;* and supply the inadequacy of the school funds for the salaries of school teachers from school taxes.

Third. To hire buildings or rooms for the use of the board.

Fourth. To hire buildings or rooms for the use of schools.

Fifth. To employ teachers, *principals and superintendents* and fix the amount of their compensation.

Sixth. To prescribe the school books to be used, and the studies in the different schools.

Seventh. To lay off and divide the city into school districts, and from time to time alter the same and create new ones, as circumstances may require, and generally to have and possess all the rights, powers and authority required for the proper management of schools, with power to enact such ordinances as may be deemed necessary and expedient for such purposes.

Eighth. To expel any pupil who may be guilty of gross disobedience or misconduct.

Ninth. To dismiss and remove any teacher, *principal or superintendent,* whenever, in their opinion, he or she is not qualified to teach, or whenever, from any cause, the interests of the schools may, in their opinion, require such removal or dismissal; *provided, that after having satisfactorily passed the probationary period hereinafter provided for, no teacher or principal shall be dismissed or removed except for cause after due and timely notice and upon written chargess investigated by said Board; provided, however, that said Board shall at no time be obliged to retain in the service more teachers or principals than the needs of the schools require.*

Tenth. To apportion the scholars to the several schools.

Eleventh. To lease school property, and to loan moneys belonging to the school fund.

Twelfth. To grant the use of assembly halls and class rooms when not otherwise needed, including light, heat and attendants, for public lectures, concerts and other educational and social interests free of cost, but under such provision and control as they may see fit to impose. (As amended by an Act approved May 13, 1903.)

SECTION 3. That Section 23 of Article VI of an act entitled "An act to maintain and establish a system of free schools," approved and in force May 21, 1899, be amended so as to read as follows, to-wit:

Section 23. It shall be the duty of such Board of Education—

First. To take the entire superintendence and control of the schools in such cities, *and to elect a superintendent of schools who shall have general supervision, subject to the approval of the Board, of the courses of study, text books, discipline and conduct of the schools, and of all examinations conducted by the Board, and who shall perform such other duties as the Board may prescribe; and all appointments, promotions and transfers of teachers, principals and superintendents, and the introduction of text books and educational apparatus, shall be made only upon recommendation of said superintendent of schools approved by the Board. The term of office of said superintendent of schools, after having satisfactorily served for a probationary period of one year, shall be five years, during which time his salary shall not be changed, and he shall not be dismissed or removed except for cause after due and timely notice upon written charges and trial by said Board. The superintendent of schools shall have a seat in the Board of Education and the right to speak, but not to vote.*

Second. To examine all persons offering themselves as candidates for teachers, and when found well qualified to give them certificates.

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Third. (Omitted.)

Fourth. To establish all such by-laws, rules and regulations for the government and for the establishment and maintenance of a proper and uniform system of discipline and *course of study* in the several schools as may, in their opinion, be necessary.

Fifth. To determine from time to time how many and what class of teachers may be employed in each of the public schools, and employ such teachers and fix their compensation; *to make all appointments, promotions and transfers of teachers for merit only from eligible lists in the order of the standings thereon,—such standings to be determined by scholarship and by length and character of service and by such further means as the Board may determine; provided, that after having satisfactorily served for a probationary period of three years, all teachers and principals shall be appointed to permanent positions, subject to the regulations of the Board regarding conduct, efficiency and compensation; provided, however, that the Board shall at no time be obliged to retain in the service more teachers or principals than the needs of the schools require.*

Sixth. To take charge of the school houses, furniture, grounds and other property belonging to the school districts, and see that the same are kept in good condition and not suffered to be unnecessarily injured or deteriorated.

Seventh. To provide fuel and such other necessaries for the schools as, in their opinion, may be required in the school houses, or other property belonging to the said districts.

Eighth. To inquire into the progress of scholars and the government of the schools.

Ninth. To prescribe the method and course of discipline and instruction in the respective schools, and to see that they are maintained and pursued in the proper manner.

Tenth. To prescribe what studies shall be taught, and what books and apparatus shall be used.

Eleventh. To report to the City Council, from time to time, any suggestions they may deem expedient or requisite in relation to the schools and the school fund, or the management thereof, and generally to recommend the establishment of new schools and districts.

Twelfth. To prepare and publish an annual report, which shall include the receipts and expenditures of each school, specifying the source of such receipts and the object of such expenditures.

Thirteenth. To communicate to the City Council, from time to time, such information within their possession as may be required.

TO PARENTS AND TEACHERS

Why not own a Summer Home in high class Family Resort in a prohibition county, in the most fertile fruit belt in Michigan, one night's ride from Chicago, bordering on Lake Michigan. Lots 100x150, on high ground. Price $100, $10 cash and $10 per month, or stock in the company controlling the CENTRAL PLAT on same terms. Very desirable investment. Hotel and cottages are on the grounds.

At owner's option lots will be set to fruit and cultivated. An ideal place for teachers to study and review. Address all inquiries to

MRS. LILY PATTERSON, 3006 Michigan Ave., CHICAGO

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, March 11, 1905. Special order of business, election of officers. Polls open from 10:30 a. m. to 1:00 p. m.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, March 13th, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

CHICAGO TEACHERS' CLUB.

The Chicago Teachers' Club will meet Saturday, 1 p. m., March 11, in Carson & Pirie's restaurant.

MARY E. REYNOLDS, Pres.
EMILY A. HAYWARD, Cor. Sec.

Only the deaf and dumb fail to appreciate the

TELEPHONE

now-a-days.

Business & Residence **5 Cents** per day and up.

CHICAGO TELEPHONE CO.
203 Washington Street.

$500 First Mortgage Real Estate **GOLD BONDS**

5 Years, 5½% Net.

They are gilt edge and I recommend them. Property rents for **$30,000**

4% ALLOWED ON SAVINGS DEPARTMENT

With $50 You Can Open a Checking Account

OPEN UNTIL 4 P. M. SATURDAYS

A. C. TISDELLE

Long Distance Main 4479 **BANKER** Established 12 Years

BANK FLOOR 94 LA SALLE STREET
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PIANO BUYERS

Find Strong Temptation

—IN—

March Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms 243 Wabash Ave., S. W. Cor. Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

MARCH ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the player	20
Total	$465
Special Offer, complete	**$275**

Easy Payments if Desired

W. W. KIMBALL CO.

(ESTABLISHED 1857)

Southwest Corner of Wabash Ave. and Jackson Blvd.

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CARSON PIRIE SCOTT & CO.

STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small faconne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $3.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hoisery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes.....	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot...	$1.35
40c Black lisle or cotton, split sole and ribbed top.....	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops.....	$1.85
50c Black cotton, with linen spliced double sole, heels and toes.....	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy.....	$2.50
$1.00 Black brilliant lisle or black cotton.....	$4.00
$1.25 Black ingrain lisle; four thread or split sole.....	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole.....	$1.00
35c Black cotton double or split sole or white foot.....	$1.25
40c Black cotton fine gauze.....	$1.50
50c Black cotton, double sole, hand seamed.....	$1.75
60c Fine Egyptian, black cotton, split sole or white feet.....	$2.00
75c plain black fine cotton or mercerized.....	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, MARCH 17, 1905. No. 16.

ELECTIVE BOARD OF EDUCATION.

A BILL

For an act to amend the Charter of the City of Chicago, and to provide for a school board for said city.

Section 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly:

That in cities having a population exceeding 100,000 inhabitants, from and after this act shall take effect, the Board of Education shall consist of twenty-one members, to be elected as hereinafter provided. Provided, however, that in said city the members of said board shall hold office until their successors are elected and have qualified. The members of the Board of Education shall be elected on a general ticket for a term of four years except as specified hereinafter by the voters of said city qualified to vote for such officers.

The members of said Board of Education shall be elected at a special election on the first Saturday in June of the even calendar years beginning with the year 1906, and shall be taken from the city at large without reference to districts, and said election shall be held under the provisions of the general law governing municipal elections so far as they are not inconsistent with the provisions of this act.

The expense of said election shall be borne by the city and shall be provided for in the same manner and at the same time as is the expense for the municipal election immediately preceding said special election.

Not later than forty days before any election for members of the Board of Education, provided for in this act, voters of said city qualified to vote at said special election for the members of the Board of Education may present names of candidates for election as members of the Board of Education to the election commissioners in the manner following:

Each candidate shall be proposed in writing by not fewer than 4,000 voters of said city qualified to vote at said special election for members of the Board of Education. Not more than one candidate may be named in any one petition and no person may sign petitions for more than five candidates for the same election for which the petition is presented. Upon the filing of such petitions in the office of the Board of Election Commissioners as aforesaid, the board shall place the same in the public files of that office, and for five days, the last of which shall be not less than thirty days before the election, the board shall cause to have published the names proposed in two daily newspapers of the city. Any one thus nominated may withdraw his nomination by a written declination filed with the Board of Election Commissioners before the certification of the same, as aforesaid. The Election Commissioners shall prepare ballots, the color and quality of whose paper shall be the same as that of the regular city ballots. The ballots so prepared shall contain the names of all such candidates, arranged in alphabetical order in columns, according to the following method: The names of candidates for each term shall be printed in a separate column; those for the regular term in the first column, and those to fill vacancies in the second column, and such names shall be printed upon the ballots in rotation in such manner as nearly possible, that the name of each candidate shall appear at the head of the column for his term, whether the regular or the vacancy term, as often as that of any other such candidate shall so appear, and in the second place a like number of times, and so on. In printing the ballots, the position of the several names shall be changed as many times as there are candidates to be voted for. In changing the positions, the printer shall take the name at the head of the column and put it at the foot, raising the remainder of the column so that the name that was second before the change shall be first after the change. After the ballots are printed, they shall be kept in separate piles, one pile for each change of position, and then gathered by taking one from each pile and placing it upon the pile to be blocked in such a way that every block of one hundred ballots (and all ballots shall be sent out in blocks of one hundred each) shall have as nearly as possible an equal number of ballots of each kind, and the name of each candidate thereon shall appear severally in

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first, second, third and fourth places, and so on, upon the several ballots an equal number of times with each of the other candidates for the said term. There shall be nothing on the face of said ballots except as otherwise provided herein and except the names of the candidates and the respective terms for which they are candidates, together with a square in front of each name and a statement at the head of each column of the number of candidates for that term for whom the electors may vote, and that the elector shall indicate his choice by marking a cross in the square opposite the name of each candidate for whom he votes, and not elsewhere. Each elector may vote for as many candidates as there are members to be elected, by marking a cross in the square opposite the name of each candidate for whom he votes. No election officer, challenger or poll book holder shall indicate to any elector offering himself to vote what he believes or understands to be the political affiliation of any candidate. The candidates in number equal to the number of members to be chosen for the respective terms for which they shall have been nominated, who have the highest number of votes of those cast for such term shall be declared elected. If at any election a member is chosen to fill a vacancy and to serve out an unexpired term, candidates may be chosen as above provided, but they shall in all cases be nominated or proposed for such vacancy and designated in the petition and on the ballot as candidates to fill such vacancy, and the date of the expiration of the unexpired term shall be stated. The vacancies in said Board of Education shall be filled temporarily by the Board, as soon as practicable after such vacancy occurs. Such member so chosen shall hold office until his successor shall be elected at the next regular election for members of the Board of Education in said city when the vacancy shall be filled for the remainder of the term. Any person violating any of the provisions of this section shall be fined upon conviction in any sum not exceeding two hundred dollars.

At the special election occurring on the first Saturday of June, 1906, twenty-one members of the Board of Education shall be elected to serve as hereinbefore provided. They shall assume office on the first Monday of July, 1906, and shall meet at the office of the Board of Education at twelve o'clock, noon, and shall proceed to organize. Within three weeks after the organization of said elected board they shall meet to divide themselves by lot, in such manner as they shall determine, into two classes, as follows: The first class, consisting of ten members, shall hold office for four years. The second class, consisting of eleven members, shall hold office for two years. In the year 1908, and every fourth year thereafter, ten members shall be elected. In the year 1910 and every fourth year thereafter, eleven members shall be elected.

This act shall be submitted to a vote of the electors of the City of Chicago at the next general, municipal or special election held after its passage, and if a majority of the legal voters of said city, voting on the question at such election shall vote in favor of the adoption of this act, the same shall thereupon immediately take effect and become operative.

AMENDMENT TO PENSION LAW.

A bill for an act to amend an act entitled "An Act to provide for the formation and disbursement of a Public School Teachers' and Public School Employes' Pension and Retirement Fund in cities having a population exceeding one hundred thousand inhabitants," so as to provide for increasing said fund by the addition of public funds.

Original act approved May 31, 1895. In force, July 1, 1895. Amendment approved May 11, 1901; in force July 1, 1901.

Be it Enacted by the State of Illinois, Represented in the General Assembly:

That in cities of more than 100,000 inhabitants the City Council may, and the same is hereby authorized to, appropriate annually from any license fees or other available funds under its control for the purpose of creating and maintaining a Public School Teachers' and Public School Employes' pension and retirement fund, an amount which shall not in any year exceed three times the total yearly contributions of the said teachers and employes of said city to the increase and maintenance of said Public School Teachers' and Public School Employes' pension and retirement fund. Provided that in cities where a Public School Teachers' and Public School Employes' pension and retirement fund is now maintained from the contributions withheld from the salaries of the said teachers and employes that said increase appropriated by the City Council shall be made a part of said pension and retirement fund so maintained by said teachers and employes and shall be under the control of and administered by the Board of Trustees of said Public School Teachers' and Public School Employes' pension and retirement fund.

ANOTHER WOMAN SUFFRAGE GOVERNOR

Gov. Hoch of Kansas has recommended woman suffrage in his message to the new legislature. He says:

"In 1899 Theodore Roosevelt, then Governor of New York, said in his message: 'I call the attention of the legislature to the desirability of gradually extending the sphere in which the suffrage can be exercised by women,' and I am glad to follow such an illustrious example in a similar suggestion to you. Municipal suffrage has worked no ill to womanhood or the state, and seems to be satisfactory to the people."

Municipal suffrage was granted to the women of Kansas in 1887. In 1901, a motion made in the legislature to repeal it was voted down almost unanimously, and "amid a ripple of amusement."

The first governor to recommend woman suffrage in his message to a state legislature was ex-Gov. Claflin of Massachusetts, who has just died. He did it in 1871, when it was looked upon as a great innovation. Now some governor does it almost every year.

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NATIONAL EDUCATIONAL ASSOCIATION.

Forty-Fourth Annual Convention Asbury Park and Ocean Grove, N. J., July 3-7, 1905.

SPECIAL ANNOUNCEMENT.

NATIONAL EDUCATIONAL ASSOCIATION.

Executive Committee for 1904-1905.

William H. Maxwell, President..New York, N. Y.
John W. Cook, First Vice-President..De Kalb, Ill.
James W. Crabtree, Treasurer.....Peru, Nebr.
Albert G. Lane, Chairman of Trustees.Chicago, Ill.
W. T. Harris, U. S. Com'r of Education....
.....Washington, D. C.
Irwin Shepard, Secretary.....Winona, Minn.

ORGANIZATION AT ASBURY PARK AND OCEAN GROVE.

Local Executive Committee.

President.....T. Frank Appleby
Vice-President.....R. A. Tusting
Secretary.....Claude V. Guerin
Treasurer.....Clarence S. Steiner

Chairman of Sub-Committees.

Committee on Entertainment.....
.....Mayor Frank L. Ten Broeck
Committee on Finance.....R. A. Tusting
Committee on Railroads.....Dr. Bruce S. Keator
Committee on the Press.....Morton Pennypacker
Committee on Hotels and Boarding Houses...
.....Harry J. Rockafeller
Committee on Places of Meeting.....
.....Dr. James F. Ackerman
Committee on Reception.....
.....Superintendent Fred S. Shepherd

Each sub-committee includes a number of prominent citizens of Asbury Park and Ocean Grove.

Railroad Rates.

The railroads of the Passenger Department of the Trunk Line Association have granted a round trip rate to Asbury Park and Ocean Grove amounting to one fare to New York City plus three dollars and thirty-five cents—$2.00 membership fee, $1.35 covering round trip rate from New York to place of meeting, and the validation of ticket by joint agent, with provisions for extension of tickets, on the deposit plan, to September 1, 1905.

Arrangements will also be made at New York City for deposit, and extension to the same date, of tickets that have been previously validated at Asbury Park for the return trip.

This rate has been tendered to connecting lines as a basing rate, and will doubtless be concurred in and adopted by the several passenger associations, and proportionate rates granted from all points in their respective territories.

Already the New England Passenger Association has granted the same rate. Action by other associations is expected at an early date.

Full announcement of railroad rates from all states, ticket conditions, and excursions to follow the convention, will be made in the Program-Bulletin to be issued about April 1, 1905.

Hotels and Accommodations.

It is impossible to publish in this brief announcement the entire list of hotels that will be open for the entertainment of members; only the leading hotels which are centrally located and are available for state headquarters are named. Written guarantees of the rates have been filed with the Local Committee. Each hotel has agreed to entertain during the convention the number of guests indicated in the first column of the following table.

There are a large number of other excellent hotels and boarding houses at rates varying from $1.50 to $2.50 per day, while many thousand accommodations have already been secured in private homes and boarding houses at rates varying from $1.00 to $2.00 per day, and at still lower rates by the week.

The Association has not often met where its members could be entertained so economically and so pleasantly as in these two beautiful seaside cities, Asbury Park and Ocean Grove. In anticipation of a very large attendance it is advised that early engagements for entertainment be made through the Local Committee.

Owing to the abundant facilities for bathing in bath houses, and in the ocean, but few of the hotels offer private baths in connection with their rooms; where this can be done the rate will be $1.00 per day additional for each room whether occupied by one or two persons.

The Coleman House will be the headquarters of the Executive Committee and Department Officers. The limited capacity of this house and the favorable location of the other hotels lead the Executive Committee to recommend state directors and managers to seek to distribute the state headquarters among the hotels named; following the policy that proved so satisfactory at the Boston convention.

The hotels of the following list have agreed to provide parlors for state headquarters either at a small charge per day, or without charge in consideration of a guarantee of a reasonable number of guests from each state.

LIST OF HOTELS.

(Available for state headquarters.)

Asbury Park

Name of Hotel.	No. of N. E. A. guests.	Rate two in a room.	Rate one in a room.	Rate per week.
Coleman (h'dq'rt'rs)	200	$4.00	$4.00	.....
Ocean	250	2.50 3.50	3.00 3.50	$15.00 21.00
Brunswick	100	3.00	3.00	.....
Sunset Hall	150	2.50	3.00	15.00
Fenimore	100	2.00	2.50	12.50
Lafayette	100	2.50	3.00	17.50
Minot	50	2.50	3.00	15.00
Bristol	150	2.00 2.50	3.00 4.00	12.50 17.50
Marlborough	50	2.50	3.00	16.50 21.00
Wellington	75	2.00 2.50	2.50 3.00	12.50 14.00
Yorkshire	50	2.00	2.50	10.00 12.00
The Plaza	200	2.50	3.00	15.00
Columbia	50	3.00	3.50	16.50
Grand Avenue	75	2.00	2.50	12.00
Metropolitan	75	2.50	3.00	15.00
St. James	75	2.50	3.00 3.50	16.50
The New York	50	2.00	2.50	10.00

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.
THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.
ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.
ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

Elsewhere in the Bulletin we print the Bill for an Elective Board of Education introduced in the legislature by the Referendum League, also a Pension Bill sent to the legislature this week.

DID YOU EVER WALK LOCKSTEP WITH HUNGER?

By Herbert N. Casson.

Did you ever walk lockstep with hunger?

I know that this is an inexcusably serious question to put to people who are never serious except when they are in trouble, but I will not keep you away from the comic pictures for more than a couple of minutes.

It is not often that we talk about hunger. Hunger is one of those great facts of life which it is polite to ignore in good society.

Hunger is the ghost that haunts every living thing.

Hunger chases the lion in the forest, chases the savage in the heart of Africa, chases the farmer at the plow, chases the workman into the factory, chases the capitalist into his office.

Why do we spend these beautiful August days plodding along in the dust and noise of a great city? Why do we turn our backs on the green fields and shut out the blue sky with walls and roofs, as though we were bewitched by the magic spell of some merciless Goddess of Labor?

We do it to get money, and why do we want money? Because money is the talisman that protects us from hunger.

However we may conceal the fact, however we may masquerade in starched shirts and silk hats and kid gloves, it is hunger that makes the wheels go round.

A few days ago a millionaire, a man who has nickels enough to buy twenty million loaves of bread, said that he never could escape from the horror of dying poor. So, not even money in golden heaps could prevent this man from being haunted.

However much we may talk of the "noble impulses of the human soul" and the "creative genius of our race," it was the search for food that built up civilization.

The tragedy of human history is that even in the midst of a marvelous civilization the ghost of hunger flits along almost every street. The electric lights have not frightened it away. The noise of the machinery has not driven it into the forests.

To-day, and in Chicago, thousands of men and women can see it every time they look behind them. It is seldom, perhaps, that hunger kills, as he formerly did; but he has still his power to alarm us.

The man who has nothing but his daily wages—who has no home, no money in any bank, no property, no pension and no salary—is walking lockstep with hunger.

Hunger is so close behind him that he moves his heels with the nervous jerk of the convict. If he loses his job he feels the clutch of the bony hand.

This is not fancy. It is the daily life of thousands. In the richest city of the world they are living from hand to mouth—they are living as though there were no city—as though they were the Indians who lived on Manhattan Island before the voyage of Columbus.

How shall we get rid of this ghost of hunger? This is the greatest of all questions until it is settled. Everything else is out of order until we have accomplished this.

It is all well enough to build libraries; it is all well enough to plant parks; it is all well enough to endow universities. But the great problem of the United States and of every other country is this: *How shall all our people be delivered from the fear of this ghost hunger?*—Chicago American.

ANNUAL MEETING.

Chicago Teachers' Federation, Saturday March 11, 1905

The regular meeting of the Chicago Teachers' Federation was held Saturday, March 11th, at Room 412, Masonic Temple. The special business of the day was the election of officers for the ensuing year. The balloting resulted as follows:

President—Harriette Taylor Treadwell of the Forrestville School.

Recording Secretary—Mary O'Reilly, Darwin School.

Corresponding Secretary—Florence E. Tennerry, Raymond School.

Treasurer—Sarah A. McDonald, Stanley School.

Financial Secretary—Catharine Goggin.

Business Representative—Margaret A. Haley.

The District Officials.

Result of the election of district vice-presidents was as follows:

District 1—Maude M. Kolloch, Schneider School.
District 2—Emma Stevens, Newberry School.
District 3—Frances Northcott, Washington School.
District 4—Kate C. Curtis, Logan School.
District 5—Margaret L. Finnegan, Jefferson Park School.
District 6—Mary C. Hyland, Beidler School.
District 7—Anna G. Baer, Crerar School.
District 8—Serena H. Hayes, Clarke School.
District 9—Rose A. Murphy, Washburne School.
District 10—Mary V. Synon, Webster School.
District 11—Mary E. Murray, Seward School.
District 12—Kate Tehan, Oglesby School.
District 13—Louise Zweifel, Revere School.
District 14—Isabel Richman, Oakland School.

The newly elected officers will be inducted into office at an adjourned meeting to be held on March 25th.

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(Continued from page 3.)

Ravenwood Inn	50	2.00	2.50	10.00
Berwin	75	2.00	2.50	12.50
Asbury Inn	40	2.00	2.50	12.00
Ocean Grove.				
Seaside	200	2.00 2.50	3.00	.....
Majestic	100	1.50	3.00	.....
Alaska	125	2.00	2.50	9.00
Sheldon	150	2.00	2.50	.....
Arlington	100	2.00 2.50	2.50 3.00	.....
United States	175	2.00	2.50	.....

The Local Committees.

The organization of local committees has been completed, as shown on another page, and preparations are well advanced for the entertainment of the members and for the sessions of the convention. Correspondence may be addressed to the secretary of the Local Executive Committee at Asbury Park or to the chairmen of the respective sub-committees. Inquiries as to hotel accommodations should be addressed to Mr. Harry Duffield, secretary of the Sub-Committee on Hotels, Asbury Park, N. J.

The Meetings.

All of the five general sessions of the convention will be held in the great Ocean Grove Tabernacle. The first session will occur Monday evening, July 3d. At the session on the afternoon of July 4th, addresses appropriate to the day will be made by speakers of national reputation. President Roosevelt will deliver the closing address of the convention on the afternoon of July 7th.

Following and extending the policy of emphasizing the importance of department meetings six half days will be given to these meetings under an arrangement by which not more than six department sessions will occur at the same time. The meeting places will be divided between Asbury Park and Ocean Grove.

A conference of the Department Presidents with the President of the Association was held in Chicago, December 30 and 31, to arrange the most profitable programs for the department meetings; these are now well advanced.

After the Convention.

Plans are under way for providing facilities for visiting points of historical and scenic interest in and about New York City, and along the Hudson, similar to those that proved so helpful at the Boston convention, in 1903. Excursions are also contemplated to various points in New Jersey and Pennsylvania and as far south as Washington, D. C.; also to Richmond and Jamestown in Virginia.

The City of New York.

The teachers of the city of New York will open and maintain headquarters in both New York and Asbury Park for the purpose of giving information and securing economical and desirable entertainment in New York City for visiting N. E. A. members. A series of excursions under competent guides to places of interest in and about New York will be arranged. It is anticipated that, if proper arrangements can be made, a reception by the teachers of the City of New York will be given to their N. E. A. visitors in New York on the evening of Saturday, July 8. Abundant opportunities will be afforded for visiting with guides typical elementary high and technical school buildings and the inspection of their appliances.

Other plans for entertainment are under consideration by the New York teachers who will extend a cordial hospitality before, during, and after the convention to visiting teachers from all parts of the United States. These plans will be announced in the Program-Bulletin to be issued about April 1st.

The officers of Columbia University, co-operating with the teachers of the City of New York, authorize the announcement of arrangements for visits to that institution and to the City of New York during the four days following the convention under exceptionally favorable conditions, with special reduced rates by local transportation companies and hotels, as follows:

Saturday, July 8—Inspection of buildings and grounds of Columbia University and associated institutions; visits, to Grant's Tomb, St. Luke's Hospital, the unfinished Cathedral of St. John the Divine, and other institutions on Morning Side Heights.

Sunday, July 9—A special service for N. E. A. members in the great Gymnasium of Columbia University at which Rev. Lyman Abbott will be the University preacher. The afternoon may be spent in the parks and the Botanical and Zoological Gardens.

Monday, July 10—Visits to the Metropolitan Museum, American Museum of Natural History and the "Times" building; trips by automobile or steamer through or about the city and its surroundings.

Tuesday, July 11—A trip up the Hudson by boat to West Point and the U. S. Military Academy, returning after Dress Parade in the late afternoon.

The Secretary of Columbia University will send to applicants a special circular giving full details of visit, including estimates of cost for the four days.

The American Institute of Instruction.

The American Institute of Instruction will hold its annual convention at Portland, Me., July 11 to 14, 1905.

All officers and members of the N. E. A. will remember the generous and delightful courtesies of the officers and members of the A. I. I. at the Boston convention in 1903. They not only waived their own meeting but kept "open house" for our members during the convention; they collected no dues from their own members that year, but advised all to join the N. E. A. instead; and the officers of that body secured for us 6,883 advance members for the Boston meeting, paying over to our Treasurer in one check $13,766.00 as membership fees.

The officers and members of that body now invite the members of the N. E. A. to attend their Portland meeting. It is expected that the New England Passenger Association will grant a special round trip rate from New York to Portland with the privilege of stopping at Boston on the return trip. It is hoped that a large number of our members will join in returning the courtesies of the American Institute of Instruction in 1903, by attending the Portland convention in 1905.

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The Outlook.

The general satisfaction expressed by officers and members in the selection of Asbury Park and Ocean Grove as the place of meeting; the courtesies and the opportunities that will be extended to members by the local committees and the teachers of New Jersey, as well as by the teachers and educational institutions of the City of New York; the plans for excursions at low rates to the great number of points along the coast; the favorable opportunities for residence on the seashore at Asbury Park, Ocean Grove and elsewhere; the opportunities for revisiting New England points; the exceptionally strong convention programs that are under preparation; and the usual favorable railway rates and ticket conditions from all points to the place of meeting, combine to insure a very large and successful convention.

The Program-Bulletin.

The Program-Bulletin which will contain complete programs and detailed announcements of the various arrangements referred to in this advance circular, together with other information of interest, will be issued about April 1st and may be obtained on application to the Secretary of the Local Executive Committee at Asbury Park or to the undersigned General Secretary of the Association.

WILLIAM H. MAXWELL,
President N. E. A., 500 Park Ave., New York City.
IRWIN SHEPARD,
Secretary N. E. A., Winona, Minn.

COMPOSITIONS

Boy and Girl, Aged 10 Years.

MAN.

Man is an animal but of the higher grade. Some animals have more brains than some men. They do not run about the streets and chew and spit and always have their mouth full of tobacco. The cow goes around chewing its cud but man ought to think himself above the cow and other cud-chewing animals.

Some of the drunkards are the ruins of the world. It seems that men are made out of everything you could think of. They are all kinds of colors inside. The intestines are the homeliest of all.

Report on Marriages of Teachers.

Wendell Phillips School; name before marriage, Mary Weber; name after marriage, Mary W. Malone.

Cornell School; name before marriage, Kathryn Howison; name after marriage, Kathryn H. Kolmos.

Doolittle School; name before marriage, Marie F. Bonfield; name after marriage, Marie F. B. Stuart.

Forestville School; name before marriage, Carlotta Scobey; name after marriage, Carlotta S. Signor.

Haven School; name before marriage, Kathryn McDermott; name after marriage, Kathryn M. Lynn.

Komensky School; name before marriage, Lizzie E. Young; name after marriage, Lizzie E. Gowell.

Monroe School; name before marriage, Lena A. Thompson; name after marriage, Lena A. T. Kassell.

Otis School; name before marriage, Elizabeth K. Cunningham; name after marriage, Elizabeth K. Wilson.

Mark Sheridan School; name before marriage, Maud E. Reiter; name after marriage, Maud R. Reed.

CHICAGO TEACHERS' FEDERATION.

The adjourned session of the annual meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, March 25, 1905. Special order or business, installation of newly elected officers.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, March 27th, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

WISDOM FOR TRADESMEN.

Oh, tradesman, in thine hour of e e e,
If on this paper you should c c c,
Take our advice and now be y y y
Go straight ahead and advert i i i.
You'll find the project of some u u u;
Neglect can offer no ex q q q,
Be wise at once, prolong your d a a a,
A silent business soon de k k k.

LOANS TO TEACHERS BY A TEACHER
At Live and Let Live Low Rates.
"First aid to the injured in pocket promptly rendered."
L. A., Care of Federation Bulletin, 437 Unity Building.

Only the deaf and dumb
fail to appreciate the
TELEPHONE
now-a-days.
Business & Residence 5 Cents per day and up.
CHICAGO TELEPHONE CO.
203 Washington Street.

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PIANO BUYERS

Find Strong Temptation

—IN—

March Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms 243 Wabash Ave., S. W. Cor. Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

MARCH ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the player	20
Total	$465
Special Offer, complete	**$275**

Easy Payments if Desired

W. W. KIMBALL CO.

(ESTABLISHED 1857)

Southwest Corner of Wabash Ave. and Jackson Blvd.

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CARSON PIRIE SCOTT & CO.

STATE AND MADISON STREETS—Building formerly occupied by H. G. Selfridge & Co., and by Schlesinger & Mayer. Telephone, Private Exchange, 2.

"We Find Everything Here Far Beyond Expectation"

That was the unvarying comment of visitors during our Autumn Opening. Such emphatic approval of what we have accomplished, after only two weeks in the new location, is our warrant for repeating: We have the Facilities, the Merchandise and the Prices to make this the most satisfactory shopping place in Chicago. Every day, as the house organization settles into the new surroundings, brings improvement.

THE BASEMENT STORE offers remarkable values every day. New goods at very low prices. Broken lines from the old store at sharp reductions from closing out sale price there.

Interesting New Silks and Velvets.

THE Burlingham and Burlingham sacking rough silk suitings, the dainty Warp Print pompadour effects and the broad tail velours, the warm rich colored mousseline and chiffon dress velvets, with the hundred or more other weaves, make an attractive collection that will repay a visit. *Second Floor.*

Imported Satin Messaline—sheer beautiful quality—a happy purchase of an importer's delayed shipment, enables us to offer 50 piece in a splendid assortment of colors, including white and ivory, at a sale price; a yard..... **$1.00**

Shirt Waist Suiting Silks—Special new designs in the small façonne on checks; we offer unusual values at $1 and.. **75c**

Mousseline Bengalines—An imported silk and wool dress fabric and a fashionable one; desirable; all colors, yard **85c**

Plaid Taffetas—Clan colorings as well as the modest French tones; leading values—yard, $1.25, $1.00 and..... **85c**

Plain Louisines, Peau de Cygnes, Crepe de Chines, Taffetas—unequaled at 85c, 75c and 58c.

BLACK SILKS

We are generously proud of our new possession, the celebrated "Moneybak," long wearing black dress silks. With the purchase of each dress you carry genuine silk insurance. A yard, $2.00, $1.50 and..... **$1.25**

85c black silk crepe de chines and taffetas, genuine bargains..... **68c**

75c imported black taffetas—special..... **58c**

VELVETS

Moleskin, velour and broad tail velvets for cloaks at lowest prices. Mousseline chiffon silk velvets, new browns, terra cotta, leather, $2.50, $2.00 and..... **$1.50**

Black paon and chiffon velvets from $1.00..... **$5.00**

Odd lot of all silk Lyons velvets, $5.00 quality, good color assortment, many of the season's new shades, reduced to..... **$2.50**

Box Hosiery Sale: Prices Lower Than Ever.

Importations for H. G. Selfridge & Co. to Be Disposed Of.

THAT tells the reason why we are in a position to make this a record-breaking box hosiery sale. Thousands of dozens of pairs ordered abroad for, and stamped with name of H. G. Selfridge & Co. came to us when we purchased this business. It is all new, desirable merchandise. But we desire to have on our shelves only the Eiffel brand hosiery. Hence these prices. *First floor.*

WOMEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton, double sole, heel and toes	$1.00
35c Black lisle, fine gauge; black cotton, split sole or white foot	$1.35
40c Black lisle or cotton, split sole and ribbed top	$1.65
50c Black lisle thread; very fine or split sole, black cotton, very fine, outsize or ribbed tops	$1.85
50c Black cotton, with linen spliced double sole, heels and toes	$2.15
75c Black cotton, brilliant mercerized black gauze lisle or black cotton, extra heavy	$2.50
$1.00 Black brilliant lisle or black cotton	$4.00
$1.25 Black ingrain lisle; four thread or split sole	$5.00

MEN'S HOSE.

Reg. price, per pair.	Per box, Six pairs.
25c Black cotton double sole or split sole	$1.00
35c Black cotton double or split sole or white foot	$1.25
40c Black cotton fine gauze	$1.50
50c Black cotton, double sole, hand seamed	$1.75
60c Fine Egyptian, black cotton, split sole or white feet	$2.00
75c plain black fine cotton or mercerized	$2.50

Children's 35c linen knee hose, outwear all other kinds, 3 pairs for 75c.

In the Basement Store: Women's plain black cotton, box of six pairs, 65c, 75c, $1, $1.15. Men's, 45c, 60c, 75c.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, MARCH 24, 1905. No. 17.

EDITORIAL NOTES.

(Reprinted from the "Elementary School Teacher," Vol. V., No. 7, March, 1905.)

Teachers' Federation and Labor Unionism.

The present controversy in Chicago between the Board of Education and a portion of the teaching force, represented largely by the Teachers' Federation, marks an interesting epoch in the evolution of the common-school system. While the discussion just now is confined to this city, the questions involved are of more than local interest. There are certain definite principles at stake which must be clearly defined everywhere before the schools can be safely considered the cradle of a true democracy.

Points at Issue.

The immediate cause of the irritation at this time is the attempt being made by the board to secure some charter provisions and certain legislation bearing upon finance, the position of the superintendent, the election or appointment of members of the board, the promotion of teachers, and perhaps other matters of less importance.

An Innovation in Education.

Aside from the right or wrong of the propositions themselves, the most interesting aspect of the situation is in the singular fact that a large body of teachers dares to take a decided stand against such legislation proposed by the board as they, the teachers, consider inimical to their best interests. The spectacle is unique in our educational history. The Board of Education, superintendents, principals, and all others clothed with authority have had things their own way so long that it is not surprising that they should be amazed, and at last enraged, at the cool presumption of the teachers. On the other hand, the teachers have been for so long a time non-resistant, and inert as a public influence, it is but little wonder that they show some signs of recklessness with their new-found strength.

The fact is being developed with great clearness that the much-boasted freedom of the teacher has been but little more than an empty phrase.

Freedom of the Teacher.

The more one reflects upon it, the less well can he understand why it ever should have been applied to a teacher at all, so completely has the whole educational situation been dominated by officials whose real and natural functions are administrative only. It is but very recently that the teacher's tether has reached beyond the space around her desk. The course of study has been manufactured by those who have had the least intimacy with the children, and she has been definitely told how to apply it in her schoolroom, page by page. Every move of the ordinary teacher in the past has been timed and chalkmarked. Salaries have been fixed, raised or lowered, and teachers have been appointed, transferred, or dropped, with precious little regard for the individual. And when there has not been actual injustice, the knowledge that it could be, and the fear that it might be done have combined to paralyze initiative and to destroy effort. This all rested upon the eternally old theory that there is one part of the race that has a monopoly of all the sense and all the conscience, to which the officials of administration belong, and another portion of the race that has neither sense nor conscience, to which the teachers belong. And so one class, as though by divine right, assumed to dominate the other.

Teachers Should Have a Voice.

To be sure, matters have been slowly improving. Courses of study are changing for the better, it is true, but, generally, only so far as the teachers themselves have been permitted to participate in making them. The best things in the schools to-day are those that have come from earnest, thoughtful, and trained teachers in actual daily contact with the children. It is unfortunate that so many of the teachers have been and still are so poorly educated and so badly trained: that is why progress is so slow.

The history of the past decade is interesting. Not long ago the rank and file of the profession were utterly unorganized. Not only were their positions insecure, their salaries were constantly subjected to such influences of a political character that it made life a much heavier burden than the Lord originally intended it should be.

Effect of No Organization.

There seemed to be a great shortage of funds in a city that has always been bombastic on the subject of prosperity and wealth. The men at the helm—superintendents and Board of Education—confessed themselves powerless to find a remedy, and the integrity of the school system was endangered in this city as never before.

The Tide Turns.

Then there arose from the ranks an individual who, at first almost lone-handed, sought to stem the tide—a woman who, in the face of ridicule, scorn, and denunciation, set for herself and the common teachers no less a task than that of forcing those "respectable" thieves, the tax-dodgers, to

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turn into the public treasury the money that was justly due. This movement has no precedent and no parallel in our educational history. Attacking the skulking tax-dodger along the entire line of his defense, from the curb-stone to the Supreme Court, a decisive victory was won which brought many thousands of dollars into the school fund which the Board of Education otherwise could never have secured.

Effects of the Victory.

The triumph of the common school-teacher on behalf of himself and the schools possessed for him tremendous import. It marked the opening of an absolutely new era. It was the first time in their history when the teachers had appeared as a positive civic force. For the first time they had left the academic shades and won a combat in the open arena of practical life.

Moral Effect.

The moral result of this victory was much farther-reaching than the financial. It did that thing which is most dangerous to those who try to hold in leash or who seek to dominate a human being—*it made the teachers think.* Having once thought, and acted too, with so much effectiveness on the question of tax-dodging, it must not be supposed for an instant that they will ever again regard matters pertaining to the welfare of the schools with the same indifference that prevailed before the present steps toward organization were taken. A broader intelligence will gradually supplant the old proverbial narrowness, and courage will take the place of cowardice.

The Present Discussion.

The move which is now the cause of a violent discussion is the alliance of the Teachers' Federation with labor organizations, with a view to affecting legislation. This step is so new, so startling, so unprofessional in the light of anything ever done before, so generally unteacher-like in its boldness, that many people at once conclude it must be wrong, and the great majority, perhaps, have genuine doubts as to its final wisdom.

Teachers and Labor Unions.

Objection to the union of the two organizations is made on the ground that the labor unions represent but one part of the people, while the teachers represent all of them; that when the teachers join forces with labor, they break faith with those parents who represent capital, and thus the tendency is to widen the breach which they should try to heal.

There is some truth, as to fact, in these statements, but they do not correctly represent the principle involved. The teachers believe that certain measures proposed by the Board of Education and the superintendents are out of harmony with the spirit of democracy in education; that they represent a tendency toward bureaucracy which is not the best for a system of schools that includes all the people who stand for democracy. It places the teachers in a false light, therefore, to say they no longer represent the whole people; for, by this alliance they merely adopt what seems to them to be the most effective method of conserving the interests of the whole. Even labor-unionism does not ultimately stand as one part of the people against another, but *for the highest form of adjustment between the two parts*—labor and capital. It can be said, therefore, that in the best sense the labor unions themselves represent the true interests of the whole people. The same may be said also of capital, so far as it honestly stands for an equitable adjustment between these two great functions of society. The public at large will finally adopt those measures which seem to embody the greatest wisdom without special regard to their origin.

The Real Cause of Oppression.

It is to be suspected, however, that the trustees are not less aggravated by the violation of a supposed principle than by the fact that the teachers have presumed to oppose the board's ideas as to what is best for the schools. This is the real innovation, and it will take everybody some time to get accustomed to such unusual interference. The teachers have been adjured to keep their profession pure by forswearing politics, and they observed the injunction until the politicians brought the schools to the verge of financial ruin. Then the teachers rebelled and gave the evil-doers and the weaklings an object-lesson in accordance with correct pedagogical principles, and there is not an atom of reason why this lesson should not be followed by others of like kind.

Scope of the Teacher's Influence.

There is no reason why the common teachers should not be an influential factor in settling all questions that pertain to the schools. The schools are made for the children, and the thoughtful teacher in daily touch with their lives ought to be a valuable witness in their behalf. The course of study, and all that pertains to instruction, should be developed among all of the teachers; these are not matters for either the superintendents or boards of education alone. It is also true, therefore, that their interests are involved in methods of administration. They are entirely within their rights when they, as a part of the public, consider questions relating to the appointment or election of the superintendent and board of education; when they lay out plans for self-improvement; when they seek to establish methods by which merit may be recognized and rewarded by either financial or professional advancement, or both. It is inevitable, too, that these interests should run over into civic affairs relating to the levying and collection of taxes, the establishment of salaries, tenure of office, and the granting of pensions. All right-minded people may be convinced easily of the fairness, the wisdom, and even the necessity of the teachers taking an influential stand on these questions.

Teachers Under Suspicion.

The opposition to the teachers' movement, including their alliance with the labor organization, is not based so much upon the principles involved as it is upon the fact that they either have misused or threaten to misuse their power. The real source of danger to their cause is not in the opposition of the board or superintendents, but it is within their own ranks. They enrol among their own number the ignorant, the self-seeking, and the unscrupulous. Hitherto these have been held in check by arbitrary rules of the board and by the personal authority of the superintendent. It is inevitable that this class will now seek to gain their personal ends and, sheltered within the teachers' organization, bring discredit upon the entire cause. Whether the alliance

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with labor unions shall work good or ill depends upon the methods they both employ to carry their points. If this step means that it merely gives to the lower elements of both organizations a wished-for opportunity to combine in controlling the machinery of the schools in the interests of their own selfishness, then the result will be evil.

Danger of Cliques.

But it is not a foregone conclusion that such will be the case. While the teachers do not possess all the conscience and all the sense in the community, they do have their share of both, and it is not too optimistic to believe that the wisdom of the better element will prevail. As they emerge gradually from under the direct domination of the board and superintendent, they become more and more directly responsible to the people as a whole. To ally themselves with any particular clique or faction, either civil or religious,** would be an extremely shortsighted policy, and one which the people at large will not tolerate. They do not need to resort to the tricks of the low politician to gain their ends. They have the ear of the public, and they can get by direct methods whatever they can actually show to be wise. After winning their fight with the tax-dodgers by a struggle in the open field, it would immensely prejudice their cause if they were at this time to adopt the tactics of the pothouse statesman. Yet it seems to be the immediate inference of many people that they have associated themselves with the labor unions that they may the more effectively do that most unwise thing.

Character the Anchorage.

The teachers have always been supposed to stand for character: never before in history have they had so fine an opportunity to prove it. While the people dearly love to phrase themselves in eulogies on the teacher as the censor and guardian of public morals, the utter hypocrisy of it all—the absolute distrust with which they are regarded—is clearly shown by the fact that almost everybody seems to expect them to become at once the easy prey and pliant tool of the worst elements of labor-unionism. If the public had been really sincere in its eulogies, at this time, it would have some faith, at least, in the power of the teachers to work reform in the methods of labor organizations.

Teachers as Weaklings.

The fact is, generally speaking, the teachers have not hitherto counted as a vitalizing, formative influence in community life at all. They have been caricatured in every comic print on the same page with the farmer, the ninny, and all the malaprops of society. No weakling can use suddenly acquired strength without making some false strokes. The teachers have made some blunders, doubtless, and they will likely make still others. But the move that has been made in the direction of securing political power is the first step toward a possible dignity which has heretofore only existed in name. Whether the profession will be really dignified or degraded will depend upon the character that stamps the teachers. There are certain propositions under consideration which must always have their disinterested and unqualified support. The most important are those which relate to the better training, the appointment, the promotion, and the tenure of office of the teachers themselves.

Teachers Not to Be Self-Deceived.

The teachers, however, must not befool themselves into thinking that all of their own number are striving for regulations with an eye single to the good of the schools. They will be wise and more than fortunate if they are able to protect themselves against those who are self-seeking; who would lower standards of professional training; who would make appointments subject to political pull; who would promote on age alone, or who would allow the incompetent to sleep and rot in places made secure by personal favor, without calling for an effort toward self-improvement. That the superintendent is most earnestly striving to strengthen the profession at all of these points no one can doubt. That the best means have yet been devised not even he himself believes. But he has done work of lasting value in taking the initiative and in forcing the issues upon the teachers. He proposes to base promotion upon examinations in subjects not always closely related to the work of the teacher in the schoolroom! the test proposed by the teachers is infinitely more difficult—that it should rest upon the character of his professional work. This in time will come, and it will bring culture, too. Nobody can work at one thing and get his culture from another, for culture is always an integral part of real life. In devising the best means for promoting every aspect of their profession, the teachers now have ways open that were never offered before. It is for them to show that they know how to make the wisest use of these opportunities.

Define the Functions.

The teachers as well as the superintendents and Board of Education have a right to propose measures relating to the welfare of the schools; but it is the final wisdom of all these that must be crystallized by legislation. The professional, the administrative, and the legislative functions must be clearly recognized and defined in the school system. The professional interests devolve upon the teachers, the principals, and the superintendents; administration rests largely with the Board of Education, and the machinery necessary to insure the smooth working of the system, without personal, religious, or political bias, should be framed by the legislature of the state. These conditions alone will guarantee the harmony necessary to the highest efficiency of the schools.

W. S. J.

CHICAGO TEACHERS' FEDERATION.

The adjourned session of the annual meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, March 25, 1905. Special order or business, installation of newly elected officers.

The Board of Managers of the Chicago Teachers' Federation will meet Monday, March 27th, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

WHERE REFORM BEGINS.

For he looked for a city which hath foundations, whose builder and maker is God.—Hebrews xi:10.

Extract from a sermon by Halsey Werlein, Jr., preached on February 26, 1905, in St. James Episcopal Church, Greenville, Mass.

The true reformer does not look for instantaneous change, nor does he base his message on utilitarian standards of right. The reform begins in the man's own spiritual consciousness which it completely rules. Its foundation is in the moral law. It dabbles not in expedients, or subterfuges, or political schemes. It makes its appeal to the heart of a people whom it seeks to awaken from the sleep of death. It meets reverses bravely, defiantly, unflinchingly. It sets its trust in God; it believes in the Divine Humanity of Man. Without hate, without rest, it follows the guidance of its Star. Defeat has no power over it, and success cannot lure it from the purity of its original motive. Faith guards it from the attack, and from the embrace of the world. Its sword is the power of the spirit; its shield is the omnipotence of love. It can lose all, counting the loss gain. It can risk all, deeming the danger joy. It can suffer all, realizing in pain its divine fulfillment. It can yield itself to final death, knowing that from the imprisoning tomb its spirit must burst forth to subdue mankind in the might of eternal resurrection.—The Public, March 18, 1905.

THE WOMEN'S MUNICIPAL OWNERSHIP LEAGUE.

To the Women of Chicago.

The Women's Municipal Ownership League sends greetings. This organization stands for municipal ownership for the following reasons:

First. That municipal ownership of the street car systems of Chicago is necessary to insure comfortable and sanitary service.

Second. That municipal ownership of public utilities is the only method by which we can exclude the evils of corruption that have for years bound our city in their meshes, and which will continue to do so just so long as these great money-making franchises are held by private interests. The streets belong to the people, who give them their value. Since this value is created by the community, we demand that the community as a whole should receive the benefit of such value. And we believe that only through the taking over of our streets can justice be done. With the money now going wrongfully into private pockets, not only could we have better street car service, but better and cleaner streets, well lighted highways, where crime could not breed, and all that makes for the health and well-being and for the moral uplifting of the community. Twelve times over in the short life of this great city have the people paid the holders of the street franchises for all the wealth invested in the business, which shows that the transportation function of our city is a good money-making undertaking. . . .

Third. The people through the referendum have repeatedly demanded the municipalization of our street car system. Calling ourselves a democracy, we have no right to fail in this first opportunity ever given to us in this city to carry into effect this fundamental democratic principal—the privilege of the referendum.

Fourth. Let us press this truth upon all who have consciousness of citizenship—that the time is ripe for municipal ownership, the hour has struck . . . when we *can* own our streets.

For these reasons, women of Chicago, we appeal to you. Come out and help in this magnificent uprising for municipal ownership. That friend of all right and advanced movements, the venerable and much-loved Judge Murray F. Tuley, has called upon all citizens to rise in this matter. We wish to aid women to respond to his call.

DR. JULIA HOLMES SMITH, President.

A mass meeting under the auspices of the Women's Municipal Ownership League will be held Saturday, March 25, at 8 p. m., in Steinway Hall, 17 Van Buren street. All women interested in the welfare of the city are urged to be present. Speakers: Joseph Medill Patterson, Louis F. Post, George Warvelle, Western Starr, John Z. White.

AN APPLICATION OF THE PRIMARY BALLOT.

The Minnesota Educational Association at its last meeting adopted a reform in the method of electing officers. In introducing the plan, which was unanimously adopted, Superintendent McBroom, of Excelsior, said in part:

"At present the election of officers may be almost entirely in the hands of the retiring president. The world outgrew that sort of thing generations ago, except in Russia, Turkey, and a few educational associations, including the National; but the National has become almost disreputable in its management on that account, and there is going to be an explosion there one of these days, and ought to be."

The plan adopted is as follows: A polling place is established for nominations, to be open from 9 o'clock till noon, and an hour in the afternoon of the second day of the convention. Any candidate receiving a majority of the votes cast is elected. For offices not thus filled, 20 per cent of the vote nominates. In case of a very scattering vote so that no one has 20 per cent, the nominating committee may make nominations. The election is held the next day in a similar manner and a plurality vote elects. —The Western Teacher, March, 1905.

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BOARD OF EDUCATION.

Saturday, March 18, 1905, 2:15 p. m.

The following recommendations were adopted:

Elect William C. Payne Principal of Harrison School.

The Superintendent of Schools respectfully reports the death of John McCarthy, principal of the Carter H. Harrison School, and recommends that the position made vacant by his death be filled by the election of William C. Payne, a former district superintendent, to the principalship of the Carter H. Harrison School at the maximum salary of the first group of principals of elementary schools, $2,500 per annum.

Elect Harriet J. Dynan Head Assistant of Morse School.

That Harriet J. Dynan, formerly head assistant in the Farragut School and transferred to the position of critic teacher i nthe Normal Practice School at the request of the principal of the Normal School, be elected to the position of head assistant in the Morse School.

Elect Rose James Head Assistant of the Mulligan School.

That Rose James be elected head assistant of the Mulligan School, in place of Elizabeth A. Shelley, transferred to the Normal School.

Assignment of Elementary Teachers.

Hedwig Alexander, to Spry School; Kathryn Barry, to Talcott School; Emma J. Bielenberg, to Henry School; Helen T. Borucki, to Bismarck School; Ellen F. Cleaves, to Field School; Cecelia Clifford, to Arnold School; Zana E. Crosby, to Libby School; Emma Foerter, to Lincoln School; William F. Gingrich, to School for Apprentices; Anna R. Jordan, to Shields School; Alice J. MacPherson, to Jackson School; Ethel L. McKay, to Smyth School; Gladys E. Moore, to Chicago Lawn School; Mary L. Ryan, to Walsh School; Olga M. Wadman, to Curtis School.

Transfer of Elementary Teachers.

Etta L. Brand, Stowe to Burr; Nora A. Comerford, Beale to Dewey; Mary M. Cook, Goodrich to Carter; Anna V. Cronin, Libby to Hancock; Elizabeth Deadman, Jackson to Corkery; Alice Eklund, Burr to Drake; Margaret C. O'Shaughnessy, Raster to Beale; Ethel Richardson, Ericsson to Bryant; Katherine B. Seaman, Dewey to Yale Practice; Rose M. Wanicek, Smyth to Lawson.

Transfer Caroline W. Straughan to the Principalship of the Newberry School and Edward J. Tobin to the Principalship of the Healy School.

The Superintendent of Schools respectfully reports the death of Corydon G. Stowell, principal of the Newberry School; and recommends the transfer of Caroline W. Straughan of the Healy School to the principalship of the Newberry School to fill the vacancy caused by Mr. Stowell's death.

The Superintendent further recommends the transfer of Edward J. Tobin from the principalship of the Hayes School to the principalship of the Healy School.

Place Margaret C. Adams in First Group of Principals.

The Superintendent of Schools respectfully reports that Margaret C. Adams, now principal of the Scammon School, was for some years principal of the Longfellow School; that the Longfellow School was in the first group of elementary schools, having an average membership for each year of over 700 except the school year of 1901 and 1902 when the average membership was 691.5. Inasmuch as the Longfellow School was in the first group for many years preceding 1902 and has been in the first group since that year, the Superintendent is of the opinion that such temporary decrease in membership during one year only should not be counted as placing Miss Adams in the second group of principals; and since she has been transferred to the Scammon School, which is a first group school, the Superintendent is of the opinion that she should be considered as being in the first group of principals. The Superintendent, therefore, recommends that Margaret C. Adams be placed in the first group of principals.

Teachers Placed on Unassigned List.

Frances G. Alabaster, La Salle School; Mary N. Broadway, Corkery School; Josephine H. Erzinger, Von Humboldt School; Margaret L. Hogan, Carter School; Laura E. Hull, Douglas School; Anna M. Kelley, Curtis School; Esther Kennicott, Burroughs School; Elizabeth R. Mabney, Chicago Lawn School; Anna M. Murphy, Lawson School; Elesha R. Murphy, Seward School; Elizabeth V. Rafferty, Mitchell School; Helen F. Roberts, on list for appointment; Abbie M. Robertson, Hancock School; Tessie Schottenfels, Hamline School; Nellie K. Tilton, Prescott School; Henry H. Wilson, on eligible list.

Resignations.

Mabel E. Hughes, Thorp School; Olga A. Jung, Mulligan School; Della A. Liggett, Arnold School; Evangeline G. McCoy, Talcott School; Ella J. Meissner, Shields School; Margaret Z. Moody, Schiller School; Margaret T. Phillips, Cameron School; Virginia L. A. Seyer, Monroe School; Jean W. Taylor, Morse School; Hattie W. Whitcomb, Scanlan School; Nora K. Yorker, Burns School.

Rule Governing Waiving of Assignment.

That a teacher assigned by the Superintendent to a position in the elementary schools shall be permitted to waive assignment when her name is reached, provided that no candidate shall be permitted to waive an assignment more than three times; and that after a candidate shall have waived assignment three times and when such candidate is called for the fourth assignment and voluntarily waives, the Superintendent of Schools shall then place her name at the foot of the list of eligibles, unless for special reasons judged sufficient by the Superintendent.

Notice of Disobediance to Rule on Corporal Punishment.

That the Superintendent of Schools be instructed to inform teachers and principals (including the Worthy and Parental Schools), that corporal punishment is prohibited under the rules of the Board of Education, and that any teacher or principal, who, in future, shall be found guilty of this punishment to pupils, shall be dismissed from the service of the public schools of Chicago.

Transfers and Assignments of Engineer's Janitors, Etc.

Joseph Rogers, fireman, from Normal to Parental School.

Assignments.

Edmond Herzog, engineer, Farren School; Harold Rund, assistant engineer, Normal School; Wil-

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liam S. Eckdhal, engineer, Peabody School; Katie J. Kane, janitress, Beale School Branch; Sarah M. Brady, janitress, George W. Curtis School Branch.

Temporary Assignments.

Eliza Anceer, substitute janitress, Beale School Branch; Charles N. Petesch, substitute assistant engineer, Parental School; Thomas H. Murphy, substitute night engineer, Lake High School; John Kenney, substitute day engineer, Lake High School; Martin J. Maloney, substitute engineer, Brainard School.

Separations.

Thomas H. Murphy, substitute engineer, Farren School; Charles Zimmer, substitute fireman, Parental School; Martin J. Maloney, substitute engineer, Peabody School; Eliza Anceer, substitute janitress, Beale School; Alex. Gustavson, fireman, Parental School; Polly Kelly, temporary stenographer, Superintendent's Department.

Leave of Absence.

Renaldo E. Culbertson, assistant engineer, Normal School, for a period of thirty days from March 6, 1905.

Suspension.

Joseph V. Porette, engineer, Brainard School, pending trial.

Lay Off.

Frank Lessman, watchman.

SALARY SUIT.

The decree in the suit for salary lost in year 1900 through cut in February and closing of schools during first week of September of that year was entered this week. The decree followed the lines of the decision rendered last fall, and in brief was as follows: The cut of salary for six months, January to June, 1900, was awarded claimants. The salary for first week of September, 1900, was *not* allowed.

The attorneys for the teachers succeeded in securing the retention of sufficient money to pay this claim, after a long discussion between the two opposing sides.

Should a higher court decide that the teachers were entitled to receive salary for the week in which they were not permitted to teach, each claimant will share in the results of the suit. Pending the decision of the higher court the injunction is continued for the sum of about $125,000, the balance being released for use of the Board of Education.

Expressed in concrete form, each experienced teacher making claim whose salary was cut in 1900 will receive $45.00 if the entire decision is sustained; between $65.00 and $70.00 if the week in September is allowed. In the latter case, claimants (not experienced) will receive salary for first week of September. Amount varying from $12.50 to $25.00.

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"If the AMERICAN people, with this latest insult to their intelligence and with RUSSELL'S facts in their hands, don't put another nail in the **'System's'** coffin, I miss my guess."

IN MR. RUSSELL'S ARTICLE:

In the April number a picture is given of sixteen great railroad presidents, terrorized by the **Beef Trust,** sneaking into a NEW YORK CLUB to rebel in concert against the TRUST'S gorging methods.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, MARCH 31, 1905. No. 18.

ADDRESS

Harriette Taylor Treadwell

President Chicago Teachers' Federation

Masonic Temple

March 25, 1905.

Ladies and Gentlemen: Washington, our great first president, said in one of his messages: "That man who seeks office, deliberately to further his own ends, in no wise is worthy of that office. That man who refuses to accept an office, when he has been selected by his fellow-men as able to fill the needs of that office, is a coward, and so, unworthy of the confidence of his fellows."

When the nomination for president of this great body of splendid, learned women and men came to me I was overwhelmed at the thought. I had not sought the office, if then, this Federation willed that I should represent its interests, then were I a coward indeed to refuse the responsibility. I must make myself worthy in all things appertaining to its welfare. This I pray may be so. I thank you all for the honor you have elected to give me. The unanimous vote makes the responsibility and the honor all the deeper. When I know all the steadfastness, high purpose, and earnest work of our beloved president, Miss Kilbourn, and of her able executive board, I feel that we, the new board, have much to do to attain to the high standard they have set for us. When troublous times were upon us and the step of earthquake shook our foundations they held the ridge-pole up and carried us bravely, faithfully and nobly through the crisis. The eyes of all the teaching world were upon us with favor and disfavor, with approbation and disapprobation, with like and dislike, all watching the movements of the largest body of grade teachers in the world. With this searchlight of public opinion sharply upon us, under the leadership of those two incomparable and wonderful women * * * we wrought a miracle.

The graft system in the taxation of Chicago properties was exposed and thousands of dollars were thereby turned into the city coffers. This was done through the untiring, indefatigable efforts of those two women, while the men of Chicago, the voters, looked on in wonder. Then rose a storm of opposition. What! Women interfering in politics! Prying into the dirty pool of official affairs. And indignation filled the breasts of politicians and corporation dignitaries whose integrity had been affronted, whose veracity had been questioned, whose noble motives in public service were proven to be David Harum's maxim, "Do the other feller before he can do you."

Then came a letter from the East: "If you women can do what you have done for Chicago and what no man dared attempt, the work seemed so stupendous and hopeless, then I throw aside my life-long objection to women's enfranchisement, and henceforth I'll be a champion in its cause." And then amidst all the approval and disapproval came to us in no uncertain tones the hearty hurrah and cheers from a noble band of warriors a hundred thousand strong. There was not one dissenting voice, no cynicism, no ungenerous thought, no patronage, but strong, earnest approval and encouragement and hand clasps that can never be severed, for the heart came with it. I have always wished that I could have been present at that memorable Sunday meeting of the Federation of Labor. I believe the huzzas must have shook the rafters of the hall as they shouted, "Hurrah for the teachers of Chicago."

Much has been said and much written concerning the backward step the Teachers' Federation took when it allied itself with the Federation of Labor. It has been contended that while the federation of teachers in itself is a good thing, and that every teacher should belong to this organization for the general welfare of the whole, that the teachers represented the whole people, and hence to ally themselves with a class organization is to imperil their highest mission. Here there is a grave misunderstanding. Years ago the workmen found that to better their condition as to pay, as to fair hours, as to sanitary conditions in work shops, they must work for the betterment of every condition that surrounds the common people in every walk of life. So they have worked, until to-day the Federation of Labor in our city stands as a strong body for clean politics, better moral conditions, better schools, and nobler living in every way. They have found that the good of all is necessary to promote any civilization; that so long as one class of men in any walk of life suffers, just so long must the whole suffer; that not one outcry against injustice and cruelty but affects every soul in the universe though we seem to know it not.

Some of us possibly felt that by joining the Federation of Labor we had done what would be an uplift to the downtrodden, when lo, we find ourselves met by a body of thinking, earnest, forceful men from whom we can learn so much of the helpful, of the public-spirited, of the true, that we sink back into ourselves as mere atoms.

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Let no one accuse the teachers of grasping greed. That were scarcely credible with a possible maximum of $1,000 per year, yet we hear this on all sides. Not for this did we affiliate ourselves with the Federation of Labor, but rather because the work the teachers did in the tax question made it evident that the betterment of conditions urged by the Federation of Labor at large was being tremendously helped by the work of the teachers of Chicago. Then that great force united with this great force in the true spirit of democracy, and to-day we are warm friends and tried. It has been said: "Why, some day the teachers may go on a strike." "Chatterers they, who gape for flies—piping like magpies, up and down."

It is the life work of the teachers to help children to a knowledge of good citizenship and I believe we would make noble citizens out of all our boys and girls were not the weak ones lead away by the poolroom, the saloon, the gambling dens, the dance halls. All establishments under civic control. Were we teachers to band ourselves firmly against these evils and war upon their soul-destroying machinations against our children I feel we could crush out these awful menaces. If the city and the state provided against sin ere the sinning was done, instead of providing so much punishment and so many detention homes for sinners, we would have a far better city to-day and a far greater state. When the state licenses evils already her downfall has begun.

Teachers are not iconoclasts, they are builders, and they build for the state and the nation with their lives and souls in their work. 'Tis after the child passes from our ken that the great evils are done.

I look forward to the near future when even our differences will but add zest to our friendship and kindly attitude toward all our colleagues and directors. I believe absolutely that every teacher ought to make herself the most cultivated woman possible that she may be the greater leader of her flock. I could wish that every teacher sought to reinforce her mental vigor in some subject dear to her.

There is undoubtedly a tendency to drop back into mediocrity—through weariness—and this ought not to be. The teacher after school should work a little, study a little, exercise much and play more, that she may keep fresh, and happy, and young in her chosen profession.

I hail with delight, therefore, this movement toward departmental work in the grades, for it means greater freedom for the teacher in that she can concentrate her now distributed powers upon one or two subjects and become a master in them, hence adding greater vigor to her work and greater culture to herself.

And so, with Tiny Tim, I say, "God bless us, every one," superintendent, and principal, and teacher.

"Let him who has a grievance against his fellow, descend into himself and seek out whether he never has been good in the presence of that fellow. For myself, I have never met any one by whose side I have felt my invisible goodness bestir itself, without he has become, at that very instant, better than myself. Be good at the depths of you, and you will discover that those who surround you will be good even to the same depths. Nothing responds more infallibly to the secret cry of goodness than the secret cry of goodness that is near. While you are actively good in the invisible, all those who approach you will unconsciously do things that they could not do by the side of any other man. Therein lies a force that has no name; a spiritual rivalry that knows no resistance."—Maeterlinck.

BOARD OF EDUCATION.

Wednesday, March 19, 1905.

The following recommendations were adopted:

That Principal Robbins be transferred from the Worthy to the Hayes school.

That Charles E. Marks be elected principal of the Worthy school.

Elect Teacher for the Deaf in the Jacob Beidler School.

That Ellen Newlee be elected teacher of the deaf in the Jacob Beidler School, to date from March 20, 1905.

Assignment and Transfer of Elementary Teachers.

The Superintendent of Schools respectfully reports that he has made assignments and transfers of elementary teachers according to the attached list and in accordance with the rules, since the date of his last report.

Assignments.

Berringer, Iola E., to Bismarck School; Brogan, Edith M., to Worthy School; Buchele, Edith, to La Salle School; Butler, Anna T., to Chase School; Cadman, Emma Alice, to Hammond School; Caprez, Agnes E., to Thorp School; Clinton, Catherine, to Smyth School; Cummings, Bertha V., to Montefiore School; Dodge, Helen M., to Monroe School; Hart, Lucy B., to Byford School; Henry, Marguerite, to Raster School; Higgs, Mabel E., to Farragut School; Huber, Crescenta, to Jirka School; Hunt, Mabel C., to Bowmanville School; Hurley, Elizabeth, to Corkery School; Keim, Josephine E., to Jenner School; Kempe, Mabel M., to Lowell School; Kennedy, Esther, to Holmes School; Kinsey, May H., to Thorp School; Mason, Ida L., to Cameron School; MacKinnon, Georgiana, to Brainard School; Murphy, Clara Ward, to LaFayette School; Osborne, Lillian, to Curtis School; Pease, Mavolta, to Montefiore School; Porter, Mayme, to Byford School; Reuter, Bertha, to Thomas School; Ryan, Ella, to Healy School; Ryan, Mary A., to Libby School; Spinks, Alice M., to Chase School; Stapel, Amanda E., to Avondale School; Starin, Mabel, to Libby School; Thompson, Jane, to Auburn Park School; Thorn, Mary, to Henry School; Tierney, Alice M., to Mark Sheridan School; Verhoeven, Mary E., to Washburne School; Waring, Mary F., to Jones School; Whelan, Mae H., to Mitchell School.

Transfers.

Beder, Maude E., Shields to Kershaw; Boughton, Grace H., Langland to Burr; Brown, Daisy, Thomas to Mulligan; Bruce, Alice C., Beidler to Tennyson; DeLemon, Pauline, Hammond to Everett; Doolin, Lizzie V., Smyth to Shields; Ewen,

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Charles, Walsh to Emmet; Ewen, Charles, Emmet to Bowmanville; Farrell, Alice M., Agassiz to Keith; Furey, Mary, Beidler to Marquette; Furlong, Mary, Bismarck to Morse; Hach, Lena, Schiller to Prescott; Harrington, Margaret, Everett to Douglas; Herrmann, Frances, Scanlan to Forestville; Hyland, Mary C., Chase to Beidler; Isensee, Amanda, Thorp to Fiske; Jordan, Esther M., Fiske to McCosh; Jordan, Margaret V., Healy to Burroughs; Lamont, Phenia B., Curtis to Kozminski; Lippert, Anna C., Tennyson to Beidler; Mack, Anna E., Drummond to Langland; McIlhon, Frances I., Newberry to Goudy; McIntyre, Clementine, Farragut to McClellan; McLaughlin, Frances C., Ryerson to Burns; Mueller, Albert C., Goudy to Worthy; Norton, M. Therese, Nash to Greeley; Richelsen, Laura M., Normal Practice to Stowe; Rork, Jessie A., Kershaw to Webster; Rothschild, Ray, Fuller to Seward; Rusch, Louise, Pickard to Wentworth; Sanborn, Stella M., Holmes to Fuller; Sandus, Annette J., Burr to Adams; Stephen, Welthy, Coonley to Agassiz; Thayer, Helen, Bowmanville to Hamline.

Teachers Placed on Unassigned List.

The Superintendent of Schools respectfully reports that the teachers named on the attached list have been placed on the unassigned list in accordance with the rules.

Unassigned List.

Gottlieb, Florence, Mark Sheridan School; Lamb, Charlotte A., La Salle School; McCarthy, Helen, Willard School; Miers, Hannah, Forestville School; Mines, Ella M., on list for appointment; Myall, Charles, Jones School; Sargent, Grace V., Byford School.

Reports of Names of Teachers Who Have Married While in the Service of the Board.

The Superintendent of Schools respectfully reports, as required by the rules, that the following named teachers have married while in the service of the Board:

Manual Training teacher: Name before marriage, Sue Emma Waynick; name after marriage, Susan W. Valentine.

Farren School: Name before marriage, Lucy L. Kelly; name after marriage, Lucy L. Kelly.

Taylor School (Principal): Name before marriage, Belle A. Butterfield; name after marriage, Belle A. Murphy.

Resignations of Teachers.

The Superintendent of Schools respectfully reports that he has received and has accepted the resignations of teachers according to the attached list:

Resignations.

Black, Jessie May, Revere School; Everham, Josephine I., Jirka School; Ives, Anna L. Brushke, Chase School; Keating, Julia A., Jefferson School; Robinson, Frances W., Bowmanville School; Sayre, Virginia, Komensky School; Von Holland, Helene, Schley School; Wilcox, Margaret L., Lake High School.

TRANSFERS AND ASSIGNMENTS OF ENGINEERS, JANITORS, ETC.

Transfer.

John S. McHugh, engineer, from the Goodrich to Walsh School.

Assignments.

John Dooner, engineer, Logan School.

Jennie Keegan, janitress, George W. Curtis School Branch.

Arthur McCracken, assistant engineer, R. T. Crane Manual Training High School.

Amelia Williams, janitress, Ambrose E. Burnside School Branch.

Temporary Assignments.

Frank Dunlap, substitute engineer, Hartigan School.

Harry A. Schlick, substitute engineer, Goodrich School.

Separations.

Edward Kalinski, substitute engineer, Logan School.

James Sweeney, fireman, R. T. Crane Manual Training High School.

Leave of Absence.

Peter Pesch, engineer, Walsh School Building, for a period of ninety days, owing to illness.

Nora Fidram, janitress, Ambrose E. Burnside School Branch No. 2, for a period of ninety days, owing to illness.

Dora Thorson, janitress, Shields School Branch, for a period of ninety days, owing to illness.

Edward J. Poulson, draughtsman, Architect's Department, for a period of one year.

Reinstatement.

Mary Rilley, janitress, Shields School Branch.

Suspension.

Thomas Mahoney, engineer, Hartigan School, for a period of thirty days from March 18, 1905, on charges preferred against him by the Principal of said school, which charges were found sustained by the Committee.

SUCCESS SUMMED UP.

"What is the secret of success?" asked the Sphinx.

"Push," said the Button.

"Never be led," said the Pencil.

"Take pains," said the Window.

"Always keep cool," said the Ice.

"Be up to date," said the Calendar.

"Never lose your head," said the Barrel.

"Make light of everything," said the Fire.

"Do a driving business," said the Hammer.

"Aspire to greater things," said the Nutmeg.

"Be sharp in all your dealings," said the Knife.

"Find a good thing and stick to it," said the Glue.

"Do the work you are suited for," said the Chimney.—Baltimore Sun.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.
THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.
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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

PRESIDENT ELIOT'S DISCOVERY IN REGARD TO LABOR.

(From the address of Herbert S. Bigelow at the Vine Street Congregational Church, Cincinnati, Sunday evening, January 22.)

President Eliot, of Harvard university, has recently declared:

"I have lately had occasion to think a good deal about the conditions of labor in our American society, and the saddest thing that I have learned is the lack of the happy spirit of labor in American industries. That is a most pathetic and lamentable thing. * * * What is the cure for this prodigious evil? It is the bringing into American industries of the method and spirit of the artist. The artist rejoices in his work, it is his chief satisfaction and happiness in his life."

This is not a prodigious remedy for so prodigious an evil. There is a lack of happiness in the work of the American people; this is a prodigious evil. The cure for it is to introduce happiness into the work of the American people. A truly remarkable suggestion.

With this kind of reasoning, what problem need stump us? Poverty is a prodigious evil; the cure for it is riches. Intemperance is a prodigious evil; the cure for it is temperance. Sickness is a prodigious evil; the cure for it is health.

If the American workman is not happy, why not? The last bulletin of the labor bureau furnishes some official statistics which have a bearing on the subject.

In Indiana the wages of 48,225 employes were investigated, and the average was found to be $8.77 a week; 8,494 carriage workers were found to receive an average of $6.98 a week. The average for nearly 2,000 paper mill hands was found to be $6.57 a week. Conditions were better in Illinois. The average weekly wage of 80,881 employes in this state was found to be $9.70. In Missouri the average for over 10,000 investigated drops to $8.70 a week. In this state there were three free employment bureaus that received over 15,000 applications for positions. They were compelled to send 5,000 of these applicants away into enforced idleness.

In this same report, the labor commissioner informs us that the employes of the woolen mills of New Jersey get $6.43 a week. The factory hands in Pennsylvania were found to get $9.28 a week. The anthracite coal miners made $9.53 a week. And the men who have not the privilege of mining coal, but who are able to get jobs as helpers merely, made an average weekly wage of $5.89.

Now, suppose we take one of these $5.89 a week men. Call up a picture. A miner's hovel. Six small children. Why not? Eight mouths to feed. Flour, shoes, clothes, schoolbooks to buy. Rent to pay. Five dollars and eighty-nine cents a week. Just slip into his boots. How would you like to put your hand on that man's shoulder and say:

"My man, I perceive that you do not go about your work happily. This is a prodigious evil. Now the cure for this is simple. You should become a kind of artist. You should have no end of enthusiasm for this $5.89 job of yours. In a word, if you are not happy, the cure is to be happy."

But then it would be a waste of words. How could a miner who has never been to a university to study logic and political economy—how could he hope to catch the force of that?—The Public.

CHICAGO TEACHERS' FEDERATION.

Saturday March 25, 1905.

MASONIC TEMPLE

Hall 309.

The adjourned session of the annual meeting was held in Hall 309, owing to a misunderstanding on the part of the management of the Temple.

The recommendation adopted by the annual meeting of the Mortuary Fund Department was approved. The recommendation was as follows: No *new* member shall be admitted to the Mortuary Fund Department who at time of application is out of school on "leave of absence."

The following amendment to the constitution was read by the secretary and ordered published: "Any officer who fails to attend three consecutive regular meetings of the Board of Managers, without a reasonable excuse, shall be considered as having resigned." Action on this amendment will be taken at the second adjourned session of the annual meeting, which will be held Saturday, April 8, immediately before the regular meeting.

The retiring president, Miss Kilbourn, in a most happy way then proceeded to introduce the officers for the ensuing year, prefacing her introduction by a short and earnest expression of her feeling toward the Federation and her appreciation of the confidence reposed in her. At the conclusion of her remarks continued applause delayed further business for several minutes, when Miss O'Reilly of the Darwin School made a feeling response expressive of the sentiment of the membership.

The new officers were then introduced.

President—Harriette Taylor Treadwell, Forrestville School.

Recording Secretary—Mary O'Reilly, Darwin School.

Corresponding Secretary—Florence E. Tennerry, Raymond School.

Financial Secretary—Catharine Goggin.

Treasurer—Sarah A. McDonald, Stanley School.

Business Representative—Margaret A. Haley.

Vice-president, District 1—Maude M. Kolloch; secretary, Mary B. Bishop.

Vice-president, District 2—Emma Stevens; secretary, Louise E. Poppelbaum.

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Vice-president, District 3—Frances Northcott; secretary, Mary A. Fanning.

Vice-president, District 4—Kate C. Curtis; secretary, Kate M. Onthank.

Vice-president, District 5—Margaret L. Finnegan; secretary, Alice L. Joyce.

Vice-president, District 6—Mary C. Hyland; secretary, Ella J. Lorden.

Vice-president, District 7—Anna G. Baer; secretary, Margaret B. Casey.

Vice-president, District 8—Serena H. Hayes; secretary, Sarah J. Mullen.

Vice-president, District 9—Rose A. Murphy; secretary, Susan E. Cougle.

Vice-president, District 10—Mary V. Synon; secretary, Nellie L. Fallon.

Vice-president, District 11—Mary E. Murray; secretary, Agnes Spellecy.

Vice-president, District 12—Kate Tehan; secretary, Frances B. Carson.

Vice-president, District 13—Louise C. Zwiefel; secretary, Julius Weil.

Vice-president, District 14—Isabel Richman; secretary, Lydia G. Donohue.

The address of the incoming president is printed on page one of this issue.

WESTERN DRAWING AND MANUAL TRAINING ASSOCIATION.

Twelfth Annual Meeting, April 25-28, 1905, Chicago, Ill.

CHICAGO ART INSTITUTE.

The Program Committee takes pleasure in calling attention to the following exceptional advantages which the courtesy of those interested has made possible for the Chicago meeting: (a) The many names of national prominence on the program itself. (b) An illustrated lecture or address at most of the sessions. (c) The ideal character of the place of meeting, with its spacious galleries and beautiful lecture hall. (d) The number of noted schools and art galleries in Chicago. (e) The arrangement by which exhibitors will be present at the Art Institute to explain their own exhibits. Details of this will appear in the final program.

PROGRAM

Tuesday

Afternoon, 1:00 to 5:00 o'clock.

Registration: Lobby, near entrance.

Depositing Railroad Certificates, securing Membership Cards and the Complete Program.

First view of Exhibits of Drawing and Manual Training Work, Art Institute.

Visiting Schools: The Art Institute, Academy of Fine Arts, Art Academy, School of Education, Francis W. Parker School, Lewis Institute and other important schools will be in session and open to visitors.

Evening, 8:00 o'clock, Fullerton Hall, Art Institute.

Music.

Addresses of Welcome by:

William M. R. French, Director Art Institute.

Dr. Louis C. Monin, Dean of Armour Institute.

Edwin G. Cooley, Superintendent of Schools.

Albert G. Lane, District Superintendent of Schools.

President's Address:

Lucy S. Silke.

Wednesday

Morning, 9:00 o'clock.

Music.

Address: "Social Value of Handicraft."

Jane Addams, Hull House.

Paper: "Relation of Art Instruction and Manual Traning in Public Schools" (illustrated by an exhibit of pupil's work).

Wilhelmina Seegmiller, Supervisor of Drawing, Indianapolis, Ind.

Paper: "Art-Crafts and Drawing in Grammar Grades."

William E. Roberts, Supervisor of Manual Training, Cleveland, Ohio.

Discussion.

Afternoon, 3:00 to 5:00 o'clock.

Visit Armour Institute of Technology.

Evening, 8:00 o'clock.

Music.

Illustrated Lecture: "The Arts and Crafts of the Orient."

Charles R. Richards, Professor of Manual Training, Teachers' College, Columbia University, New York City.

Thursday

Morning, 9:00 o'clock.

Music.

Paper: "Handwork in an Elementary School; a School Principal's Experience" (illustrated by an exhibit of pupil's work).

Fred. D. Crawshaw, Principal Franklin School, Peoria, Ill.

Discussion:

Katherine E. Dopp, The University of Chicago.

Oscar L. McMurray, Director of Manual Training, Chicago Normal School.

William H. Hatch, Superintendent Public Schools, Oak Park, Ill.

Afternoon, 2:00 to 4:00 o'clock.

Exhibitors present at Art Institute to explain their exhibits.

Visiting art galleries and schools near the Art Institute.

Evening, 8:00 o'clock.

Music.

Illustrated Lecture: "Pictorial and Decorative Art."

Mrs. Lucy Fitch Perkins, Evanston, Ill.

Reception given by the Board of Education to the visiting Drawing and Manual Training Association, and the teachers of the Chicago public schools.

Friday

Morning, 9:00 o'clock.

Music.

Paper: "Landscape Painting."

Frank F. Frederick, Professor of Art and Design, University of Illinois.

Paper: "Mechanical Drawing in Preparatory Schools."

Charles B. Tibbetts, Instructor in Mechanical Drawing, Armour Institute.

Discussion:

Evaline S. Edwards, Evanston High School.

Paper: "The Essentials of a Normal School Course in Drawing and Manual Training."

Charles S. Hammock, Director of Manual Training, State Normal School, Cedar Falls, Iowa.

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Afternoon, 2:00 o'clock.

Illustrated Report: The Second International Congress for the Development of the Teaching of Drawing, held at Berne, Switzerland, in August, 1904. Also a brief report on the drawing exhibit at the Louisiana Purchase Exposition.

Charles M. Carter, Denver, Colo., member of International Committee for next Congress, which is to be held in London in 1908.

Business.

Election of Officers.

Evening, 8:00 o'clock.

Music.

Illustrated Lecture: "The Value of a Line."
William M. R. French, Director of Art Institute, Chicago.

CHICAGO TEACHERS' FEDERATION.

The adjourned session of the annual meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, April 8, 1905.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, April 11, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

LETTER FROM MISS VON HOLLAND.

For the Bulletin of the Teachers' Federation.

In a period of struggle for the best interests of the teachers and frequent blame for their special endeavors it may be pleasant to some of them to hear a voice of profound admiration of the nobility of character and principles that one of them encountered in their splendid sisterhood.

The writer of these words found herself weak and almost disabled by an accident she had suffered, at the beginning of this school year. But she was allowed to touch the spring of human kindness whenever she met her co-workers. Generous helpfulness; daily services proving loving unselfishness was shown every day by some of the noble workers in the schoolrooms of Chicago.

May the time come when their full value will be recognized by all right-minded people as it is by one who was helped and supported by them while she was one of their number.

March 15, 1905. HELENE VON HOLLAND.

Only a boy with a wooden horse and an imagination knows what genuine rapid transit is like.—Puck.

LOANS TO TEACHERS BY A TEACHER

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Every teacher is invited to take one share. They will pay 6 per cent, besides they will be worth $200 after 12 months. A similar Bank in New York asks $500 per share. Subscriptions taken by A. C. Tisdelle, Bank Floor, 94 La Salle St.

AMONG OUR SUBSCRIBERS ARE THE FOLLOWING:

James Conlan, Jr., of James Conlan, Jr. & Co., Tailors.
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Walter H. Eckert.
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—IN—

March Sale

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Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms 243 Wabash Ave., S. W. Cor. Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

MARCH ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the player	20
Total	$465
Special Offer, complete	**$275**

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Everybody's Magazine
Out for April

MR. LAWSON WRITES:

"I start this month on the actual Crimes of Amalgamated. I give names, times, places in detail.

"No Wall Street man or investor can afford to miss the UTAH COPPER BUNCO GAME. How **Samuel Untermeyer, Esq.,** Clark, Ward & Co. and ENGLISH INVESTORS WERE SWINDLED.

"The Munroe & Munroe **City Bank Flimflamming** of two professional gamblers. How one of the **Big Three Insurance** Companies sold their stocks for $5,839,000.87 and made sworn statements to the Insurance Departments that the same was $3,075,392.

"I describe the Insurance trick of 'New business.'

"I make my first apology to those I have flayed, to ROGER FOSTER, ESQ. I answer critics from Georgia, New York, Kansas, Tacoma, Boston and Philadelphia straight from the shoulder, calling **spades black spades.**

"If there is any **liquid blood** left in the nation, it **should boil.** RECORD me it will.

"Garfield reports to ROOSEVELT: 'BEEF TRUST ALL RIGHT.'

"If the AMERICAN people, with this latest insult to their intelligence and with RUSSELL'S facts in their hands, don't put another nail in the **'System's'** coffin, I miss my guess."

IN MR. RUSSELL'S ARTICLE:

In the April number a picture is given of sixteen great railroad presidents, terrorized by the **Beef Trust,** sneaking into a NEW YORK CLUB to rebel in concert against the TRUST'S gorging methods.

"THE EXPERIENCES OF A NURSERY GOVERNESS," the many stories and other striking features will interest every woman.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, APRIL 7, 1905. No. 19.

SLAUGHTER OF THE INNOCENTS.

By Elbert Hubbard.

Next to Massachusetts, South Carolina manufactures more cotton cloth than any other state in the Union. The cotton mills of South Carolina are mostly owned and operated by New England capital.

In many instances the machinery of the cotton mills has been moved entire from Massachusetts to South Carolina. The move was made for the ostensible purpose of being near the raw product; but the actual reason is that in South Carolina there is no law regulating child labor. Heartless cupidity has joined hands with brutal ignorance, and the result is child labor of so terrible a type that African slavery was a paradise compared with it.

Many of the black slaves lived to a good old age, and they got a hearty enjoyment from life.

The infant factory slaves of South Carolina can never develop into men and women. There are no mortality statistics; the mill owners baffle all attempts of the outside public to get at the facts, but my opinion is that in many mills death sets the little prisoner free inside of four years. Beyond that he can not hope to live, and this opinion is derived from careful observation and interviews with several skilled and experienced physicians who practice in the vicinity of the mills.

Boys and girls from the age of six years and upwards are employed. They usually work from six o'clock in the morning until seven at night. For four months of the year they go to work before daylight and they work until after dark.

At noon I saw them squat on the floor and devour their food, which consisted mostly of cornbread and bacon. These weazened pigmies munched in silence, and then toppled over in sleep on the floor in all the abandon of babyhood. Very few wore shoes and stockings; dozens of little girls of, say, seven years of age, wore only one garment, a linsey-woolsey dress. When it came time to go to work the foreman marched through the groups shaking the sleepers, shouting in their ears, lifting them to their feet, and in a few instances kicking the delinquents into wakefulness.

The long afternoon had begun—from a quarter to one until seven o'clock they worked without respite or rest.

These toddlers, I saw, for the most part did but one thing—they watched the flying spindles on a frame 20 feet long, and tied the broken threads. They could not sit at their tasks; back and forward they paced, watching, with inanimate, dull look, the flying spindles. The roar of the machinery drowned every other sound. Back and forth paced the baby toilers in their bare feet, and mended the broken threads. Two, three, or four threads would break before they could patrol the 20 feet—the threads were always breaking!

The noise and the constant looking at the flying wheels reduce nervous sensation in a few months to the minimum. The child does not think; he ceases to suffer—memory is as dead as hope. No more does he long for the green fields, the running streams, the freedom of the woods, and the companionship of all the wild, free things that run, climb, fly, swim, or burrow.

He does his work like an automaton; he is a part of the roaring machinery; memory is seared, physical vitality is at such low ebb that he ceases to suffer. Nature puts a short limit on torture by sending insensibility. If you suffer, thank God! —it is a sure sign you are alive.

At a certain night school, where several good women were putting forth efforts to mitigate the condition of these baby slaves, one of the teachers told me that they did not try to teach the children to read—they simply put forth an effort to arouse the spirit through pictures and telling stories. In this school I saw the sad spectacle of half the class, of a dozen or more, sunk into sleep that more resembled a stupor. The teacher was a fine, competent woman, but worn-out nature was too much for her—to teach, you must make your appeal to life.

The parents of the children send them there so they could be taught to read, but I was told by one who knew that no child of, say, seven or eight years of age who had worked in the mill a year could ever learn to read. He is defective from that time on. A year in the mills and he loses the capacity to play; and the child that cannot play cannot learn.

We learn in moments of joy; play is education; pleasurable animation is necessary to growth; and when you have robbed the child of its play-spell, you have robbed it of its life.

The reason that thought flags and stupor takes possession of the child who works at one task for

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11 hours a day, is through the fact that he does not express himself. We grow through expression, and expression, which is exercise, is necessary to life. The child in the mill never talks to anyone—even if the rules did not forbid it, the roar of the machinery would make it impossible. All orders are carried out in pantomime, emphasized by pokes, punches, pinches, shakes and kicks. This wee slave loses all relationship with his fellows and the world about him.

I thought to lift one of the little toilers to ascertain his weight. Straightway through his 35 pounds of skin and bones there ran a tremor of fear, and he struggled forward to tie a broken thread. I attracted his attention by a touch, and offered him a silver dime. He looked at me dumbly, from a face that might have belonged to a man of 60, so furrowed, tightly drawn, and full of pain it was. He did not reach for the money—he did not know what it was. I tried to stroke his head and caress his cheek. My smile of friendship meant nothing to him—he shrank from my touch as though he expected punishment. A caress was unknown to this child, sympathy had never been his portion, and the love of a mother, who only a short time before held him in her arms, had all been forgotten in the whirr of wheels and the awful silence of a din that knows no respite.

There were dozens of just such children in this particular mill. A physician who was with me said that they would all be dead probably in two years, and their places filled with others—there were plenty more. Pneumonia carries off most of them. Their systems are ripe for disease, and when it comes there is no rebound—no response. Medicine simply does not act—nature is whipped, beaten, discouraged, and the child sinks into a stupor and dies.

There are now only five states, I believe, that have no law restricting the employment of children. Child labor exists in Georgia and Alabama to an extent nearly as grevious as it does in South Carolina, but in each of these states there are bands of brave men and excellent women who are waging war to stop the slaughter of the innocents; and these men and women have so forced the issue that the mill owners are giving way before them and offering compromise. But South Carolina lags behind and the brave workers for liberty there seem a hopeless minority.

For these things let Massachusetts answer.

South Carolina weaves cotton that Massachusetts may wear silk.

South Carolina cannot abolish child labor because the mill owners, who live in New England, oppose it. They have invested their millions in South Carolina, with the tacit understanding with legislature and governor that there shall be no state inspection of mills nor interference in any way with their management of employes. Each succeeding election the candidates for the legislature secretly make promises that they will not pass a law forbidding child labor. They cannot hope for election otherwise—the capitalists combine with the "crackers," and any man who favors the restriction of child labor is marked.

The cracker, the capitalist, and the preacher live on child labor, and the person who lifts his voice in behalf of the children is denounced as a sickly sentimentalist endeavoring to discourage the best interests of the state. The cracker does not reason quite thus far—with him it is a question of "rights, sah," and he is at the head of his family and you must not meddle—his honor is at stake.

So at every election he jealously guards his rights—he has nothing else to do—he has lost everything else but "honor." If women could vote in South Carolina they would wipe child labor out with a sweep; but, alas! a woman in South Carolina does not even own her own body. * * *

I say these things with no prejudice against the people of South Carolina as a whole, for some of the bravest, gentlest, sanest, most loyal and most hospitable friends I have in the world live there. I make the mention merely as a matter of fact to show that the majority of the people in South Carolina have a long way to travel and are good raw stock for missionary work.

I learned from a reliable source that a cotton mill having a pay roll of $6,000 a week in New England can be run in the south for $4,000 a week. This means a saving of just $100,000 a year, and the mill having a capital of $1,000,000 thus gets a clear gain of 10 per cent per annum.

One mill at Columbia, S. C., has a capital of $2,000,000. In half a dozen other cities there are mills with a capital of a million or more. These mills all have "company department stores," where the employes trade. A certain credit is given, and the employe who has a dollar coming to him in cold cash is very, very rare. The cashier of one mill told me that 19 families out of 20 never see any cash, and probably never will. The account is kept with the head of the house. Against him are charged house rent, insurance, fuel—three things the man never thought of. Next, the orders drawn on the company must be met. Then come groceries, clothing, and gew-gaws that the young women are tempted into buying, providing the account is not too much overdrawn. Sometimes it happens that the account is so much overdrawn by the last of the month that the storekeeper will dole out only corn-meal and bacon—just these two things to prevent starvation and keep the family at work.

The genial cashier who made this explanation to me did it to reveal the pitiable ignorance of the "poor whites"—the cracker cannot figure his account—it is all a matter of faith with him. "To manage a cracker you have to keep him in debt to you," explained my friend, "then you can control his vote and his family."

The ingenuity displayed in securing the laborers reveals the "instincts of Connecticut," to use the phrase of Ralph Waldo Emerson. There are men called "employing agents," who drive through the country and make the acquaintance of the poor whites—the "white trash." This expression, by the way, was launched by the negroes, and then taken up by the whites. No white man will acknowledge himself as "trash," but he applies the epithet to others who are supposed to be still more trashy than himself.

No matter how poor these whites are, they are

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always well stuffed with pride; they are as proud as the rich, and they would conduct themselves just like the F. F. V.'s if they had the money. They are F. F. V.'s slightly run down at the heel.

They apologize for their poverty and lay it all to the war. All consider themselves very much above the negroes—they will not work with the blacks.

The employing agent drops in on this poor white family and there is much friendly conversation, for time is no object to the cracker. Gradually the scheme is unfolded. There is a nice man who owns a mill—he will not employ negroes—they are not sufficiently intelligent. The visitor can get work for all the women and the children of the household with this nice man. There will be no work for the man of the house, but he can get odd jobs in the town. This suits the cracker—he does not want to work. A house will be supplied gratis for them to live in. A photograph of the house is shown; it is a veritable palace compared with the place they now call home. The visitor goes away, promising to call again the next week. He comes back and reports that he has seen his friend, the house is ready, work is waiting, wages in cash will be paid every Saturday night.

Cash!

Why, this poor white family never saw any real cash in all their lives!

A printed agreement is produced and signed.

If the cracker hasn't quite energy enough to move, the employing agent packs up his scanty effects and advances money for car fare. The family land in the mill town, are quartered in one of the company's cottages, and go to work—the mother and all the children over five. The head of the house stays at home to do the housework, and, being a man, of course does not do it. He goes to the grocery or some other loafing place where there are other men in the same happy condition as himself. Idle men in the south, as elsewhere, do not feel very well—they need a little stimulant, and take it. The cracker discovers he can get whisky and pay for it with an order on the company.

He is very happy, and, needless to say, is quite opposed to any fanatic who would like to interfere in his family relations. He is not aware of it, but he has sold his wife and children into a five years' slavery. The company threatens and has the right to discharge them all if one quits. Even the mother is not free.

But the cracker knows his rights—he is the head of his family; the labor of his children is his until the girls are 18 and the boys 21. He knows these things, and he starts them off to their work while it is yet night.

And at the mill the overseers look after them. These overseers are northern men, sent down by the capitalists. In war time the best slave-drivers were northerners—they have the true spirit and get the work done. If necessary they do not hesitate to "reprove" their charges.

But the cracker wants to be kind; he wants to accumulate enough money to buy a home in the country—it will take only a few years! The overseers do not wish to be brutal, but they have to report to the superintendents—there must be so much cloth made every day. The superintendent is not a bad man, but he has to make a daily report to the president of the company, and the president has to report to the stockholders.

The stockholders live in Boston, and all they want is their dividends. When they go South they go to Pinehurst, Asheville, or St. Augustine. Details of the mills are not pleasant; they simply leave matters to the good men who operate the mills—it is against their policy to dictate.

Capital is king, not cotton. But capital is blind and deaf to all that is not to its interest; it will not act while child labor means 10 per cent dividends on industrial stocks.

Instead of abolishing child labor, capital gives a lot, near the mill property, to any preacher who will build a church, and another lot for a parsonage, and then agrees to double the amount any denomination will raise for a church edifice.

Within a quarter of a mile from one cotton mill, at Columbia, S. C., I counted seven churches, completed or in process of erection.

And that is the way the mill owners capture the clergy. In talking with various preachers on the question of child labor they all, I found, had arguments to excuse it, blissfully unaware that the entire question had been fought out in the world's assize, and that civilization 50 years ago had placed her stamp of disapproval on the matter. One preacher put it in this way, with a gracious, patronizing smile (I quote his exact words): "Oh, of course, it is pretty bad—but then, dear brother, you know the children are better off in the mill than running the streets!"

It is assumed that there are only two occupations for children, working in the mill and running the streets. And then this man of God confessed to me without shame that many of the men whose whole families worked in the mills subscribed one-tenth of their income to the support of "the gospel," and gave him an order on the mill company for the amount; and this amount was withheld from wages and paid to him regularly by the cashier of the company.

The majority of the clergy of South Carolina have always stood for slavery. The clergy never move faster than the people, usually lagging a little behind. To get ahead of the pews is to separate from them, so the average clergyman will not champion an unpopular cause.

* * *

If the child workers of South Carolina could be marshaled by bugle call, headed with fife and drum, and marched through Commonwealth avenue, out past that statue of William Lloyd Garrison, erected by the sons of the men who dragged him through the streets at a rope's end, the sight would appall the heart and drive conviction home. Imagine an army of 20,000 pigmy bondsmen, half naked, half starved, yellow, weazened, deformed in body, with

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3604.

THE FEDERATION AND ITS CRITICS.

It is interesting to read in full, in the Bulletin of March 24, the comment of W. S. J. in the Elementary School Teacher on the "present controversy in Chicago between the Board of Education and a portion of the teaching force." Extracts from this article, reprinted in the Chicago Tribune, conveyed the impression that it was a contribution to the controversy, an additional attack upon the spirit and methods of the organized teachers. It proves to be an analysis of the Federation movement as it appears to a critic outside the activities of the organization, but within the circle of professional interest; one who has had an opportunity to watch and to estimate the "spectacle unique in our educational history" of teachers appearing "as a positive civic force," and demanding a voice in the adjustment of school affairs. The notable feature of this criticism is that the writer is able to estimate the alliance of the teachers with the labor movement as something deeper in significance, more far-reaching in results and worthier in motive than a political trick. In this connection, one does not remember that it has been recognized before, except by active partisans of the teachers' movement, that "labor unionism does not ultimately stand as one part of the people against another." The late mayor of Toledo told the unions that he "believed in labor unionism, but had gone far beyond it." He recognized it for what it was, a practical necessity. The teachers of Chicago so recognized it when they allied themselves with labor. They had appealed to the people to save the schools, and had backed the appeal with the tax fight and its victory. In this they had won the sympathy and endorsement of the public, voiced by many speakers, prominent among whom was their recent critic, the Rev. R. A. White. To what purpose? Were the public or Mr. White in a position to make their sympathy effective? There was one considerable element in the community ready to work. This element is the one from whose homes the schools are largely filled. Whatever its policy with regard to internal affairs, the Federation of Labor has no interests in conflict with the interests of the schools. Its constitution safeguards the rights of the affiliated bodies with regard to the administration of their separate business. The teachers entered the Federation of Labor because they could by so doing utilize practically the hitherto ineffective support of public opinion, without being obliged to commit themselves to any policy in conflict with the one they had already adopted.

W. S. J. is not quite consistent when he says first that "objection to the union of the two organizations is made on the ground that the labor unions represent but one part of the people, while the teachers represent all of them; that when the teachers join forces with labor, they break faith with those parents who represent capital, and thus the tendency is to widen the breach which they should try to heal," and later, "the opposition to the teachers' movement, including their alliance with the labor organization, is not based so much upon the principles involved as it is upon the fact that they either have misused or threaten to misuse their power." But he touches truth when he says: "While the people dearly love to phrase themselves in eulogies on the teacher as the censor and guardian of public morals, the utter hypocrisy of it all —the absolute distrust with which they are regarded—is clearly shown by the fact that almost everybody seems to expect them to become at once the easy prey and pliant tool of the worst elements of labor-unionism." Yet "almost everybody" is a misleading phrase. It means, in the last analysis, the press and the interests which control it; and the press has put forth a pleasing diversity of views. Editorials before and after the events of the tax campaign would make interesting reading if printed in parallel columns. The teachers, through personal contact with the people, know that there are many whose faith in their character and intelligence is more logical than that of critics who endorse unreservedly their attitude upon taxation and child labor, and condemn as unreservedly their views upon school legislation; who believe them to be, in other words, experts upon every subject they have handled except the only one in which they are qualified by experience.

W. S. J. warns the Teachers' Federation against internal weakness, against "the ignorant, the self-seeking, the unscrupulous," against alliance with any "clique or faction, either civil or religious;" and he strikes the keynote of the situation when he says: "The teachers have always been supposed to stand for character: never before in history have they had so fine an opportunity to prove it."

There is no safeguard so perfect against domination by a clique as perseverance in the characteristic policy of the Federation, the policy which dictated the tax campaign, and also, as W. S. J. recognizes, the alliance with labor. To stand consistently for democracy is to antagonize factions. As for the effort to discredit the Federation through the accusation that it is swayed by a religious influence, this is a time-worn device, not unfamiliar to those teachers who remember the election of 1899. Charges of this character are

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sometimes made sincerely. They are also among the most effective of political tools.

It is profoundly true that the character of the teachers as a body is on trial before the world.

The Federation has been "wise and more than fortunate" in its choice of leaders. From the point of view of thoughtful members who have watched the growth of this movement from within, its gravest danger is not the domination of the ignorant and self-seeking. Far greater is the danger that the organization may not become and remain vital to its extremities. The ignorant and self-seeking are neither the strong nor the significant elements. The power for good or ill lies with the average member. The political weakness of the American people lies in the lack of personal responsibility on the part of the average citizen. The need of the teachers of Chicago is for energy and for faith in themselves. Their ideals have been formulated. It is time that the character and mentality which they have approved in their leaders should manifest itself in the ranks. Power is never recognized, ideals are not adopted, except by such as hold within themselves the germ of like power and like ideals. The Federation should welcome all criticism and all encouragement, and when tempted to take either too seriously should remember that it has been following through stress and storm for nearly seven years a policy which is only now becoming clear to the wisest of its critics.

A. M. M.

Phoenix, Arizona, March 29, 1905.

FOR LARGER SALARIES IN NEW ORLEANS.

Our New Orleans friends are stirring themselves into action regarding salaries and the cost of living. A petition, signed by all the principals in the public schools, was presented by a committee from the New Orleans Educational Association, and was referred to the school board committee on resources. The Educational Association called a conference of citizens to discuss ways and means. The outcome of their work will be looked forward to with interest.

New Orleans, La., Feb. 9, 1905.

To the President and Members of the Board of Directors of New Orleans Public Schools:

Gentlemen: Believing that the board of directors of the public schools of New Orleans appreciates the work of the teachers in the New Orleans public schools, and is in sympathy with their needs, the New Orleans Educational Association would respectfully present to your consideration the following petition from the undersigned principals of the New Orleans public schools, speaking for the entire corps of teachers in the public schools.

We find that, with the present increased cost of living, the salaries now paid our teachers are, in most cases, not living salaries, as evidenced by the appended schedule of teachers' incomes, and of the minimum cost of living in New Orleans.

We therefore petition your honorable body to devise some means by which the teachers under your jurisdiction may be relieved, to some extent, from the pecuniary anxieties which now hamper their usefulness. To this end we would respectfully suggest that the minimum monthly salary be fixed at fifty dollars ($50.00) for the first year, with an increase of fifty dollars ($50.00) per annum for each successive year, until a maximum monthly salary of one hundred dollars ($100.00) be reached; with a proportional increase for principals, and for teachers in secondary schools.

We would herewith append a statement of the minimum cost of living, and of the present and the proposed salaries.

Mary Victoria Hulse,
President New Orleans Educational Association.

(A) Minimum Cost of Living in New Orleans for Teachers

Board and laundry at $25.00 per month (12 mos.)		$300.00
Carfare to and from school (9 mos.)		18.00
Clothing		50.00
Educational literature		5.00
Association dues—		
N. O. Educational	$1.00	
State association	1.00	
Pension league	6.00	
		8.00
Church and charity		10 00
Medical attention, dentist, etc		25.00
Incidentals		25.00
		$441.00
For Summer schools		.....
Recreation and amusement		.....
Cash account		.....
Attendance of meeting of state assn.		.....

(B) Salaries of Elementary Teachers—Present Schedule.

Associates:	
First year, $35 for 9 mos	$315
Second year, $40 for 9 mos	360
Third and fourth years, $45 for 9 mos	405
Fifth and sixth years, $50 for 9 mos	450
Seventh, 8th and 9th years, $55 for 9 mos	495
Tenth year and above, $60 for 9 mos	540

(C) Proposed Schedule.

First year, 9 mos at $50	$450
Second year, increase of $50 per annum	500
Third year, increase of $50 per annum	550
Fourth year, increase of $50 per annum	600
Fifth year, increase of $50 per annum	650
Sixth year, increase of $50 per annum	700
Seventh year, increase of $50 per annum	750
Eighth year, increase of $50 per annum	800
Ninth year, increase of $50 per annum	850
Tenth year and after, of $50 per annum	900

Making an average maximum salary equivalent to $75.00 per month for twelve (12) months.

On March 9 the Public School Alliance was organized in New Orleans. Their battle cry is "A Million for Public Schools," surely a commendable declaration. The first measure of the alliance was to endorse high license. This is one of the live questions now before the community.—The School Journal.

Loans to Teachers BY A Teacher

If N. E. A. half-rates to New York, and cut Steam Ship rates to Europe attract you, pull the latchstring which is always out.

L. A. care FEDERATION BULLETIN,
437 Unity Building, CHICAGO, ILL.

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(Continued from page 3.)

drawn faces that show spirits too dead to weep, too hopeless to laugh, too pained to feel! Would not aristocratic Boston lock her doors, bar the shutters, and turn in shame from such a sight?

I know the sweatshops of Hester street, New York; I am familiar with the vice, depravity and degradation of the Whitechapel district; I have visited the Ghetto of Venice; I know the lot of the coal miners of Pennsylvania, and I know somewhat of Siberian atrocities; but for misery, woe, and hopeless suffering, I have never seen anything to equal the cotton mill slavery of South Carolina —this in my own America, the land of the free and the home of the brave!

For the adult who accepts the life of the mills I have not a word to say—it is his own business. My plea is in defense of the innocent; I voice the cry of the child whose sob is drowned in the thunder of whirring wheels.

The iniquity of this new slavery in the new South has grown up out of conditions for which no one man or class of men, it seems, is amenable. The interests of the cracker, the preacher, the overseer, the superintendent, the president, and the stockholders are so involved that they cannot see the truth—their feet are ensnared and they sink into the quicksands of hypocrisy, deceiving themselves with specious reasons. They must be educated and the people must be educated.

So it remains for that small, yet valiant, band of men and women in the South, who are fighting this iniquity, to hold fast and not leave off in their work until the little captives are made free. We reach friendly hands across the miles, and out of the silence we send them blessings and bid them be strong and of good cheer. Seemingly they fight alone, but they are not alone, for the great, throbbing, melting, mother-heart of the world has but to know of their existence to be one with them.—American Federationist, April Issue.

WOMEN'S VOTES IN NEW ZEALAND.

"There are no such things as sweatshops in New Zealand," was one of the many interesting things John Graham Brooks told a large audience at the League for Political Education in New York City lately, in the course of a lecture on "The Boldest Experiment in Democracy." After sketching the New Zealand system of state ownership of railroads, telephones, and express companies, its state banks, its state life insurance company, its compulsory arbitration, its old-age pensions, its industrial co-operation—Mr. Brooks says the United States has had 1,100 strikes since New Zealand stopped having them ten years ago—he turned to the subject of woman suffrage.

"All the women vote in New Zealand. What has happened? The vote of the women has introduced no great changes.

The suffragists were confident, for example, that the women, once they got the vote, would wipe out the rum traffic. They have not done so. They are trying to curb it, but in a spirit of moderate opportunism. * * *

"They said they would introduce hysteria into politics. It is the record of observers on both sides that this has not been the case. I have a private letter from a man who was on the spot, and he says that nothing in the general election so astonished him as their matter-of-fact behavior.

"But if the woman vote has not in itself directly altered the political complexion of things, the family vote that has been formed by it has proved an element of political strength.

"Even the enemies of equal suffrage admit that, while no great changes have been wrought, women's votes have altered certain conditions. For instance, no man is now put up for office without taking into consideration his general character. The women voters are more particular about this than the men, and by being so they have raised the standard of morality in public officials. Again, in deciding upon questions involving sanitation, public libraries, etc., women are said to have shown themselves less commercial than men."

In conclusion, Mr. Brooks read from the letter of a friend in New Zealand, which would prove food for the humor of the audience, he said. It ran something like this:

"As I write, the fan and gloves of our servant lie on the dresser. She is in full dress. She is going on the invitation of a young barrister to a ball given by the Boating Club. She will dance in the same set with the daughters of the prime minister."

As an audible smile went around, he added: "The fops of the eighteenth century would have ridiculed any one who invited a banker or a lawyer to dine in society."

A WISE STEP.

The women's clubs of California are considering the question of making men eligible to membership. A few clubs have tried the experiment and found men of great service in the civic work of the clubs.

If this change is made they will be following the example of the Woman Suffrage Association, the mother of all the woman's clubs. Men have always been eligible to membership in these associations, for the first article in the creed of the suffragist is that it is not good for either man or woman to be alone in the work of making the world better.

LIDA CALVERT OBENCHAIN.

CHICAGO TEACHERS' FEDERATION.

The adjourned session of the annual meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, April 8, 1905.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, April 11, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

Chicago Teachers' Club will lunch informally at the Noon Day Club, 82 Randolph St., 1:00 p. m., Saturday, April 8th. Regular meeting in the parlors of the club, 2:30 p. m. Special business, nomination of officers. Dues are payable.

EMILY A. HAYWARD, Cor. Sec.
MARY E. REYNOLDS, President.

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Kimball pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

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New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the player	20
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Easy Payments if Desired

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Everybody's Magazine
Out for April

MR. LAWSON WRITES:

"I start this month on the actual Crimes of Amalgamated. I give names, times, places in detail.

"**No Wall Street man or investor can afford to miss the UTAH COPPER BUNCO GAME.** How **Samuel Untermeyer, Esq.,** Clark, Ward & Co. and ENGLISH INVESTORS WERE SWINDLED.

"The Munroe & Munroe **City Bank Flimflamming** of two professional gamblers. How one of the **Big Three Insurance** Companies sold their stocks for $5,839,000.87 and made sworn statements to the Insurance Departments that the same was $3,075,392.

"I describe the Insurance trick of 'New business.'

"**I make my first apology** to those I have flayed, to ROGER FOSTER, ESQ. I answer critics from Georgia, New York, Kansas, Tacoma, Boston and Philadelphia straight from the shoulder, calling **spades black spades.**

"If there is any **liquid blood** left in the nation, it **should boil.** RECORD me it will.

"Garfield reports to ROOSEVELT: 'BEEF TRUST ALL RIGHT.'

"If the AMERICAN people, with this latest insult to their intelligence and with RUSSELL'S facts in their hands, don't put another nail in the **'System's'** coffin, I miss my guess."

IN MR. RUSSELL'S ARTICLE:

In the April number a picture is given of sixteen great railroad presidents, terrorized by the **Beef Trust,** sneaking into a NEW YORK CLUB to rebel in concert against the TRUST'S gorging methods.

"THE EXPERIENCES OF A NURSERY GOVERNESS," the many stories and other striking features will interest every woman.

FOR SALE ON ALL NEWS STANDS.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, APRIL 14, 1905. No. 20.

CHICAGO TEACHERS' FEDERATION.

A Body of Chicago Schoolteachers That Is Fast Becoming a Great Civic Power.

Excerpts From an Article in Record-Herald of April 2, 1905.

By John Rathom.

We cull the following from a full page article illustrating the change in attitude developed during the last few years in a great newspaper which formerly stood strongly for the exploded fallacy of "autocracy" in the schools. We doubt whether Mr. Rathom could have secured space for a similar article five years ago.—The Editor.

"The Chicago Teachers' Federation is an organization about which the vast majority of people outside of its ranks know very little. In its power for good or for evil and in the fact that its membership has complete supervision over the education of hundreds of thousands of young children, this body becomes a legitimate subject for public discussion.

At this moment there exists a condition of affairs with regard to the technical workings of the public school system that has lined up the teachers solidly against the superintendent of education and the members of the board.

Born of stress and strife, the federation ever since its beginning in March, 1897, has been perpetually in the sweep of a bitter fight, first aimed at one object and again at another, but always vigorous, always sincere and earnest and always striving for what it considers to be the best interests of its members and the community at large."

* * * * * * *

"The object of the federation, as stated in its original constitution, which is still unchanged, reads as follows:

"The object of this organization shall be to obtain for teachers all the rights and benefits to which they are entitled; the consideration and study of such subjects as the federation may deem necessary; the consideration and support of the pension law and the study of parliamentary law."

The first efforts of this body were devoted to securing a more adequate salary for elementary teachers, whose yearly stipend had been practically stationary during the twenty years previous, notwithstanding that the necessary equipment and cost of living had greatly increased."

* * *

"A great many educators and a number of members of the board of education looked on this movement and its growth with many misgivings, but notwithstanding opposition the federation's first effort was successful and the board of education adopted a new salary schedule, which, if enforced, would have given teachers of ten years' experience a yearly salary of $1,000, being an advance of $200 on the maximum then paid to primary teachers and $175 on the maximum paid to teachers of the grammar grades.

The board, however, never put this schedule into force, pleading lack of revenue. This led the federation, through its finance committee, to make an investigation as to the cause of the shortage of funds, and its members rapidly uncovered the fact that the school fund and the entire exchequer of the city and county were suffering each year the loss of hundreds of thousands of dollars through the failure of the large corporate interests, notably the public utility companies—gas, electric light, telephone, etc.—to pay their fair share of the taxes."

* * *

"What followed is already civic history, but the great mass of the people have never fully realized the immense services rendered to the city by the federation in its great and successful taxation battle. The organization, then numbering 3,500 members, detailed two of its leaders to spend their whole time looking into this subject and to make a report as to the best method of compelling the corporations to pay their just taxes. A suit in court was the direct result of this investigation and the evidence brought out in the action showed that in the year 1899 $235,000,000 of value of public utility corporations paid nothing in taxes to the State of Illinois .

The case, which was prosecuted through the Illinois Supreme Court, resulted in an order entered against the state board of equalization, demanding that it tax the corporations mentioned in the bill to the amount of nearly $2,000,000 for the year 1900. The defendant companies sought federal aid, which restrained the payment of a portion of this tax, which is still in dispute in the United States Supreme Court.

A large part of it, however—over $600,000 in cash—was paid in, as back taxes for the year 1900, and since that time the board of education has each year benefited to the extent of $250,000 through the efforts of the federation."

* * *

"At the present time there exists between this great teaching force and the board of education a difference of opinion which, it becomes apparent from the slightest investigation, must be straightened out in some manner before the best interests

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of the schools are conserved. This friction revolves around three or four well-defined subjects."

* * * * * * *

"Another is the demand of Superintendent Cooley that promotional examinations, such as have been in existence for the last two years, shall be retained in all their force, believing as he does that they are of the greatest value in the betterment of the teaching body.

A third is the insistence by the teachers that the present system in force under the rule of Superintendent Cooley and practically built up by him is too much overloaded with technicalities and that it will, if persisted in, turn the teachers into mere inanimate machines, without any initiative of their own, and make them practically students instead of independent men and women with a distinct and lofty vocation."

* * *

"On all these three subjects the teachers, or those teachers who are part of the federation, and Mr. Cooley are diametrically opposed. The friction that is generally believed to exist in a personal way between the teachers and the superintendent has, in fact, no existence at all.

I have spoken in the past few days to a large number of representative teachers, all of whom are members of the federation, and the majority of them insist that he does not recognize their full rights and that in his ambition to thoroughly systematize every particle of the work of the board of education he has gone too far and surrounded the teaching body in a mesh of rules and restrictions that takes away half their value and more than half their enthusiasm. There is, apparently, no personal animosity against Mr. Cooley whatever."

* * * * * * *

"On the other hand, it is impossible to talk with Mr. Cooley for any length of time without being convinced of his utter lack of personal animus against either the federation or any particular body of teachers, and his single-minded interest in one thing—the constant betterment of our public school system."

* * *

"With a feeling of this character existing on both sides, it seems incomprehensible that some arrangement cannot be arrived at that will at once and permanently remove all causes of friction in the department.

While Mr. Cooley does not believe it was wise for the Teachers' Federation to have allied itself with any organization of the city's life so distinctly individual as the Federation of Labor, he does not lay much stress on this condition, though he deplores it as tending to create the very sentiment of class affiliation that the teachers declare they are trying to obliterate. But the main point of contention at the present time and the one which, if settled satisfactorily to both interests, will mean an entire clearing of the air, is the question of promotional examinations.

It is around this subject that the bitterest controversy gathers."

* * * * * * *

"To put the matter briefly and in a way that it can be easily understood, it is sufficient to say that the promotional examination which all teachers who desire to be put in the path toward increased salaries must take is divided into two parts—one academic in character and the other professional—that is to say, relating wholly to the actual work of teaching.

The academic paper, which consists of any one of fifteen subjects, to be selected at the will of the teacher, counts 50 per cent of this examination and the professional quiz makes up the other 50 per cent. This professional examination is itself divided into two parts, 50 per cent of it being based on markings on actual results of teaching in the schoolroom and the other 50 per cent on answers to written questions exclusively with regard to the profession of teaching.

Mr. Cooley thinks that this examination makes a fair division of subjects."

* * * * * * *

[The Federation insists (we quote now from the statement sent out some time ago regarding "efficiency") that "after permanent appointment actual work in the school room, under supervision competent to recognize scholarship and professional ability in and through such work, be the only test of a teacher's efficiency."]

"Dr. Cornelia B. De Bey, who speaks through the Record-Herald on behalf of the Teachers' Federation, makes the following statement:

"Under the present conditions our superintendents and principals are not actual educators, but part of a red-tape system. The work of the teacher in the schoolroom ought to be the great main test of competency, and the so-called examination tests on which the superintendent of education insists are not tests, but a nonsensical and useless waste of time. This sort of educational activity is parallel with the proposition that to find the weight of one thing, instead of putting it on the scales and weighing it, it is better to weigh something else and then find out what you want to known by comparison."

* * * * * * *

"For six or seven months before these examinations teachers cram with unnecessary knowledge and very often undermine their health and strength and unfit themselves for the daily labors in the schoolroom, while they are going through these academic studies. It is not an exaggeration to say that there is a larger percentage of sick teachers in Chicago to-day than has ever before been known in the history of the board of education."

* * *

"There is another side to this question also. The young men and women engaged in the profession of teaching in this city ought to be as free in their lives as any other citizens in professional work, but they are treated as part of a hide-bound system and are compelled to keep up a certain grade of so-called 'scholarship' that is utterly useless to them. I believe the only thing the department of education ought to make an issue about, as far as the ability of the teacher is concerned, is 'Is she doing good service?'

"The real purpose of these people is teaching. The promotional examination is nothing more than a mercenary chase, being the only means by which teachers can add to their scanty income. As soon as they pass this examination they get a raise of $5, and from then on are raised automatically until they reach the top limit in what is known as the first group of salaries, ranging from $825 to $1,000.

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It is only necessary for people to think for a moment, I believe, to be convinced that this promotional examination is nothing but an outrage, indefensible and unmoral from every standpoint.

"We will suppose that 500 young women come up for the examination, after having studied night and day for several months to pass it. A large number of these fail, and it is not improbable that among these unfortunates are very many of the best teachers, who go back to their classes utterly crushed and dejected, victims of a physical and mental reaction that is hard for outsiders to contemplate. Those who succeed, with the knowledge that they have at last attained a place where they may stop and rest on their oars, get into a condition of lassitude about their work and really become worse teachers in consequence. The one indisputable fact that ought to be borne in mind in this connection is that those teachers who devote most of their energies to their pupils during the preliminaries for this examination are the ones that fail in the examination."

* * *

"Mr. Cooley thinks that the examinations are a good stimulus. He is right in that respect, for the $5 increase and the beginning of a road to easy street make a tremendous stimulation, but the whole system is evil. It creates fear, superficiality and greed. We never had less real life or more fear in the school system of Chicago than we have to-day. The putting of superficial tests and superficial premiums on crammed scholarship and subordinating the real growth and power of the teacher's profession is, to my mind, a most ridiculous proposition.

"Our whole school system is a growth. We have 6,000 teachers here, the great majority of them educated and cultivated, and yet they are not trusted to do their own work, but are treated like students of a college. Our teachers have paid for every experiment that has been made by the board of education, for each experiment has been followed immediately by reduction of salaries. Six or seven years ago our teachers had an average of forty-two pupils to a room; now a great many of them have an average of sixty pupils."

* * *

"The origin of these promotional examinations was economic entirely. The new method was brought into force simply because it was the best way of putting a check on the salary list of teachers. These promotional examinations * * * drive out all creative possibilities.

"The remedy? The teachers should have a council system. Our present system is nothing but a great conglomerate mass, without any natural mechanism whatever, in the various schools of the city, to enable the teachers, as a body, to give the superintendent of education the benefit of their vast experience on whatever grave problems arise. Until these districts are formed and the teachers through their most trusted members have a legitimate mode of expression, the errors of the system will continue to grow."

* * *

Jane Addams has very decided views on all these questions at issue. She said:

"From one point of view I have no right to speak on this subject at all. I am neither a teacher, nor in any way officially connected with the schools, but merely a citizen and a looker-on, though lookers-on, we are told, sometimes see most of the game. With regard to the promotion of teachers, it seems to me that a professional person must be judged in the long run by his professional work, that a lawyer is judged not by set examinations in this state or that state, but by his success in practice.

"No one can stand more firmly than I do for a merit system. No one, I think, understands more clearly the evils of the non-merit system, and no one believes more strongly than I that before we can get our public affairs in order we must have some such machinery as the merit system affords. But the merit system may very easily be brought to disrepute in its first trial, and it is at the present moment largely on trial in America everywhere. It may very easily be applied in such a way as to make it not a reasonable test of merit, but a very bungling contrivance and deservedly suspected of stupidity.

"I believe that to test people as students, when they are engaged as teachers, to test their knowledge by examination and not as it appears in their work, is a misapplication of the merit system. Their professional proficiency comes out in the children whom they teach; it is revealed in their daily occupation and in their mental alertness. Of course, they must feed their minds, because they will go to pieces if they do not and their work will soon show it. But to insist upon set study and a set apparatus of examination is to test them in one thing and to employ them for another thing.

"It seems to me that we ought to do away with extraneous tests. Let us, by all means, have a merit system in our schools, but let us study to find the best merit system. Let us see to it to-day that if we are going to have civil service in the schools we have a good, respectable, well-tested civil service, built from within, and not clapped on from the outside. After all, it is the minds of the children that we are studying to improve, and the improvement of the teacher must depend upon that."

* * * * * * *

[Mr. Cooley, in speaking about promotional examinations, said in part:]

"The teacher's work at the present time demands more real ability and industry, more tact and devotion to high ideals, more sympathy with the struggles of others, than is called for in any other profession or calling. The work of a teacher of to-day requires a long, continuous and critical study of many academic subjects as well as a mastery of the most approved methods of instruction. The true teacher never makes the mistake of thinking her education is finished and complete. She knows that the moment she ceases to be an earnest student along both lines, academic and professional, she will begin to lose her power as an efficient teacher. She knows that it is fatal to her success as a teacher if she loses her sympathy with the learner, a sympathy she can retain only by continuing to be a learner herself. It is only by a study of the processes by which truth enters her mind that she is able to understand the difficulties of others who are receiving knowledge for the first time. It is only by the act of acquiring that she can learn to help others acquire.

"I wish to call attention to the fundamental im-

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

THE INDUSTRIAL CONFLICT AND THE TEACHER!

"The first problem, to produce wealth; the second, to distribute it. The first problem contains the question of labor, the second the question of wages. In the first, the point is the employment of strength, and in the second the distribution of enjoyment. From a good employment of strength results public power, and from a good distribution of enjoyment individual happiness. By a good distribution, we mean not an equal but an equitable distribution. The first equality is equity. . . . The two problems must be solved together in order to be properly solved; the two solutions must be combined and form but one."—Victor Hugo.

I.

The application of machinery and the organization of industry during the last fifty years has brought about a marvelous increase in the production of wealth. The productive power of the workman has been multiplied and then multiplied again. The per capita production of cereals in the United States has increased from 38 bushels in 1850 to 58 bushels in 1890, notwithstanding that the percentage of those engaged in agriculture has decreased greatly during that period. The per capita value of manufacturers in 1900 was more than *four* times that of 1850. From 1890 to 1900 population increased 21 per cent, while the value of manufactured products increased 38 per cent. We no longer fear that production will not keep pace with the increase of population, but, on the contrary, we hear much of the dangers of race suicide. Malthus has given way to Roosevelt.

This great increase in production has resulted in a severe struggle of the various interests, to secure for themselves the largest possible share of the product. Capital has been organized into the trust, and labor has been organized into the union. Each combination strives to avoid destructive competition among its members through identification of interests and each seeks for special advantages and privileges. The possession of special privilege begot a greed for more privileges and corruption in public life was born. Politicians were bought by corporations and the corporations received invaluable monopoly franchises. From Rhode Island, Colorado, Wisconsin, New Jersey and Illinois we heard of the domination of state legislature by corporate interests. From Philadelphia, Chicago, St. Louis and Denver we heard how corporate interests purchased city councils and secured special privileges worth millions. Kansas is now in the throes of a fight against Standard Oil, and Montana is dominated by Amalgamated Copper. Such are the results brought about by capital in the economic conflict. At the same time in Colorado and Pennsylvania, in New York, Chicago and San Francisco, we have seen the tyranny exercised by labor having arbitrary power. In this struggle the motive is the unrestrained and selfish desire of these various interests to control the largest possible amount of wealth. We are able to produce wealth, but we have not secured an equitable distribution.

No interest engaged in this conflict has shown itself to be wise enough and unselfish enough to have unlimited power to decide what the various shares of the total product should be. An equitable distribution must come ultimately through the people—it must be democratic. No considerable part of the people, however, will act until their self-interest forces them to do so. For instance, the welfare of the business man and shipper is so involved with that of the large transportation interests that they cannot be expected to take, nor will they take, an active part in the movement against the special privileged class. The professional class of society, lawyers, physicians, ministers and teachers are not, as a class directly connected with labor or capital in the production and distribution of wealth. Can they safely leave the determination of their share of the total product to these factors? Experience has shown that the physician, minister and lawyer can command a compensation commensurate with his services and proportional to his importance as a class. The teacher, however, occupies quite a different position. The state is practically his own employer, and there is no other demand for his service as a teacher. The only competition for his service is the demand for his activities in some other capacity where his professional training is not a factor in fixing his compensation. School boards, in dealing with the teacher, have taken advantage of this economic weakness, and as a consequence we find that the salary and professional rank of the teacher are the lowest. Teachers' salaries must be paid out of the tax receipts, and when powerful commercial interests, through political pull, are enabled to secure an under-assessment of their property, or when public service corporations secure valuable privileges without rendering compensation the tax receipts decrease, and since teachers have been the least capable of resisting because their political power was the least, they have suffered the most. The report of the United States Commissioner of Education for 1902 gives the average annual salary of male teachers in the common schools of the United States as $356, of female teachers as $228, and for both $307.* The unskilled workman probably earns 25 per cent more per annum. Under such conditions the decrease in the proportion of male teachers from 41 per cent in 1870 to 27.8 per cent in 1902 was to be expected. We can but wonder how any young man with ability to succeed at anything else would continue as a teacher in our public schools.

*These figures were obtained by multiplying the average monthly salary ($49.05 and $39.77) by the average number of months (7.25) taught. Perhaps the true average income is somewhat larger.

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Right conditions will not be brought about of themselves, nor by the effort of an individual. The half-million teachers of the United States, represented in every community, are the ones most interested and they are the ones to act in making their calling a profession. They have been too long justly criticised as having an interest in questions directly proportionate to their unimportance. Teachers have a very important part in our industrial and political life. That they are beginning to appreciate their position is shown by what they, as a class, have done in Chicago.

W. M PERSONS.
University of Wisconsin.

IN MEMORIAM.

There is another vacancy in the band of faithful workers who have dedicated their lives to the teaching of our future citizens. One more has crossed the dim borderland between the here and the hereafter, to receive from the Master the "Well done, good and faithful servant."

Mrs. Martha A. McKenzie of the Sumner school died Wednesday, April 5th, from heart failure succeeding an attack of pneumonia, and was buried Friday, April 7th, at Rose Hill cemetery.

Mrs. McKenzie was one of those teachers whose pupils become their friends, and many a man and woman in Chicago are to-day better for the year they spent with her.

She was one of the earliest members of the Teachers' Federation and remained until her death one of its most loyal members and supporters. Surely "she hath done what she could."

IN MEMORIAM.

The death of Miss Louise R. Stowell, teacher in the Brown school, incompletely reported in the papers, came as a stupefying shock to her many personal friends. Those friends who saw her at the hospital during her last ten days, before all were excluded from the sick room, noticed that she was irrational in her speech, but attributed it to her state of nervous prostration. They were to learn later that complete physical wreck had become mental wreck as well, and that she was mentally irresponsible. It was the sorrowful climax of the unequal struggle of a brave soul.

Hers was a story not unfamiliar. Faithful work, physical breakdown, the expenditure of small savings and mortgaging of small property, debt, the determined effort to resume work and meet obligations; the attempt, in the face of unpaid bills, to secure the largest salary to which her experience entitled her, by preparing for and passing the promotional examination in January with final collapse. Ever staunch and earnest in support of principle, she met her ills with a smile and a joke and brightness of manner which gave her a yet more youthful appearance than her thirty-five years and an illusion of health.

Miss Stowell was born at Elgin, Ill. She graduated at the college there and later at Valparaiso Normal College. She taught her first schools near Elgin and in St. Charles. Seven years ago she came to Chicago, since when she has taught in the Brown School.—Leonora Pease.

(Continued from page 3.)

portance of the teacher's having a full and accurate knowledge of the subjects she attempts to teach; that no one can teach all—or even half—that she knows; that there is bound to be a large percentage of waste and loss in the act of transmission. It is an exceptionally good engine that can transmit 25 per cent of the energy wrapped up in its fuel. It is an exceptionally clear-headed teacher who can transmit a larger per cent of what she knows to the struggling learner. If the teacher wishes to impart a piece of knowledge, she must not only have appropriated it herself, but must have gone beyond it and around it; she must see it in its relations to other facts or truths; she must know from what it originated and to what it is intended to lead. She must, then, if she wishes to teach half of a subject, know the whole, or nearly the whole, of it. She must have ample margin in reserve for dealing with unexpected questions and unexpected difficulties.

* * *

"Let the teacher attempt to teach arithmetic without some knowledge of algebra and geometry, and she will surely waste her own and the pupil's efforts, and fail to impart an accurate and systematic knowledge of arithmetic. Let her attempt to teach United States history without a knowledge of the history of Europe, and she will fail to give a broad, just and sympathetic view of our own greatness and limitations. Let her attempt to teach even the ordinary selections in our readers without a broad knowledge of English and American literature, and she will fail to appreciate as well as to teach the really vital truths found in the selection. She will fail to interest her pupils in authors and books, she will fail to teach them the value of books and their uses in future self-improvement.

"Of course, one effect of raising the standard will be to reduce the number of competitors within the profession. The laws of supply and demand are operative in the professions, as elsewhere. We shall, of course, have fewer doctors, fewer lawyers, and even fewer teachers, but the work will be better done, the children will be taught more than correspondingly better, and, on the other hand, the privileges, prerogatives and remuneration of the teacher will be correspondingly greater. It follows from this that, if society is to increase its endeavor to protect itself against the incompetent by increasing the quantity of professional work demanded by the teacher, or of the physician, greater inducements must be held out to men and women to fit themselves for these professions. If it is necessary to spend five, six, seven or more years in acquiring the special training and knowledge that will fit for the occupations in one of these professions, the prospective rewards must be in proportion. If it is expected that men and women will spend some of the best years of their lives in preparing for teaching, we must see to it that the remunerations, both in money and social standing, shall be sufficient to reward them for it.

"It is perfectly legitimate for the teacher, as well as for other professional people, to think of remuneration both in terms of money and in terms of social position and advantages. Society must see to it that in both these respects sufficient inducements shall be held out to induce the teacher to spend these years in preparation for teaching,

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and also to continue to study in order to keep abreast of the advances made in the profession. As it is inevitable that if the standard is raised the remuneration must increase, the surest way to bring about this greater remuneration is by protecting us against the competition of the unfit, the incompetent. If this can be brought about we can be sure of a reward for our labor and sacrifices. The teaching profession is to-day suffering more from the competition of the unfit than it is from lack of revenues, great as is our suffering from that cause."

[In this there is no difference of opinion between the superintendent and the teachers, but when in the next paragraph he is made to express himself as utterly at variance with the judgment of every great leader in education, we can but feel that if at any time in the past he entertained such views it is an injustice to now hold him to a theory which experience has shown is untenable.—The Editor.]

BOARD OF EDUCATION.

Wednesday April 12, 1905.

The following recommendations were adopted:

TRANSFERS AND ASSIGNMENTS OF ENGINEERS, JANITORS, ETC.

Transfer:

James Sweeney, fireman, from the Richard T. Crane Manual Training High School to the Parental School.

Assignments:

Garnet Fee, engineer, Andrew Jackson School.

James Murray, engineer, Brainard School.

John K. McKeough, messenger in the Superintendent's Department.

Separations:

Michael J. Broderick, substitute engineer, Andrew Jackson School.

Walter Lowell, temporary fireman, Parental School.

John K. McKeough, office boy in the Superintendent's Department.

Martin J. Maloney, substitute engineer, Brainard School.

Changes in Salaries.

(Effective April 1, 1905 Owing to Opening of Class Rooms.)

Fred Brown, engineer, Fulton School, from $145.93 to $155.93 per month.

William Fee, engineer, Goudy School, from $138.16 to $148.16 per month.

Joseph Tansy, engineer, Komensky (new) School, from $143.22 to $153.22 per month.

Julius U. Pritchard, engineer, McAllister School, from $160.77 to 162.43 per month.

That the following resolution adopted by the Board at its regular meeting, held June 24, 1903, page 645, be rescinded:

Resolved, That it is the sense of this Board that all school employes should pay their judgment debts, and that upon failure to do so the President of the Board be instructed to suspend all such business employes, and that the Superintendent of Schools be and he is hereby instructed to suspend all teachers who fail to do so and report the same to the Committee on School Management for immediate dismissal.

The committee further recommends that every claim and judgment be referred to the Committee on School Management and it will consider every case on its own merits as they are submitted.

Assignments.

De Young, Richard G., Thorp School; Drummond, Mary Grace, Pulaski School; Lichen, Lillian, Talcott School; Fletcher, Agnes J., Burnside School; Henderson, Pauline M., Revere School; Lee, Anna M., Mitchell School; Miles, Helen, Ryerson School; Mouffe, Irma C., Jefferson School; O'Heron, Nellie, Drummond School; Purcell, Mary W., Pickard School; Ryan, Alice M., Foster School; Weber, Mary E., Schiller School; White, Cora A., Goethe School.

Transfers.

Bassett, Lucius M., Worthy to Newberry; Carney, Margaret, Goethe to Ogden; Eastman, Helen B., Crerar to Goudy; Gingrich, William F., School for Apprentices to Spry; Jewell, Abbie L., Thomas to Cameron; Korten, Gustavia, Thorp to Kershaw; Lodge, Anna L., Foster to Kenwood; Lovell, Lena R. (sup), Schiller to Bass; Reynolds, Loretta, Goudy to Henry; Reynolds, Loretta, Henry to Ravenswood.

Assignments and Transfers of Teachers.

That Esther Muir, a teacher in the Walter Scott School, be placed on the unassigned list.

That Archibald O. Coddington, principal of the Goudy School, has been granted leave of absence for one year to study abroad, which makes it necessary to fill his position.

The Superintendent therefore recommends the election of Harriet A. Eckhardt to the principalship of the Goudy School, salary first year, third group, of the schedule of salaries for principals of elementary schools, $1,200.00 per annum, to date from April 17, 1905.

That George B. Masslich, a teacher in the John Marshall High School, be elected principal of the John Worthy School at a salary of $150.00 per month, to date from April 15, 1905.

That the resignation of Charles E. Marks, principal-elect of the John Worthy School, be accepted.

CHICAGO TEACHERS' FEDERATION.

The adjourned annual session and the regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, May 13, 1905.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, May 2, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

Josiah Quincy tells how he was once identified by a laborer who was enlightening a friend. "That is Josiah Quincy," said the first laborer. "And who is Josiah Quincy?" demanded the other. "Don't you know who Josiar Quincy is?" demanded the first man. "I never saw such ignorance. Why, he's the grandson of the statue out there in the yard."

Mrs. Waldo-Cecil—He has a barrel of money!

Edith Waldo-Cecil—But is he all right socially?

Mr. Waldo-Cecil—Oh, yes; he hasn't the least idea how he got it!—Puck.

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They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

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APRIL ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the player	20
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Everybody's Magazine
Out for April

MR. LAWSON WRITES:

"I start this month on the actual Crimes of Amalgamated. I give names, times, places in detail.

"**No Wall Street man or investor can afford to miss the UTAH COPPER BUNCO GAME.** How **Samuel Untermeyer, Esq.,** Clark, Ward & Co. and ENGLISH INVESTORS WERE SWINDLED.

"The Munroe & Munroe **City Bank Flimflamming** of two professional gamblers. How one of the **Big Three Insurance** Companies sold their stocks for $5,839,000.87 and made sworn statements to the Insurance Departments that the same was $3,075,392.

"I describe the Insurance trick of 'New business.'

"**I make my first apology** to those I have flayed, to ROGER FOSTER, ESQ. I answer critics from Georgia, New York, Kansas, Tacoma, Boston and Philadelphia straight from the shoulder, calling **spades black spades.**

"If there is any **liquid blood** left in the nation, it **should boil.** RECORD me it will.

"Garfield reports to ROOSEVELT: 'BEEF TRUST ALL RIGHT.'

"If the AMERICAN people, with this latest insult to their intelligence and with RUSSELL'S facts in their hands, don't put another nail in the **'System's'** coffin, I miss my guess."

IN MR. RUSSELL'S ARTICLE:

In the April number a picture is given of sixteen great railroad presidents, terrorized by the **Beef Trust,** sneaking into a NEW YO X CLUB to rebel in concert against the TRUST'S gorging methods.

"THE EXPERIENCES OF A NURSERY GOVERNESS," the many stories and other striking features will interest every woman.

FOR SALE ON ALL NEWS STANDS.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, APRIL 21, 1905. No. 21.

ADMINISTRATION AND SUPERVISION.

1. The Superintendent as a Man of Affairs.

William H. Maxwell, City Superintendent of Schools New York, N. Y.

[Excerpts from a paper read before the Department of Superintendence, Atlanta, Ga., Feb. 25, 1904.]

The primary objects of school administration are, first, to take the measures necessary to secure for every child his natural and constitutional right to an education that shall equalize for all, as far as education may, the opportunities for life, liberty, and the pursuit of happiness; second, to provide properly qualified teachers for our children; and third, to create those conditions under which each teacher may do his best work. The chief instrument in accomplishing these objects is, or ought to be, the school superintendent.

Frequently we hear it said that the administrative rules which govern the work of a superintendent in a large city do not apply, because of changed conditions, to a superintendent in a small city; and that the methods of work in a small city or village must necessarily be very different from those used in a large city. Such statements are only partially correct. True, the superintendent in a large city is compelled to devote his time chiefly to administration, and sees comparatively little of the work in the schools; the superintendent in a small city has much greater opportunities of coming in contact with teachers and pupils. And yet, the difference is but a difference in detail. The superintendent in a large city should be both a schoolman and an administrator; so should the superintendent in a small city. Each, if he is to be instrumental in carrying out ideals of school administration, should be a schoolman and a man of affairs. The only difference is that in the small city or village the superintendent performs the work himself, by his own personal exertions; in the large city the superintendent acts through agents. The objects of public education are the same in the Rocky Mountain village as they are in the city of New York; in a hamlet of Mississippi as in the city of Chicago; and these objects are to bring the young of America, whether home-born or foreign-born, into harmony with American civilization, to put them into possession of their intellectual inheritance, to inculcate high ideals of life and of conduct, to develop power and skill, and to cultivate those virtues of reverence, courage, and devotion to duty, without which the citizen cannot succeed and the republic cannot endure. These are the chief objects for which the public schools have been established. The superintendent and the whole administrative machinery exist only for the purpose of accomplishing these ends, and the three great services which the superintendent can render toward their accomplishment are, first, to aid in securing education for all children; second, to provide properly qualified teachers; and third, to create those conditions under which each teacher may do his best work.

In order to secure education for all children, to the end that all may have equal opportunities for life, liberty, and the pursuit of happiness, legislation is necessary to require all children to go to school, to prevent children from being set to work while they ought to be playing and learning, and to curb and punish the greed of parents and the greed of corporations, that would coin money out of the flesh and blood of these little ones.

In order to secure properly qualified teachers, the first essential condition is to establish a high standard of scholarship and of professional training for entrance to the teaching profession. When, in 1895, the law was enacted by the legislature of the state of New York that no one should be licensed or appointed as a teacher in the public schools of any city or village of the state who had not as a minimum qualification a high-school course of three years and a professional course of one year, the most important step ever made in this country to raise the standard of entrance to the teaching profession was taken. Already in that state, through the co-operation of the city and village superintendents with the state superintendent, this minimum has been raised to four years of high school work and two years of professional training. But we are still far from ideal conditions. Our teachers have not, even with these qualifications, that breadth of culture, that familiarity with our intellectual inheritances, that insight into human affairs, which are necessary to enable them to discharge in the most stimulating and economical manner their duties as teachers. The next step forward should be to require at least two years of purely college work above and beyond the ordinary high-school course. It may be said that many of our colleges and universities, through their chairs and departments of education, are already providing such teachers. But, in the first place, it may be observed that there is no immediate prospect that the colleges and universities will be able to supply anything like the number of teachers required. In the second place, experience does not pronounce an unqualifiedly favorable judgment on the elementary-school work of the college graduate. When he

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enters on actual work, he is a pure theorist. He knows little or nothing about practice. He is like the physician who should commence to practice medicine after listening to courses of lectures and reading a few text-books, without having attended a clinic or tried his nerve and skill in a hospital. *What is needed is not college men who have taken pedagogical courses as part of their work for the A. B. degree, but college men and women who have laid broad and deep their foundations of culture, and then devoted all their energies for not less than two years to learning, through study, observation, and practice, how to teach.*

The second condition for obtaining properly qualified teachers is some method of appointment and promotion under which the teacher's self-respect shall be maintained, and under which no influence—not social influence, not religious, not political—except that of merit, shall prevail. How can we expect to attract to the teaching profession ladies and gentlemen of culture and refinement, if, in order to obtain an opportunity for the exercise of their talents, they are compelled to beg the favor of politicians or humble themselves in the dust before a little brief authority? How can we expect teachers to inculcate by precept and example the duties of reverence, courage, and devotion to duty, if they are constrained to despise themselves for the methods by which they obtained their appointments?

* * * * * * * *

Suppose an adequate supply of properly qualified teachers, what conditions shall the superintendent seek to establish to the end that each teacher may be enabled to do his best work? They may be classified under four heads: (1) Proper school accommodations; (2) adequate remuneration for teachers; (3) the assignment of each teacher to that work which he can do best; (4) the development of a code of professional ethics that shall be binding on all members of the teaching and supervising force. A few words upon each of these topics.

I. Proper School Accommodations.

(a) Schoolhouses should be sufficiently large and sufficiently numerous to provide accommodations for all of the children of the community, distributed in classes of moderate size. Our aim should be to reduce the number of pupils to a teacher until a point is reached at which no teacher shall be required to teach more than thirty pupils at one time. Those who know the conditions in New York and Boston and Chicago may regard this as a counsel of perfection. It is, however, a perfectly feasible aim, and will be attained in a few years if the superintendents of the country unite in demanding it.

(b) Schoolhouses should be so distributed throughout the community as to afford convenient opportunity to all the children of the neighborhood to go to school. The importunities of real estate speculators, and the opposition of rich and socially exclusive communities, are as much to be dreaded and as much to be opposed in the location of schoolhouses as is the interference of politicians in the conduct of the schools. While the superintendent should have no direct voice in purchasing a school site, his judgment should be potential in its selection. There is no extravagance or waste in schoolbuilding comparable to that caused by the erection of buildings in unsuitable places.

(c) Schoolhouses should be not only properly heated, lighted and ventilated, but properly furnished and equipped. Much progress has been made in these respects. Good high schools are now better equipped with laboratories than the colleges were twenty years ago. The old school benches have given way to the separate seat and desk; which in the near future will, I trust, disappear in favor of furniture better adapted to the needs of modern education. I venture to say that ten years from now we shall be surprised that we ever allowed furniture to remain in our elementary schools, which is simply an obstacle in the way of every school activity except reading and writing. The school furniture of the future will subserve many different purposes—scientific experiment and observation, carpentry, drawing, modeling, and the other forms of manual training that have found their place as essentials in the elementary curriculum, alongside of work in the ordinary branches. Here again, in every respect except the making of contracts, the superintendent's voice should make itself felt.

II. Adequate Remuneration for Teachers.

The last report of the Commissioner of Education shows that the average salary of men teachers in the United States is $49.05 a month and of women teachers $39.77 a month, while nearly one-half the teachers in the country change their positions every year, owing to the widely prevalent plan of appointing teachers for but a single year. Are these conditions under which a teacher can do her best work? Can he always be cheerful and gentle when chill penury freezes the genial current of his soul and prevents his undertaking any sustained measures of self-improvement? I submit that it is one of the first duties of a superintendent to secure adequate remuneration for the teachers under his supervision. Under this term I include a living wage increasing with years of experience, permanent tenure of office after a probationary term and during efficiency, and a pension when old age or infirmities render the teacher no longer fit for active service. I am not pleading for luxury or wealth for the teacher. Luxury and wealth have no place among his ambitions. The teacher's way of life should always be frugal; but it should be the way of life of the cultured lady or gentleman. If he is to fulfil his mission, he must travel, he must study, he must mingle in refined society; and these things he cannot do on forty dollars a month.

III. The Assignment of Each Teacher to That Work Which He Can Do Best.

As there is no source of economic weakness so great as setting men to work for which they have no fitness, so there is no more fruitful cause of waste in the schoolroom than setting teachers to work for which they have no adaptability; as, for instance, requiring a teacher whose taste runs to language and literature to teach mathematics; or a teacher who has no ear for music to teach singing. The assignment to duty should, therefore, always be made by an expert—an expert not merely in school-work, but in human nature. To do this work, or to see that it is done right, is one of the chief duties of a superintendent.

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IV. The Development of a Code of Ethics That Shall Be Binding on All Teachers.

Such a code will transcend legal enactments and school-board ordinances. It will be binding upon all teachers solely by reason of their own sense of honor. Such a code will forbid the teacher's appeal to any social, religious, or political influence to secure appointment or promotion. Such a code will enjoin never-ending preparation for life-work, gentleness toward all children as becomes the "under-shepherds of the Lord's little ones," and that optimism which, through the mist of opposition and the obscurity of apparent failure, discerns the uplifting of humanity through the genius of universal education.

Such are the conditions under which a teacher may do his best work—properly located and equipped schoolhouses, adequate remuneration, assignment to the work for which he is adapted by natural aptitude and by training, and a code of professional ethics that shall regulate all his professional conduct.

What are the means by which a superintendent may bring about, or aid in bringing about, these conditions? I answer, all means which an honorable man of affairs may employ. The time has gone by when a superintendent may confine his efforts to the class-room, his office, and his study. He must work with his board of education, if that is in any way possible; against it, should that course unfortunately be necessary. Through conferences, public and private, and by taking the leading members of the teaching force into his confidence, he must secure the co-operation of his principals and teachers. By his own written and spoken word, by inciting others to write and speak, and by encouraging local school exhibitions, he must strive to enlighten public sentiment and secure its support for progress in the schools. And, lastly, he must unite with his brother-superintendents to secure necessary legislation for the protection of the schools from the baneful influences of politics; legislation to insure a steady supply of funds, not dependent upon the will of local authorities, and increasing automatically as population increases, so that the best energies of the teachers may not be diverted nor progress arrested by the whims and caprice of local politicians; and, lastly, legislation to protect all children in their God-given right to an education. In a word, the superintendent should be, not merely a schoolmaster, but a statesman who has a definite policy to carry out, and who knows how to take advantage of time and opportunity to secure results. Defeat he may often suffer, but he will never be cast down. If his cause is just and his motives are pure, and if he has the perseverance as well as the far-sightedness of the true statesman, success will eventually crown his efforts.

THE COLONEL FRANCIS W. PARKER MEMORIAL FUND.

The Board of Education of the city of Chicago has erected a splendid building to be devoted to the training of teachers. This structure stands on the spot once occupied by the Cook County Normal School. It was here that Colonel Francis W. Parker labored so earnestly for eighteen years for the welfare of children throughout the country by seeking to instruct and inspire those who were to become their teachers.

The Board of Education has thought it fitting to honor the memory of Col. Parker by setting apart a place for a memorial in the rotunda of the new building. A Memorial Committee, composed of representatives of various organizations of which Col. Parker was formerly a member and other organizations whose aim is the improvement of educational conditions, has been formed for the purpose of raising a memorial fund to the end that there be erected in the place provided a life-size bronze statue of the great leader.

Since the influence of Francis W. Parker is not confined to any one section, nor, indeed, to our country alone, it is believed that an opportunity to contribute to the memorial fund should be extended to teachers, pupils, and friends of education throughout the land. It is an omen of happy import that Dr. J. B. Zubiaur, the Horace Mann of South America, visited the school a few weeks after Col. Parker passed away, and, anticipating this movement, left a contribution of ten dollars.

If this work of the Francis W. Parker Memorial Fund Committee meets with your approval, it is hoped that you will assist with a financial contribution.

ORVILLE T. BRIGHT, Chairman,
6515 Harvard av., Chicago, Ill.

MISS SARAH E. GRISWOLD, Treas.,
Chicago Normal School.
68th st and Stewart av., Chicago, Ill.

Cook County Normal School.

Alumni Association.

Helen M. Hefferan, Sarah E. Griswold, George W. Fitz.

Chicago Normal School.

Melva Latham.

Francis W. Parker School.

Flora J. Cooke.

Chicago Principals' Association.

Orville T. Bright, James E. Armstrong, William M. Giffin, Florence Holbrook, Kate Starr Kellogg, Albert G. Lane, Fulton B. Ormsby.

School of Education, University of Chicago.

Wilbur S. Jackman.

Northern Illinois Teachers' Association.

Alfred Bayliss, John W. Cook, W. H. Hatch.

Illinois State Teachers' Association.

David Felmley, Livingston C. Lord, Daniel B. Parkinson.

Chicago Teachers' Federation.

Louie L. Kilbourn, Caroline Lynch, Mary V. Synon.

A Frenchman, paying his first visit to London, was walking with an English friend through Hyde Park on a foggy morning. "Fog! Ha, ha, mon fren'," ejaculated the Frenchman, "now I understand vot you mean ven you say zat ze sun it nevaire set on ze English dominion. Ma foi, it does not rise!"

"I don't like to say such long prayers," said a little girl the other night. "I want to say nice short ones, like nursey does."

"What kind does nursey say?" inquired her mother.

"Oh, she just says: 'Oh, Lord, why do I have to get up!'"—Philadelphia Public Ledger.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

HAVE TEACHERS ANY INHERENT RIGHTS?

For some time a committee of the New York city board of superintendents has been worrying over a number of serious charges brought against the principal of one of the high schools. The line of action to be pursued is plain, and there ought to be no doubt as to the outcome. But the question involved in the trial is a larger one than the purely personal and local questions would make it appear. Teachers, firemen, and policemen seem to be the only people under a supposedly democratic regime who are denied trial by a jury of their peers. This peculiar condition of affairs ought to engage public thought. At any rate, the teachers should take the matter in hand to secure for themselves the common rights of a citizen of this country.

Some wholesome lessons may be derived from military usage. If discipline is severe anywhere, it is in the army. Yet here the individual subordinate officer is accorded more respect than is the officer in charge of a school-room. A court martial's findings are final, as a rule. The superior officers are quite content to trust the judgment of such an organization. Trial by a jury of one's peers is a fundamental privilege. Are teachers to be deprived of it?

In New York City, as in most other cities, paternalism has been carried to an extreme in the educational system. Laws are imposed from above. Reports which cannot be of earthly use to any one are required. Changes in the course of study are made, or refused, as the case may be, by the rulers. Details of management are prescribed. Original effort is discouraged. Individual judgment is crushed. "The system" rules supreme. For this there may have been an excuse—though we doubt it—when teachers were appointed chiefly because they "needed the job." But with the class of teachers now at work even this pretense of an excuse looks flimsy.

Every school should represent a self-governing organism. Where this is not the case, there must necessarily be irritation and conflict and consequent waste of energy. In America let us live in an American atmosphere. The school as the nursery of American ideals and aspirations should be the best type of a self-governing institution.—School Journal.

THE ERICKSON BILL.

The Erickson bill in one form or another has been before the state legislature every session since 1899, when it first appeared as the Harper bill. In 1901 it was known as the Civic Federation bill, in 1903 as the Civic Federation and Board of Education bill. This year, the member of the legislature who introduced the bill in 1903 at the request of the Board of Education reintroduced the same bill on nobody's request, simply because there seemed to be no popular demand for such legislation in Chicago.

The special committee of the Board of Education, which had been industriously at work for several weeks on a proposed amendment to the school law, presented its report March 1. This report, after considerable discussion and some amendment, was finally laid on the table at the meeting of March 18.

Almost immediately after this action the Erickson bill suddenly revived and a sub-committee of the Committee on Education of the legislature visited Chicago for the purpose of hearing opinions of persons interested. The sub-committee met in the office of Representative Alonzo Wilson, and after a lengthy session adjourned to meet at the rooms of the Board of Education, about ten days later. At the first meeting of the sub-committee three members of the Board of Education were present, Mrs. Keough, Mr. Thompson and Rev. Mr. White. At the adjourned session of the meeting nine members of the Board of Education were present, Mrs. Keough, Rev. Mr. White, Mr. Thompson, Mr. O'Ryan, Mr. Duddleston, Dr. Weil, Dr. Dudley, President Mark and Rabbi Stolz. Four of these members were in favor of the bill with some modifications; five were opposed. At the meeting of the Board Wednesday, April 12, no action was taken, but judging by its past action in regard to its own bill, as prepared by its own special committee, had any action been taken it would have been unfavorable.

We have taken the trouble to inquire as to what the sentiment is in Mr. Erickson's own district, the Twenty-ninth, and are told frankly that the people in that district know nothing of it, that Mr. Erickson is pushing the bill on his own responsibility.

In view of the "unrest" existing among the members of the teaching force and the plainly expressed doubts evidenced by the Board of Education as to the wisdom of some of the rules which it is sought by this bill to fasten upon the school system by legislative enactment, and particularly in view of the fact that the people of this city have repeatedly expressed themselves in favor of *more* rather than *less* self-government, this pushing of a measure which means "autocracy" in its most pronounced form is very ill-advised.

CATHARINE GOGGIN.

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NORWAY AND SWEDEN.

So much excitement prevails throughout the civilized world over the Russo-Japanese war and the disturbances in Russia itself, that little is heard concerning the less sanguinary but very momentous upheaval in Norway. The Union question—Unionsagen—is not a new one, but recent events have caused it to assume greater proportions than ever before.

In order to understand the situation it is well to recall that from the Middle Ages until 1814 Norway and Denmark were united. At this date (1814), Denmark being involved in wars, the national feeling already existing in Norway augmented and she freed herself, formed a constitution and became a republic. But during the ensuing year Sweden lost Finland to Russia and bethought herself of the danger from antagonists on each frontier and of the benefits likely to accrue from an alliance with Norway. Negotiations followed and treaties were drawn up between Sweden and Denmark, to the end that Norway should be compelled to unite with Sweden. But Norway refused to recognize a treaty that should dispose of an entire country without the consent of that country herself, and war was the consequence.

But in time a conference was held between the National Assembly in Norway and the Rigsdag in Stockholm, at which an agreement was reached as to the new constitution and the conditions upon which the king should be recognized in Norway. Then, and not till then, did she proclaim Carl Johan as King Carl XIII of Norway and Sweden. This proclamation was issued "in terms that intimated that the new king based his rights upon the spontaneous and unanimous choice of the Norwegian people, and not upon any previous treaties in which the Norwegians themselves had had no part."

Under this new agreement Norway became "a free, independent, indivisible and inalienable kingdom, united with Sweden under one king."

"The constitution of the two countries, each of which rests upon its own fundamental laws, differ greatly from one another in a number of important points."

"The ordinary legislation of the two countries is wholly distinct, and in principles it is, in many respects, fundamentally different."

All important state institutions are separate; ministry and government offices, courts of justice, customs and finances.

This in brief is the relation of the two countries to each other; the king spends a small part of each year in Christiana, and is the nominal head of the government, although it can readily be seen that the Norwegian Storthing is a highly independent body and conducts the affairs of the kingdom very much to its own liking. The bond has never been very close and its strength has been severely tested upon several occasions.

The great point at issue has been the matter of foreign representation—Konsulatsagen. Norway has felt the justice of being represented abroad by her own men, but this has never been granted. It is easy to see that it requires a man of exceptional nobility and a strong sense of justice to represent the interests of the two countries, even though those countries be ruled by one king. They may have one sovereign, but they are not one people. Involuntary fraternity is a very weak tie and one must expect something less than complete harmony.

The matter of separation has been often discussed in Norway, but it has always been opposed by Sweden, and even in her own Storthing has had its strong opponents. The Norwegian people, although eminently peace-loving, are such extreme individualists that it is difficult for them to unite on matters of great moment. But a new impetus has been given to the question, and Norway has combined at last against her neighbor.

The king has abdicated in favor of his son, ostensibly on the plea of age and failing health, but it is believed that the prospect of dismemberment was one that he did not wish to face, preferring to leave it to younger men and minds. It would seem that Norway having entered into this union "voluntarily and spontaneously," could as readily dissolve the partnership. But this is not the case. The young prince is ambitious and would found a great Scandinavian empire; he would also have the strength of Norwegian arms in case of troubles from the Russian frontier, of which there is always a possibility.

But Norway, on the other hand, having so long virtually conducted her own affairs, feels herself quite capable of doing so entirely. In case of war she is thoroughly prepared, and, judging by her friendly relations with other European countries, is not likely to suffer for allies. Her people are unusually independent and liberty-loving, and they wear the galling yoke under protest. The independent papers, chief among which is Verdens Gang, are full of the controversy from day to day. Norway is stirred from North Cape to Lindesnaes, and her men of thought are keenly alive to the affair. She does not possess the American politician type, so that the cause is espoused by Storthings men and authors and business men alike. Such men as Bjornson and Nansen are in the front rank and voice the popular opinion.

The latest development is an appointment of a committee to consider and shape the course of action, and it is sincerely to be hoped that the matter may be concluded peaceably, and that Norway may reach the "ultima thule" of national liberty.—Mary Heath Lee, in The Public.

SOME GOOD REASONS WHY WOMEN SHOULD VOTE.

Mr. Will Crooks, M. P., has introduced a bill in the English Parliament giving women the right to vote at all parliamentary elections.

In giving his reasons for the support of this bill he says:

"In all my work I aim at making the people self-reliant, able to think and act for themselves. Therefore I want the women to have the power and responsibility which the possession of the vote gives. It is by this rather than by any consideration of how their votes will be used that I am moved to demand the enfranchisement of women. At the same time I believe that the cause of progress has nothing to fear from the reform in question. We entrust to women, as teachers and as mothers, the all-important work of educating the future citizens. How absurd, then, to hesitate to give to those same women the rights of a citizen."

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PILE BURDENS ON THE MAN WHO WON'T VOTE.

Financial affairs would be in a pretty tangle if neglected as business men neglect their duty on election day. Thirty thousand and more stay-at-homes on an occasion when municipal officers are chosen! What a record that is and how it makes the doubters of the efficacy of universal suffrage sniffle with scorn. Doubtless in this number were directors of banks, railroads and other corporations and members of firms engaging in large transactions. Would they remain absent from the office if a change were about to take place in the entire personnel of the establishment? Hardly. Yet when the time comes to choose new governing bodies in the greatest of all corporations and one in which every man of sound mind is a stockholder, over 20 per cent of those who are entitled to a voice in directing the metamorphosis fail to take the trouble incident to expressing a desire.

He is the curse of this republic to-day—the man who fails to vote. He is the opportunity of the boodler, the graftsman and the political boss.

And there seems to be but one remedy. Make it so troublesome for the man who fails to enjoy his suffrage that he be compelled to cast a ballot as the lesser of two evils. Enact a law making it a misdemeanor for those who fail to register and accept as an excuse only an affidavit, sworn to before a notary, and setting forth that sickness or business affairs prevents appearance in the registration precinct: then enact a second law, of similar nature, pertaining to voters who have registered. The bother of locating a notary and securing the desired papers will prove greater than the bother of visiting the polls, and then conditions will have been changed.—Wetmore's Weekly.

DEATHS AMONG TEACHERS.

1904-1905.

Up to the present time sixteen deaths have been reported at the Board rooms of members of the teaching force. Of this number, four were members of the Mortuary Fund Department, namely, Miss Mary J. Doyle, of the McClellan School; Mr. Dean F. Smith, of the Linné School; Miss Theresa Falahee, of the Webster School, and Mr. Corydon G. Stowell, principal of the Newberry School.

The amount due the several beneficiaries has been paid and the assessment which is now in process of collection will remain in the treasurer's hands until the next death.

The *unregistered* certificates are being slowly sent in and it is hoped that the forty-five which are still out will be returned before the close of the year.

Members who wish to pay their assessments or annual dues in advance can now do so, as the necessary arrangements for receiving them have been made.

April 19, 1905.

CATHARINE GOGGIN,
Fin. Sec.

PHILADELPHIA'S OPPORTUNITY.

Philadelphia is just beginning to supply itself with new charter provisions that will do away with the cumbersome and self-condemned system which has dragged the schools into spoils politics and fostered corruption. But while the reform measure is infinitely better than the organization it will supplant and while its superiority in important aspects over the New York City system must be acknowledged, it is still below what it might be. Leading a more contemplative existence than either New York or St. Louis, Philadelphia should have taken advantage of the experiences of both. A central board of education composed of seven members would prove far more satisfactory in the long run than the proposed body of twenty-one. Election at large would have been better than appointment by a board of judges. To entrust the sectional school boards of twelve members elected by wards with the appointment of janitors in the bill now ready for legislative enactment is excellent. It is to be hoped that amendments will be made reducing the size of the board and placing the appointment of janitors in charge of the superintendent of buildings, where it belongs. The method of selecting the central board cannot well be revised without endangering the passage of the much needed reform bill.

Philadelphia has already made a beginning in raising the salaries of teachers to something like a respectable basis, although there is not yet adequate encouragement given to the promotion of professional efficiency. Not the least of the many good features of the new charter provisions is the establishment of a teachers' retirement fund. This ought to help to keep good material in the system. —School Journal.

ASBURY PARK AND THE N. E. A.

We had intended to print in this issue a proposed itinerary of the trip to Asbury Park and Ocean Grove, but owing to the unsettled state of railroad rates this is deferred until our *next issue, May 5th.* Next week, being vacation week, there will be *no issue of the* BULLETIN.

CHICAGO TEACHERS' FEDERATION.

The adjourned annual session and the regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, May 13, 1905.

Admission by membership card.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, May 2, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

Loans to Teachers BY A Teacher

If N. E. A. half-rates to New York, and cut Steam Ship rates to Europe attract you, pull the latchstring which is always out.

L. A. care FEDERATION BULLETIN,
437 Unity Building, CHICAGO, ILL.

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PIANO BUYERS

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April Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms 243 Wabash Ave., S. W. Cor. Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

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New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the player	20
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Everybody's Magazine
Out for April

MR. LAWSON WRITES:

"I start this month on the actual Crimes of Amalgamated. I give names, times, places in detail.

"**No Wall Street man or investor can afford to miss the UTAH COPPER BUNCO GAME.** How **Samuel Untermeyer, Esq.,** Clark, Ward & Co. and ENGLISH INVESTORS WERE SWINDLED.

"The Munroe & Munroe **City Bank Flimflamming** of two professional gamblers. How one of the **Big Three Insurance** Companies sold their stocks for $5,839,000.87 and made sworn statements to the Insurance Departments that the same was $3,075,392.

"I describe the Insurance trick of 'New business.'

"**I make my first apology** to those I have flayed, to ROGER FOSTER, ESQ. I answer critics from Georgia, New York, Kansas, Tacoma, Boston and Philadelphia straight from the shoulder, calling **spades black spades.**

"If there is any **liquid blood** left in the nation, it **should boil.** RECORD me it will.

"Garfield reports to ROOSEVELT: 'BEEF TRUST ALL RIGHT.'

"If the AMERICAN people, with this latest insult to their intelligence and with RUSSELL'S facts in their hands, don't put another nail in the **'System's'** coffin, I miss my guess."

IN MR. RUSSELL'S ARTICLE:

In the April number a picture is given of sixteen great railroad presidents, terrorized by the **Beef Trust,** sneaking into a NEW YORK CLUB to rebel in concert against the TRUST'S gorging methods.

"THE EXPERIENCES OF A NURSERY GOVERNESS," the many stories and other striking features will interest every woman.

FOR SALE ON ALL NEWS STANDS.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, MAY 5, 1905. No. 22.

DEMAND OF LABOR UNIONS FOR THE "CLOSED SHOP" IS JUSTIFIABLE.

Excerpts from Affirmative Arguments in Debate Delivered by Two High School Boys in Chicago.

[The decision of the judges was unanimously in favor of the affirmative.]

To avoid misunderstanding our question it is well at the start to define "closed shop" and note the circumstances under which it is usually established. A "closed shop" is one in which by agreement only union men are employed. One writer suggests that contract shop would be a better name than "closed shop," since the closing of a shop to other than union men is not asked or granted merely to enlarge the membership of the union, *but as a means of safeguarding contracts between employers and employes.*

When the laborers in a shop have become so thoroughly organized that the employer can no longer ignore the union and deal with each man individually, he finds it to his advantage to meet the representatives of the union in conference and make a joint agreement for the benefit of both. Such a bargain is mutually advantageous. On the one hand the employes secure better wages, hours, and conditions of labor than they could individually obtain. On the other hand, the employer protects himself against strikes, makes sure of skilled workmen, and increases his sales by the use of the "union label."

Evidently a contract of this sort and the mutual good will resulting from it are endangered if non-unionists are to be allowed to enter the shop and bargain directly with the employer.

If an employer insists on dealing with newcomers individually and without reference to the contract; in other words, if he insists on the "open shop," his sincerity in making the contract is naturally doubted. He is open to the suspicion of secret hostility to the union. It is, therefore, to avoid distrust and to take from the employer the temptation to destroy the union by gradually displacing union with non-union men and *to prevent non-union men from reaping where they have not sown,* that a "union shop" clause is frequently inserted in contracts between employers and labor unions.

Our opponents have considerable to say about recent court decisions declaring union shop contracts illegal. But court decisions do not make actions morally right or wrong. Child labor and excessive interest are morally wrong though legal in many states. Our laws once declared the aiding and harboring of fugitive slaves illegal, yet the conscience of many justified such action. It is a matter of history that almost every united effort of workers for the last 150 years has been denounced by some courts as criminal conspiracy or contrary to public policy—beautifully vague and catch-all phrases.

Let us consider why labor unions regard the union shop as so vital to their cause:

First. Under modern conditions of labor, unrestricted competition of workmen with each other and of capitalists among themselves inevitably tends to bring wages down to the least a man can exist on.

Second. The chief influence which has counteracted this downward tendency of wages has been organization of labor and legislation which it has secured.

Third. The labor unions from the start have aimed to secure complete and effective "collective bargaining."

Fourth. Such bargaining would tend to put labor on a more equal footing with organized capital.

Fifth. This goal cannot be reached without the union shop contract.

The tendency of wages to drop to a bare subsistence under absolutely "free" competition is known to economists as the "iron law of wages." The factory system with its labor saving machinery tends to leave a margin of unemployed always forced to work for a low wage. Machinery enables unskilled laborers to compete with the skilled workmen.

On the other hand, one mean, hard-hearted, or unscrupulous employer in order to get ahead of his fellows lowers the wages of his employes. The competing capitalists, even those more charitably inclined, must follow suit or become bankrupt.

That "free" competition does drive wages down to a bare subsistence is abundantly proved by the wage conditions which prevailed before labor unions organized to protect the worker. It was not so long ago that most of the coal of England was mined by women, some of whom were harnessed to coal cars, deep down in the earth, and on their hands and knees drew cars of coal up from the darkness to the point where they were relieved by mules. Children as young as eight years worked with their fathers and mothers, and even now young children are pent up in the whir and din of cotton mills of the South from 10 to 14 hours a day.

Before the organization of the union among the garment workers of New York, a fearful condition of sweat-shop slavery prevailed. A recent magazine article says: "It was not uncommon for workers to sit bent over a sewing machine 11 to 15 hours

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a day, so driven they dared not stop for lunch and all for a mere pittance of a wage."

This tendency to a minimum wage is counteracted by the organization of labor.

Unions resist the downward tendency of wages by substituting collective bargaining for individual agreement. This is the fairest agreement that can be drawn between employer and workman, namely, one made by representatives from each side. These representatives agree on certain terms which must be respected by both parties for a specified time. Instead of adjusting the difficulties in this amicable way, some employers insist on the right of organizing for themselves, and fixing wages and conditions of labor while denying these rights to the workingmen. They wish to deal with each man separately. Why?

How can a man bargain well or to his advantage when there are scores of men ready to take his position for the same or lower wages than he receives? Under the union shop the workers are able to act as a unit in making terms with the employer.

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In the open shop we have these three undesirable features, scandalously low wages, "the open-back-door," and the blacklist.

It is evident that collective bargaining made effective and secure by the union shop brings about a fairer wage and better conditions.

The open-back-door is used by certain employers as an exit for union men. The open shop employer employing both union and non-union men, retains the right to discharge whom he wishes; he deprives the union men of their positions on slight pretexts, but really because they are organized, and retains the non-union men. After a time the shop becomes entirely a non-union one. An agreement is in force in the New York Metal Trades Association of Employers which permits a member to employ union men *if he can get them for less than the rate stipulated.* A fine bargain.

Open shop employers rid themselves of the union men in three different ways. Firstly by the open-back-door, then by cutting down the rate of wages so that conscientious and skilled union men cannot work for them, and finally by blacklisting, which needs no definition.

In this way the union is gradually weakened and finally destroyed. If prejudiced employers could rid themselves of the union, we would see a revival of the old barbarous conditions of work which were nigh unto slavery.

* * * * * * *

Abraham Lincoln, whose heart always beat true to the common people and the general good, said, in one of his moments of prophetic vision, "The brotherhood of labor should be the strongest bond between men." The history of labor unions has proved his saying true.

* * * * * * *

The union worker, remembering the conditions of two decades ago—the 15-hour day in a sweat shop, the child and the woman laborer brought in to supplant him, the starvation wage—views with natural apprehension the efforts of the non-union man to wrest from him the few advantages he has gained with such difficulty through organization. Extreme leads to extreme. When one side of a pair of scales is depressed and then suddenly released the other will go down just as far as the first one originally was up. Eventually, however, both ends will balance, and neither will be higher than the other. So labor unions learn to use their power of the union or "closed shop" with justice and moderation.

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Does the non-union man persist in lowering the American standard of wages for the sake of principle? I doubt it. After the non-union men were installed in the stock-yards with pay of $3 a day, they struck three times and raised their wage to $5. In New York last July the non-union stone-cutters formed a union among themselves and forced wages higher up during the strike than the union strikers had demanded before.

* * * * * * *

Those who attempt to uphold the strike-breaker in combating the union shop on the principle of individual liberty, inalienable and unencroachable, stand upon a very shaky foundation, for if one should be allowed to sell his labor wherever and whenever and for what he pleases, then the Chinese exclusion act is wrong; then the child labor laws are wrong; then the eight-hour day is wrong; then the laws against employing women in certain occupations are wrong. In short, every law which has tended to alleviate the laborer's condition would be thrown out on the doctrine of individual liberty construed by open shop advocates.

Prof. John Graham Brooks has recently said:

"If with the 'closed shop' the union wins a wage of $2 a day and eight hours the laborer may well forego some aspects of personal freedom. Shall we say that the 'open shop' of the 'sweater,' with $1.25 for the 12-hour day, is more desirable because the workers are in some respects more at liberty?"

Since the non-union man does not belong to the union neither because of principle nor for heroism, let us find out by his procedure why he is non-union. There are many who do not belong to unions because the matter has not been brought before them. No criticism is made of them. We are now discussing the man who has the opportunity to join the union of his trade and refuses. The dues of the union for sick members and their families take away beer money. Why pay dues to the union, when by not paying he crawls into the favor of the open shop foreman and is promoted and given higher wages at the expense of his fellows? Ready to step into the places of his comrades and profit thereby, he fawns and cringes to the hostile employer and betrays union labor. He and his ilk are used by the employer like cattle and do not seem to have spirit to resent such treatment.

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To have order and justice in society everyone must sacrifice some personal liberty. Absolute individual liberty means anarchy.

It is only the short-sighted and bigoted employers who can not see that the union shop is a benefit not only to all workers, union and non-union, but to the capitalists as well. In the first place, the union shop permits to employers the use of the union label, in itself a great advantage, for those firms which use the union label are much more prosperous than those which do not. The union shop agreement re-

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strains ruinous and destructive wage competition between the employers. When the open shop prevails the different managers seek to sell goods cheaper at the expense of the laborer, until he has just enough to live on. This causes strikes, lockouts, and other difficulties, not to say anything of the inferior quality of work turned out when there is friction between the employer and the worker. Under the conditions of the union shop the employer profits by the absence of strikes, by more work from his employes as a whole and better work by individual workmen, by less distraction of energy in continually watching the reductions in the wages of other shops, and by reliability and greater skill in his workmen.

* * * * * * *

In many factories it is customary to speed up the machines at double or triple speed and make the workmen work harder and faster in order that the expense of another machine and another laborer may be avoided.

In cap factories employes are paid by the piece. An expert at the trade is set up as an example for the rest and the wages regulated according to his work. Under such conditions the strain and labor of trying to make as much as possible of a starvation wage materially reduce the lifetime of the workmen. * * * New workmen can always be found to replace those who give out under the strain.

The three great money-getting schemes, pace-setting, speeding up the machinery, and regulating piece-work wages by expert ability, are always glossed over by employers who croak against the natural and proper decrease in production when such criminal tricks are removed by the union shop.

If the employer is so anxious to give additional incentive to the worker, he should consider the union shop wage scale as the minimum not the maximum. Then if he finds any employe especially worthy of promotion let him raise his wage above the union scale. Unfortunately such a thought never occurs to him except as a ridiculous fairy tale. Instead of raising the wages of the deserving, he is occupied in attempting to lower the general average and in spouting about lack of incentive for work in the union shop.

The union or "closed shop" is entirely different from the closed union, for it does not exclude any one from work as long as the union remains open to receive members. The "closed shop" simply secures for the workmen in that shop the American principle of the majority rule.

We live in an age where political questions are becoming of secondary importance and the industrial question the prominent issue. We have thrown aside the old system of the political oppression of the commons by the nobles, and we are now on the way to eradicate the oppression of the poor by the powerful. But unlike political problems, the wage question cannot be settled by law, but must be taken in hand by the laborers themselves.

When the "iron law of wages" and the human inclination of the employer to take advantage of the individual employes, and the possibility of sweat shop, and the pace-setter, and the 15-hour day, and the starvation wage shall have disappeared, then and only then may it be possible for anyone to say that the union shop is unnecessary.—American Federationist.

BOARD OF EDUCATION.

Wednesday, April 25, 1905.

The following recommendations were adopted:

RESIGNATION OF TEACHERS ACCEPTED.

Lucy M. Chester, Montefiore School.
Edith P. Dyer, Ravenswood School.
Charlotte M. Gibbs, Jones School.

ELECT TEACHER IN CHARGE OF EDGEWATER BRANCH OF GOUDY SCHOOL.

That Helen B. Eastman be elected to the position of teacher in charge of the Edgewater Branch of the Goudy School, in place of Harriet A. Eckhardt, elected Principal of the Goudy School, to date from May 1, 1905.

FORMER TEACHERS PLACED ON LIST FOR APPOINTMENT.

That the following named former teachers, who hold valid certificates, be placed on the list for appointment in accordance with the rules: Johannah B. Rollins, Ella J. Meissner, Carrie S. Armstrong, Amy Warder.

FIX SALARIES OF ALBERT MUELLER AND EDITH M. BROGAN, TEACHERS IN THE JOHN WORTHY SCHOOL.

That the salary of Albert Mueller, teacher of the John Worthy School, be fixed at $100.00 per month, to date from his transfer to that school; and that the salary of Edith M. Brogan, recently assigned to the John Worthy School, be fixed at $85.00 per month, to date from her assignment.

TEACHERS PLACED ON UNASSIGNED LIST

Helen W. Boyden, Arnold School.
Elizabeth Gemmell, on list for appointment.
Carrie M. Olson, Montefiore School.
Clara Rauch, Cameron School.
Elizabeth J. Schukraft, Bryant School.
Emma A. Stahlberg, Foster School.
Eva G. Wanzer, Gladstone School.

ASSIGNMENT AND TRANSFER OF TEACHERS.

TRANSFERS.

Georgiana Austin, La Salle School to Thomas School.

Esther Bergquist, Thorp School to Sullivan School.

Herman Garrison, School for Apprentices to Arnold School.

Harriet M. Griggs, Goldsmith School to Ravenswood School.

Rachel Hargrove, Froebel School to Corkery School.

Nellie A. Hempenius, Corkery School to Hammond School.

Hermine Mann, Bancroft School to Goudy School.

Nellie A. O'Brien, Jefferson School to Sumner School.

Anna J. Paterson, Montefiore School to Audubon School.

Perry C. Patterson, School for Apprentices to Froebel School.

Florentine A. Philipp, Hammond School to Nash School.

Mary C. Sillers, Pickard School to Brown School.

S. Frances Tyler, Nettelhorst School to Belding School.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

THE EDITOR,
437 Unity Building, CHICAGO.

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

BOSTON SCHOOL BOARD.

Governor Douglas Signs Bill for Its Reorganization.

Governor Douglas to-day signed the bill (House No. 1166) to reorganize the School Committee of the city of Boston. It provides for an elective board of five instead of twenty-four members.

(Below follows text of Bill.)

An Act to Reorganize the School Committee of the City of Boston.

Be it enacted by the Senate and House of Representatives in General Court Assembled, and by the authority of the same, as follows:

Section 1. The School Committee of the city of Boston shall hereafter consist of five members, to be elected by such persons as shall be qualified to vote for School Committee in said city; but no person shall be eligible for election to the committee who is not an inhabitant of the city and has not been a resident thereof for at least three years continuously prior to the election. The school committee shall serve without compensation, and their terms of office shall begin with the beginning of the municipal year following their election. At the annual municipal election in the year 1905 two persons shall be elected as aforesaid, to hold office for three years, two for two years and one for one year; and thereafter at each annual municipal election there shall be elected for the term of three years so many persons as may be necessary to fill the places of the member or members of said committee whose term or terms are about to expire. Vacancies in said committee arising from death, resignation or otherwise shall be filled for the unexpired term at the next annual municipal election.

Sect. 2. Upon the organization of the school committee elected under and in accordance with the provisions of this act, the terms of office of the members of the present school committee of the city of Boston shall immediately terminate, and said members shall cease to exercise any authority under chapter fifty-three of the acts of the year 1877, and acts in amendment thereof and in addition thereto.

Sect. 3. The school committee elected under and in accordance with the provisions of this act shall be the lawful successors of the present school committee, and shall be entitled to all the powers and privileges conferred, and subject to the duties and obligations imposed by chapter fifty-three of the acts of the year 1877, and acts in amendment thereof and in addition thereto.

Sect. 4. So much of any act as is inconsistent herewith is hereby repealed.

Sect. 5. This act shall take effect upon its passage.

WARNING.

Killing Birds!

All persons are warned that in carrying or using slung-shots, bow-and-arrows, and firearms to kill birds or for any other purpose they are breaking the law.

Persons caught doing so will be prosecuted.

The fine for using or carrying slung-shots or other deadly weapons of a like character is not less than $25 nor more than $200.

[The Robert Morris Anti-Cruelty Society has had struck off a number of posters containing the above text. Any principal or teacher can have (free of charge except the expense of delivery) as many of these as there are rooms in his building to distribute them among by sending for them. Address Flora Helm, Robert Morris School.]

The twelfth annual meeting of the Western Drawing and Manual Training Association was held in Chicago, April 25-28, inclusive. The session was a most successful one, both as to program and attendance. It was voted to accept the invitation of President Harper to meet at the University of Chicago next year. The following officers were elected:

President, Florence E. Ellis Grand Rapids.
Vice-President, Charles A. Bennett, Peoria.
Secretary, Mary E. Chamberlain, Saginaw.
Treasurer, Louis A. Bacon, Indianapolis.
Auditor, J. E. Painter, Minneapolis.
Executive Committee: Lillian S. Cushman, Chicago; Frank A. Selden, Chicago; Charles S. Hammock, Cedar Falls, Wilhelmina Seegmiller, Indianapolis.

EMMA MARCH,
(Special Teacher of Drawing, Chicago Public Schools.)
Chairman Press Committee, W. D. & M. T. A.

CHICAGO TEACHERS' FEDERATION.

The adjourned annual session and the regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, May 13, 1905.

Admission by membership card.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, May 16, 1905, at 4 p. m., in Room 437, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

Note change of address of Federation office in next week's issue.

ASBURY PARK AND OCEAN GROVE.

In our next number we intend to print proposed itineraries of the various railroads reaching Asbury Park and the N. E. A.

"What did you discuss at your literary club this afternoon, dear?" asked the husband, in the evening.

"Let me see," murmured his wife. "Oh, yes, I remember now. Why, we discussed that woman who recently moved into the house across the street, and Longfellow."—Exchange.

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(Continued from page 3.)

ASSIGNMENTS.

Anna Foreman to Bowmanville School.
Rose Kearney to Foster School.
Rose B. Leal to Logan School.
Margaret E. Maher to Pickard School.
Helen A. McGarr to Jefferson School.
Katherine B. Millen to Cameron School.
Alice C. Mullens to Walsh School.
Alice O'Connor to Montefiore School.
Ellen C. O'Malley to Washington School.
Lucy R. Smith to Holmes School.
Arloine M. Walton to Crerar School.

KINDERGARTEN ASSIGNMENTS.

Mabel Hallock to Prescott School.

REPORT MARRIAGE OF TEACHER.

Pickard School, name before marriage, Rose Kanter; name after marriage, Goldberg. Date of marriage, July 28, 1904.

SALARIES ON ACCOUNT OF RELIGIOUS HOLIDAYS.

That the Jewish teachers in the public schools, be allowed their salary, less substitute's pay, for Thursday, April 20, 1905; also that the same action be taken with reference to the religious holiday of September 19, 1905.

RESCIND RESOLUTION THAT EMPLOYES PAY THEIR DEBTS, AND COMMITTEE CONSIDER EACH CASE ON ITS OWN MERITS.

That the following resolutions adopted by the Board at its regular meeting held June 24, 1903, page 645, be rescinded:

"Resolved, That it is the sense of this Board, that all school employes should pay their judgment debts, and that upon failure to do so the President of the Board be instructed to suspend all such business employes, and that the Superintendent of Schools be, and he is hereby instructed to suspend all teachers who fail to do so and report the same to the Committee on School Management for immediate dismissal."

That every claim and judgment against teachers or principals be referred to the Committee on School Management and it will consider every case on its own merit as submitted.

AMEND SECTION 227 OF THE RULES AND REGULATIONS.

That the schedule of salaries for teachers in the elementary schools be amended as follows to conform to a practice of long standing:

Section 227a—Extra Salary Allowed for Teacher in Charge of Half Day Division—"Whenever teachers or substitutes serve alone in half-day divisions during an extra hour at noon, they shall be paid fifty cents per day for such service."

REPEAL SECTION 236 OF RULES AND REGULATIONS RELATING TO SALARIES OF TEACHERS AND ADOPT THE FOLLOWING IN LIEU THEREOF.

"The Superintendent of Schools respectfully recommends that Section 236 of the Rules relating to the salaries of teachers during absence, be repealed and the following adopted in lieu thereof:

"Salary During Absence—All teachers when absent from school shall forfeit their salary during the continuance of such absence except when the absence is occasioned by the sickness of the teacher, or by the death of some near relative. In such cases a teacher or principal in the elementary schools shall forfeit one dollar and fifty cents ($1.50) for each day's absence. A teacher or principal in the high schools shall forfeit two dollars ($2.00) for each day of such absence. No deductions of salaries of teachers shall be made when such teachers are required to be absent on account of exposure to contagious disease or to attend the Juvenile Court or any other Court in the administration of school matters. On the death of a teacher a delegation of three teachers, including the principal, may be permitted to attend the funeral during school hours without loss of salary. In case of the death of a principal, the Superintendent of Schools with the approval of the President of the Board of Education, may dismiss the school during the session when the funeral services are held and may grant permission for other principals to be absent from the school to attend the funeral services. Compensation shall cease after an absence of two weeks; and where teachers are absent for nearly two weeks, and then return to their school temporarily and for the apparent purpose of avoiding the effect of two weeks' continuous absence, and thereafter absent themselves again, the entire period of such absence shall be treated as continuous. No teacher shall receive pay for absence occurring at the commencement of a school year.'"

SUBSTITUTE WOODEN FLOORS IN KINDERGARTEN ROOMS.

That it is in receipt of a communication from Supt. Cooley stating that after some investigation and consultation with his assistants, he has come to the conclusion that the material that has been used for kindergarten floors is unsuitable for such use; that it is cold, and children who have been obliged to sit on it have been seriously inconvenienced, and that numerous cases of cold and grippe have arisen growing out of the use of this floor for kindergarten purposes and recommending that no more such floors be put in but that in place of it a good wooden floor be substituted.

ASSIGNMENTS AND SEPARATIONS OF ENGINEERS, ETC.

Assignments.

Frederick Sykes, Book-keeper and Stenographer, Parental School. Salary $80.00 per month.

Temporary Assignments.

Albert W. Mahone, Clerk and Stenographer in the Business Manager's Department.

Separations.

Albert W. Mahone, temporary Stenographer, Board's Charter Committee.

Frank Dunlap, Substitute Engineer, Hartigan School.

Reinstatements.

Thomas Mahoney, Engineer Hartigan School.

AWARD OF CONTRACT FOR FURNISHING AND INSTALLING GAS ARC LAMPS IN CLASS ROOMS AT THE JONES SCHOOL.

That it is in receipt of bids for furnishing and installing gas arc lamps in ten class rooms and corridors at the Jones School in order to properly light said building, and recommends the award of contract to the Welsbach Co. for the sum of $119.00, it being the lowest bidder.

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NATIONAL EDUCATIONAL ASSOCIATION

At Asbury Park and Ocean Grove, New Jersey, July 3-7, 1905.

GENERAL HEADQUARTERS.

The headquarters of the National Executive Committee, the Board of Trustees, and the officers of departments will be at the Coleman House.

Because of the limited accommodations at the general headquarters most of the state headquarters, so far as located, are distributed among the surrounding hotels, as follows:

STATE HEADQUARTERS.

California	Sunset Hall
Florida	West End Hotel
Illinois	Coleman House
Indiana	The Brunswick
Iowa	The Bristol
Kansas	The Brunswick
Michigan	The Brunswick
Minnesota	Coleman House
Missouri	Plaza Hotel
Nebraska	Coleman House
New Jersey	West End Hotel
New England States	Plaza Hotel
New York	Coleman House
New York City	Ocean Hotel
Ohio	Minot House
Oklahoma	The Lafayette
Pennsylvania	The Victoria
South Dakota	Ocean Hotel
Wisconsin	Metropolitan
Wyoming	Coleman House

OFFICIAL PROGRAM.

The annual meeting of the Board of Directors will occur on Monday, July 3, at 3:30 p. m.

The meetings of active members of the several states to nominate candidates for appointment on the Committee on Nominations, in accordance with By-Law No. 1, will occur at 5:30 p. m., July 3, at their respective state headquarters or at places named in the official program.

The annual meeting of active members for the election of officers, and for other business, will occur at 12 m., Thursday, July 6.

GENERAL SESSION.

All General Sessions will be held in the Ocean Grove Auditorium.

Monday Evening, July 3.

Address of Welcome—Hon. Edward C. Stokes Governor of New Jersey.

Response—Albert G. Lane, former President of the National Educational Association at Asbury Park Convention, July, 1894.

1. President's Address—William H. Maxwell, city superintendent of schools New York City.
2. The Future of Teachers' Salaries—W. T. Harris, United States Commissioner of Education.
3. The Uses of Educational Museums—Frederick J. V. Skiff, director of Field Columbian Museum, Chicago, Ill.

Discussion led by Henry Snyder, superintendent of schools, Jersey City, N. J.; J. W. Carr, superintendent of schools, Anderson, Ind.

Tuesday Afternoon, July 4.

1. The Standards of Local Administration—Hon. George B. McClellan, Mayor of the City of New York.
2. The Nation's Educational Purpose—Andrew S. Draper, state commsisioner of education for New York, Albany, N. Y.
3. American Idealism—Edwin A. Alderman, president of the University of Virginia, Charlottesville, Va.

Discussion led by Livingston C. Lord, president of the Eastern Illinois State Normal School, Charleston, Ill.; James A. Foshay, superintendent of schools, Los Angeles, Cal.

Wednesday Evening, July 5.

1. Topic: Child Labor and Compulsory Education.

(a) The School Aspect—George H. Martin, secretary of State Board of Education for Massachusetts, Boston, Mass.

(b) The Social and Legal Aspect—Franklin H. Giddings, professor of sociology, Columbia University, New York City.

2. The Immigrant Child—Miss Julia Richman, district superintendent of schools, New York City.

Discussion led by George H. Conley, superintendent of schools, Boston, Mass.; William M. Slaton, principal of Boys' High School, Atlanta, Ga.

Thursday Evening, July 6.

1. Manual Training in the Grades—Lorenzo D. Harvey, superintendent of schools, Menominee, Wis.
2. The Practical Utility of Manual and Technical Training—William Barclay Parsons, former chief engineer, New York City Rapid Transit Commission, New York.
3. The Economic Importance of Trade Schools—Frank A. Vanderlip, vice-president of National City Bank, New York City.

Discussion led by Andrew B. Blodgett, superintendent of schools, Syracuse, N. Y.; J. M. H. Frederick, superintendent of schools, Lakewood, O.

Friday Afternoon, July 7.

1. Address—By the President of the United States.
2. Response—John R. Kirk, president of the State Normal School, Kirksville, Mo.; Katherine D. Blake, principal of Public School No. 6, New York City.
3. Report of the Committee on Resolutions by the Chairman—Eliphalet Oram Lyte, principal of First Pennsylvania State Normal School, Millersville, Pa.

Music.

The music at the General Sessions will be under the direction of Mr. Tali Esen Morgan, director of music, Ocean Grove, N. J. It will be furnished by the Ocean Grove Festival Chorus and by the Ocean Grove Festival Orchestra, under the leadership of Mr. Morgan, and by eminent soloists. Mr. J. H. Von Nardroff will preside at the auditorium organ.

Loans to Teachers BY A Teacher

If N. E. A. half-rates to New York, and cut Steam Ship rates to Europe attract you, pull the latchstring which is always out.

L. A. care FEDERATION BULLETIN,
437 Unity Building, CHICAGO, ILL.

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PIANO BUYERS

Find Strong Temptation

—IN—

May Sale

—OF—

The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms 243 Wabash Ave., S. W. Cor. Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

MAY ONLY

New Eastern Piano and Kimball Piano Player, regular price..... $445
20 Rolls of Music, for operating the player..... 20

Total..... $465

Special Offer, complete.....$275

Easy Payments if Desired

W. W. KIMBALL CO.

(ESTABLISHED 1857)

Southwest Corner of Wabash Ave. and Jackson Blvd.

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Everybody's Magazine
Out for May

MR. LAWSON WRITES:

"I start this month on the actual Crimes of Amalgamated. I give names, times, places in detail.

"**No Wall Street man or investor can afford to miss the UTAH COPPER BUNCO GAME.** How **Samuel Untermeyer, Esq.,** Clark, Ward & Co. and ENGLISH INVESTORS WERE SWINDLED.

"The Munroe & Munroe **City Bank Flimflamming** of two professional gamblers. How one of the **Big Three Insurance** Companies sold their stocks for $5,839,000.87 and made sworn statements to the Insurance Departments that the same was $3,075,392.

"I describe the Insurance trick of 'New business.'

"**I make my first apology** to those I have flayed, to ROGER FOSTER, ESQ. I answer critics from Georgia, New York, Kansas, Tacoma, Boston and Philadelphia straight from the shoulder, calling **spades black spades.**

"If there is any **liquid blood** left in the nation, it **should boil.** RECORD me it will.

"Garfield reports to ROOSEVELT: 'BEEF TRUST ALL RIGHT.'

"If the AMERICAN people, with this latest insult to their intelligence and with RUSSELL'S facts in their hands, don't put another nail in the **'System's'** coffin, I miss my guess."

IN MR. RUSSELL'S ARTICLE:

In the April number a picture is given of sixteen great railroad presidents, terrorized by the **Beef Trust,** sneaking into a NEW YORK CLUB to rebel in concert against the TRUST'S gorging methods.

"THE EXPERIENCES OF A NURSERY GOVERNESS," the many stories and other striking features will interest every woman.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, MAY 12, 1905. No. 23.

REVIEW OF THE CHICAGO STRIKE.

The dangers which at this moment directly threaten Chicago, and indirectly menace the whole country, are extremely serious. Disorder has occurred, and rioting, already imminent, may possibly be precipitated before these words reach the reader's eye. To be sure, there is nothing especially serious in the possibilities of a riot, nor in an actual riot, for riots usually come and go in cities with no other effect than a temporary disturbance. But if this riot comes, it will be no outburst of local and ephemeral passion. It will come as a battle carefully planned and deliberately provoked, in an irrepressible war of hostile classes.

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And more serious in its sinister possibilities than the rioting, something else will come. The regular army will come. With its recruits drawn from the frayed edges of society and drilled to the mechanical perfection of unfeeling automata; with its officers selected from the body of the people, but carefully trained like Janissaries to hold in contempt the order of life out of which they are chosen; with the button that controls this deadly mechanism far removed, both geographically and politically, from the community whose humiliation it may decree—every instance of the use of the standing army in local disturbances, paves the way for the coming of "the man on horseback." Yet the country is full of fools, who, for the sake of a temporary advantage to their own interests or to interests with which they sympathize, are echoing the demands and encouraging the efforts of a few imperial minded or sordid knaves to turn the regular army into a local police force upon the slightest provocation or at the least excuse. If the Chicago riot comes, their insane wishes in this respect, fraught with the gravest dangers, as all history shows, to themselves and their children, will assuredly be realized in one more instance.

In the face of such dangers to the principle of home rule, which has always been the touchstone of American liberty, the utmost intelligence and candor is demanded in considering the situation. Class feeling, personal prejudice, pride of organization, love of power, and over-solicitude for business interests, must all be suppressed; and in the fullest and widest sense the spirit of fair play must take their place. No other attitude of mind is tolerable in circumstances like these. Solicitude for the public peace, to be maintained by local self-restraint and fair-minded adjustment and not imposed by external power and reckless slaughter—the peace of good citizenship, not the peace that reigned in Warsaw—this is the primary consideration. Whoever has conspired against peace of that kind, or obstructs its restoration, be he employer or hired man, rich or poor, black or white, striker or strike-breaker, resident or non-resident, timid preacher or subservient newspaper, complacent merchant or subsidized lawyer, is a public enemy. Then let the undisputed facts speak for themselves.

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In the course of the development of labor organization which has spread and strengthened in this country since the Civil War, slowly and with some fluctuations but steadily on the whole, the question of "open shop" or "closed shop" has come to be a burning issue. This is now the nub of the controversy between labor unions and employers' unions. The latter have recently got to be a highly important factor. The labor struggle, no longer between unorganized employers and organized labor with its federated unions, is become a strife between laborers organized and federated and employers organized and federated. These hostile systems of economic organization are each an empire within the republic, and whether one or the other wins, or the two confederate, the Republic will suffer.

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The weapon of organized labor is the strike. Nominally, this is a peaceable refusal to work; actually, of course, it is industrial war. In that war the weapon of organized employers is the floating mass of the unemployed or partly employed, who, living on the ragged edge of things economic, are almost always available to supply the needs of employers well enough and long enough to defeat a strike. To make striking successful therefore, these workmen must either be got into unions or be otherwise prevented from competing against unionists. The former method is preferred by labor leaders. Consequently the "closed shop" contract has become a prime object of trades unionism. Under this contract, the employer who can be induced by argument, or coerced by strikes or threats of strikes, into signing it, is obligated to employ only union men. It has been urged that labor leaders use their powers under such contracts to deprive men of work by keeping them out of unions. But it is only fair to say that the few instances of such conduct are instances of personal graft, from which no large organization is wholly free. The general tendency and the evident inter-

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est of unionism is to enroll every workman; for its aim is to monopolize the loyalty and thereby to regulate the employment of all hired labor. On the other hand, yet for identical reasons, employers' organizations think it to their interest to oppose the "closed shop." Consequently they insist upon the "open shop." The nominal meaning of this is that employers will not discriminate between union and non-union men in their hirings; its obvious effect would be to arm the employers' union with a ready supply of unorganized labor, and to disarm organized labor of its only defensive weapon.

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With the merits of this controversy we have nothing at present to do. We have given the facts and indicated their bearings for another purpose. They are necessary for an understanding of the origin and probable scope of the present dangerous conflict in Chicago between labor unions and employers' unions; for this conflict originated in the breach of a "closed shop" contract by an employers' union. Somewhat more than a year ago, as the result of a labor arbitration between the garment workers of Chicago and their employers, the wholesale tailors, that "closed shop" agreement was made. It provided on the part of the employers for the employment of members of the garment makers' union exclusively, for a definite period, the union agreeing to supply workers for the same period. Long before its expiration the employers' union began to violate its terms by locking out union workers and employing non-union workers, pursuant to a formal decision of their national federation, to adopt an "open shop" policy. Against this breach of contract by their employers, the garment workers' union struck. That was in November last. They sought the sympathetic aid of the teamsters' union, but this aid was denied for months and until their strike had been evidently lost, when it was suddenly resolved upon and the teamsters struck in sympathy (pp. 17, 23). But they confined their strike to one house in the congested district; and as this did not serve the garment workers, but did tend to produce disorder, the garment workers asked the teamsters to call off their sympathetic strike, which was done (p. 59). For a reason by no means clear except inferentially, the employers then locked out some of the teamsters, and a new strike, for the teamsters now as well as by them, was declared. This is the strike in progress at present and in connection with which rioting and the use of troops are imminent.

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It has been rumored, and the rumor has plausibility, although the fact might not be proved, that the inexplicable strike which the teamsters made in sympathy with the garment workers, was not made in good faith, but had been brought about by collusion between grafters in the teamsters' union and grafters in the employers' union. What the motive of the employers may have been it is not easy to say. Their animosity toward the teamsters' union and that of the team owners (which worked together very exasperatingly to mercantile interests) might sufficiently explain their readiness to facilitate a plan for crushing those co-operating organizations. But the manipulators of this crushing program are quite freely accused of ulterior designs. They are suspected of intending to involve Mayor Dunne in such embarrassments, political and official, as to balk his municipal ownership policy. They are thought even to have intended entangling President Roosevelt in the alternative of angering organized labor by calling out Federal troops or of giving the railroad interests a leverage against him for refusing to call troops out. Whatever may have been their motive, if they really did maliciously bring on the teamsters' strike in behalf of the garment workers, some significant facts are certain, and to these we call attention.

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The employers' union had prepared elaborately for the strike, although it seemed to come like a bolt out of a clear sky. It refused to consider any adjustment while the strike lasted. It provoked the second strike in cold blood when the first had been abandoned. And it refuses to consider any terms of settlement whatever, even to secure the public peace, declaring that its purpose is to destroy the teamsters' union. All the indications are that this purpose is no afterthought, but was the purpose before any strike began. To throw the matter into the Federal courts, this employers' union has organized a local teaming company under the laws of West Virginia. This gives these Chicago men the legal right to go into the Federal courts in Illinois as citizens of West Virginia. However the law may regard that proceeding, fair men must regard it as a subterfuge for the fraudulent purpose of giving an appearance of national character to local questions, and thereby making color of legal authority for calling upon the Federal army. This device was supplemented by an ex parte injunction of the Federal court,—an injunction so broad as to make it dangerous for a striker to speak to a non-striker lest he might be charged upon affidavit with asking him to quit work against his express desire. Then came overture after overture for reasonable arbitration, which the employers rejected. Here again they resorted to a subterfuge. They said they would arbitrate the contract which employers had with the teamsters and which the teamsters had broken, but would not arbitrate the contract which employers had with the garment workers and which the employers had broken. The latter they waived aside as a "closed question." Yet it was that employers' breach of contract which afforded the excuse if not the occasion for the teamsters' breach; and any fair-minded man would expect to bring both questions into the arbitration if he arbitrated at all—the provocation as well as the act it provoked. But the employers did not intend to arbitrate at all. They contended, when refusing to arbitrate, that the only issue was the free use of the streets and the right to sell goods freely. If that was the only issue, there is no doubt that such arbitrators as Judge Tuley, whom they rejected, or any other arbitrators who could possibly have been appointed, would have decided in their favor. No arbitrators would have reported against their free use of the streets and their freedom to sell goods. The very fact that the employers refused to arbitrate suggests to any candid mind that they did not really believe that the free use of the streets and freedom to sell their goods was the only issue. They must have been conscious of

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other issues, and fearful that arbitration would expose them. Since then they have shown that they had that consciousness. In a letter of the 3d to J. M. Taft, of the Taft Teaming Company, they specify five other issues: (1) Inviolability of teamsters' contracts; (2) intolerability of sympathetic strikes; (3) assertion that they do not discriminate against organized teamsters; (4) assertion that they are not resisting labor unions; and (5) that members of the teamsters' union are guilty of violence, intimidation and coercion. If these issues do exist, they are arbitrable; and if the employers believed themselves in the right as to these issues, they would not hesitate to accept the overtures for arbitration—especially if, as they themselves make clear, bloody battling in the public streets is the alternative. The unavoidable inference from all the circumstances is that the employers want no settlement. They want a street fight—as bloody as possible. Some of them have said as much in interviews, and the fact became clear enough when they appeared before the mayor's commission last Sunday. Forced there by direct questions to explain their platitudes about the the "sacred right to work," they acknowledged that their set purpose was to destroy the teamsters' union, and that therefore they would make no settlement and enter upon no arbitration.

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The organization which takes that ground confesses itself in the wrong; and if the public peace is endangered thereby, it puts itself morally in a criminal attitude. Every life lost in consequence of refusal to make peace on terms which fair-minded arbitrators would propose, is chargeable to this recklessly domineering organization. While asserting its own right to organize for the purpose of influencing the wages of labor downward, it insists, even at the risk of disturbances to the public peace, upon destroying organizations of workingmen seeking to influence wages upward. All the heavier is its responsibility when, as the fact is, this defiant organization is itself provoking the very breaches of the public peace the possibility of which it refuses by arbitration to avoid. It has brought negroes by wholesale from the South to arouse race antagonisms which Chicago may be long in recovering from. It has provided these strange men of another race with firearms, and has recklessly sought disturbances by sending them out as teamsters among street crowds in sympathy with the teamsters' strike. It has brought farmers' boys to Chicago from distant places to destroy the teamsters' union by temporarily taking organized teamsters' places, knowing full well that most of these imported white men, as well as the imported negroes, will soon become vagrants on the hands of the city authorities, in a city already crowded with workmen. It has hired professional "strike-breakers," a species of thug which private detective agencies herd and supply to order for employers' unions, importing them from distant cities and thrusting them into the public streets, armed with rifles, with the purpose, so slightly veiled as to be unconcealed, of having them provoke or create breaches of the peace sufficient to afford a pretext for policing the city with Federal troops. These acts are not consistent with good citizenship. They are criminal in morals, even if they may be shrewdly made to evade the criminality of the law. It would not be considerate perhaps to blame too severely for such acts the irritated merchants, who have doubtless had much to irritate them, as anyone acquainted with the annoyances of trade unionism will readily appreciate; but they cannot escape serious blame for acts so manifestly designed to provoke crime without incurring its penalties.

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The sad thing about all this menacing turmoil is the blindness or indifference to its real nature, of those who engage in it or encourage it or weakly deplore it. The employer thinks it a violent outbreak of the lower classes, which can be put down by superior violence. He ignores the obtrusive fact that there may be an exciting cause of increasing intensity. In that case the superiority of violence will almost certainly shift, in the not distant future, and make of him and his, hapless victims to their own selfish pride. Let him remember the arrogance that preceded the French Revolution. On the other side of the picture, the idealistic labor unionist, acting in response to an economic pressure which he feels but does not understand, thinks to relieve it by coercively organizing the working classes into a body that shall treat an injury to one as the concern of all. He ignores the fact that the pressure he feels may be one of increasing intensity, and that in such case organization may not be able to keep pace with it without a degree of coercion which means riot, troops, slaughter and the gallows. Labor unionists of the business type view the matter in still another way. They expect to lift their own class of labor above the level of lower labor classes—Ten-penny Jameses above Nine-penny Jims—by safe and sane business methods. They overlook the fact that a lower class of labor is all the time a competitive menace to the class above, and that no isolated unionism can long withstand it. Another type is the ideal non-unionist. He is a sturdy believer in the right of free contract between employer and employe—almost as much so as is the employer who finds him a convenient catapult for battering down the walls of unionism. Then there is the "business" non-unionist, who makes a precarious living by hiring out as a "strike-breaker." Like any other tramp, he is one of the phenomena produced by the general cause of the whole vexed labor problem. Mere flotsam and jetsam, his blindness or indifference to the nature of labor troubles is probably not very significant. As for people who deplore these troubles, but neither think with vigor nor speak out like men, lest they may check an income, or anger a parishioner, or lose a client, or get disliked in a club, or be marked as a crank, or otherwise suffer some petty annoyance—as for them, can they not realize what will happen if there is an intensifying cause for labor troubles? The time must soon come when that cause will bring on irretrievable disaster, in which even they, their own dainty selfish selves, may be engulfed along with the rest of us.

That there is a general exciting cause for these labor troubles we all instinctively feel. And we all really know what it is. We know that it is inadequate opportunities for employment on the lower levels of labor, relatively to the supply of such

(Continued on page 4.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

MARGARET HALEY, Editor,

814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

UNDERFED CHILDREN.

The problem of the unbreakfasted and underfed children attending the public schools in New York City has lately received special attention on account of some startling reports as to their number that obtained currency. From an officer of one of the organizations for charitable ends came an estimate that some 50,000 children took their seats in school every morning without having had any food that day. Later, Mr. Robert Hunter, a specialist in slum work, declared that as many as 70,000 children go to school hungry each day. Superintendent of Schools Maxwell published a statement that Mr. Hunter had "unusual opportunities for forming a judgment in the matter," and that, in his opinion, he "would be more likely to underestimate than to overestimate the matter."

The situation in London, England, is probably worse. For years it has been known there that starvation haunts the schools as it haunts the homes, and doctors, editors, teachers, social reformers, civic boards and members of parliament have given more or less attention to the subject, until popular agitation has been aroused to the point of demanding that something shall be done.

A London weekly newspaper, the New Age, puts the case strongly saying: "That in this land, where riches and luxury unsurpassed in the world's history abound; in this age of scientific and mechanical invention; in this time when vast sums of money are subscribed for 'religious' missions at the Albert Hall and elsewhere, these thousands of hungry, underfed, ill-clad children should be trudging wearily every day to school to sit in misery unspeakable for several hours, too starved in body for the brain to do its work—there is the shameful thing, the most shameful thing amongst all the evils of our day and generation."—Boston Herald.

The derrick isn't handsome, but it has an uplifting influence.—Philadelphia Record.

(Continued from page 3.)

labor. This is the cause, and it is an intensifying cause. It cannot be dealt with by Federal injunctions or Federal troops, by labor unions, or employers' unions, by weak wishing or strong cursing. Let the cause continue to intensify, and we shall be overrun with hordes of laborless men. They will be of the type of the strike-breaker, and their brutality will not always be vented on strikers. But if this cause were removed, if conditions were sought and established in which jobs were hunting for men instead of men hunting for jobs, we should have neither employers' unions nor laborers' unions. Every man would be his own union, and general prosperity and industrial peace would follow. How to effect this change, from a superabundance of workers to a superabundance of opportunities for work, is the crux of the labor problem. How can it be done? There are but two ways. We must either kill off surplus workers, or we must release cornered opportunities for work. Which shall it be?

* * * * * * *

Apropos of the organization in West Virginia of a company of Chicago merchants for doing business in Chicago, with the purpose of enabling them to go into the Federal courts with their litigations, which they could not have done but for their incorporation out of their own state, why is it not in order to ask whether the state of Illinois intends to allow such trifling with its sovereignty, or the Federal courts such frauds upon their jurisdictional authority.—The Public.

BOARD OF EDUCATION.

Wednesday May 10, 1905.

The following recommendations were adopted:

ELECT MARIE A. DUNNE HEAD ASSISTANT OF HENRY D. LLOYD SCHOOL AND FIX SALARY.

That Marie A. Dunne be elected head assistant of the Henry D. Lloyd school, to date from May 1, 1905, at the salary of $1,125 per annum.

ELECT ALEXANDER MOLL HEAD TEACHER OF RIVERDALE BRANCH OF PULLMAN SCHOOL AND FIX SALARY.

That Alexander Moll be elected head teacher of the Riverdale branch of the Pullman school, to date from May 1, 1905, at the salary of $75.00 in advance of the schedule, in accordance with the rules.

ELECT AND TRANSFER PRINCIPALS.

That Charles C. Krauskopf be transferred from the principalship of the Patrick Henry school to that of the Robert Emmet school in the place of Mr. Waterman, who is on "leave of absence."

That Mary E. C. Lyons be transferred from the principalship of the Jenner school to that of the Patrick Henry school.

That Frederick J. Lane, head assistant of the Belding school, who holds a principal's certificate, be elected to the principalship of the Jenner school, in place of Mrs. Lyons.

ELECT HEAD ASSISTANTS.

That Minnie M. Arnold, head assistant of the Hedges school, be elected to the same position in the Belding school, in place of Frederick J. Lane, elected principal of the Jenner school.

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Isabel Conklin, to Montefiore school.
Dorothy Dixon, to Linne school.
Alice Forkin, to Brown school.
M. Louise Grant, to Austin Grammar school.
Frances M. Grogan, to Jenner school.
Mabel E. Hepburn, to Von Humboldt school.
Katherine B. Jackson, to Tennyson school.
Esther Kennedy, to Bass school.
Emma Kubat, to Goldsmith school.
Eleanor T. Libby, to Otis.
Edna T. Lindholm, to Wentworth school.
Addie E. Long, to Goudy school.
Elizabeth R. McCarthy, to Keith school.

That Rose A. Farley, former head assistant of the Hedges school, who has been out for the last eight months on account of illness, be elected to her old position of head assistant in the Hedges school, at her former salary.

ASSIGNMENTS AND TRANSFERS.

Assignments.

Annie E. Allbright, to Jirka school.
Theresa B. Behring, to Bancroft school.
Cornelius F. Bek, to Harrison school.
Etta M. Benham, to Hammond school.
Ella Bowen, to Spry school.
Margaret T. Carey, to Foster school.
Mary C. Casey, to Stowe school.
Irene B. McKnight, to Burley school.
Ella J. Meissner, to Holden school.
Eleanor M. Murphy, to Audubon school.
Alice M. O'Donnell, to Fuller school.
Margaret E. Philbrick, to Hawthorne school.
Lillian B. Raftis, to Komensky school.
Elizabeth Randall, to Goldsmith school.
Tillie M. Rees, to Smyth school.
Joannah B. Rollins, to Lowell school.
Ruth Schurtz, to Thomas school.
Euphemia Stothart, to Headley school.
Alpha Stuart, to Hayes school.

Kindergartin Assignments.

Mary H. Bohn, to Cooper school.
Florence Haynes, to Bismarck school.
Dora McDonald, to Auburn Park school.
Carrie E. Smith, to Dante school.

Transfers.

Augusta Bachman, from Peabody to Newberry school.
Alice C. Bruce, from Tennyson to Beidler school.
Gertrude M. Connery, from West Pullman to Parkside school.
Sarah Dryfuss, from Yates to Schley school.
Martha Dwyer, from Hayes to Healy school.
Jennie F. Hawthorne, from Jenner to Franklin school.
Flora E. Johnson, from Linné to Avondale school.
Mary F. Keane, from Franklin to Yates school.
Ida M. Kinder, from Fuller to Seward school.
Charles J. Lunak, from Smyth to Lawson school.
Margaret J. Mahoney, from Seward to Earle school.
Alexander Moll, from Earle to Pullman school.
M. Irene Moore, from Wentworth to Dewey school.
Ethel B. Nay, from Brown to Scott school.
Anna M. Nilsson, from Keith to Normal Prac. school.
Edward J. Padden, from Von Humboldt to Normal Prac. school.
Margaret Parrington, from Jirka to Dewey school.
Ida M. Peary, from Froebel to Corkery school.
Florentine Philipp, from Nash to Bryant school.
Mary K. Plumb, from Audubon to Nettelhorst school.
Laura F. Sinclair, from Lawson to Burns school.

Kindergarten Transfers.

Adelaide Favor, from Normal Practice to Auburn Park school.

UNASSIGNED LIST.

Alma J. Berlizheimer, Sheldon school.
Madge M. Corcoran, Goldsmith school.
Hulda Friedenthal, Holden school.
Edith M. Hueston, Healy school.
Nora A. Jones, Otis school.
Agnes Thompson, Stowe school.
Erna Vogeler, Headley school.

RESIGNATIONS.

Ella W. Cearfoss, Dewey school.
Margaret Fitzgerald, Harrison school.
Grace L. Hawkins, Hawthorne school.
Lulu C. Lee, Medill school.
Charles E. Marks, Pullman school.
Eleanor Marson, Dewey school.
Edith Matousek, Spry school.
Grace R. Peck, Beidler school.
Carrie R. Smith, Bass school.
Nellie M. Stringer, Komensky school.

That Joseph R. Moore, engineer of the Seward school, under date of May 1, 1905, was suspended from duty, on charges preferred against him, pending investigation by the committee, that under date of May 5, 1905, the committee gave a full and complete hearing, found the charges not sustained, and ordered the reinstatement of said Joseph R. Moore, without loss of salary.

That under date of May 1, 1905, Thomas Malloy, engineer of the James Madison school building, was suspended from duty on charges preferred against him, pending investigation by the committee, that under date of May 5, 1905, the committee gave a full and complete hearing, found the charges not sustained and ordered the reinstatement of said Thomas Malloy without loss of salary.

Transfers, assignments, separations, etc., of various employes, made in accordance with Civil Service requirements:

Transfer—Owen Durigan, Normal to the Parental school.

TEMPORARY ASSIGNMENTS.

Edward Durkin, substitute engineer, Manierre school.
Michael J. Broderick, substitute engineer, James Madison school.
Thomas Connors, substitute engineer, Seward school.

SEPARATIONS.

Owen Durigan, Normal school.
Lydia Kelley, temporary stenographer, chief engineer's department.
Joseph Rodgers, fireman, Parental school.
Michael J. Broderick, substitute engineer, James Madison school.
Thomas Connors, substitute engineer, Seward school.

SUSPENSIONS.

(Pending trial by this committee.)
Nils. W. Frohman, engineer, Manierre school.

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CHICAGO TEACHERS' FEDERATION.

The adjourned annual session and the regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, May 13, 1905.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, May 16, 1905, at 4 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

Note change of address of Federation office in this week's issue.

CHICAGO TEACHERS' CLUB.

The Chicago Teachers' Club holds its annual meeting Saturday, May 13, 2:30 p. m., 45 East Randolph street. Noonday Club. Election of officers. Amendments to constitution.

EMILY A. HAYWARD, Cor. Sec.

ASBURY PARK AND THE N. E. A.

Arrangements are now completed for the N. E. A. trip, and the following details of travel have been furnished by the various railroads. Erie railroad will grant stop-overs, going or returning, within going or returning limit of ticket, at Sagertown and Cambridge Springs, Pa.; Lakewood or Jamestown on Chautauqua Lake, N. Y.; Niagara Falls and New York City. Pennsylvania road will give stop-overs, in same way, at Baltimore, Washington and Philadelphia. Nickel Plate road will allow stop-overs, in like manner, at Chautauqua Lake and Niagara Falls and on the return trip will include New York City. Baltimore and Ohio road grants stop-overs on *return* trip at New York City, Philadelphia, Baltimore, Washington, Mountain Lake Park, Md., Deer Park, Md., and Oakland, Md. Grand Trunk —Lehigh Valley Route—stop-overs at Glen Summit, Pa., Detroit, Niagara Falls and New York City. On return trip, passengers who so desire may go by water from Buffalo to Detroit. Wabash—West Shore Route—stop-overs at Detroit, Niagara Falls and New York City. Those desiring to may travel by boat between Detroit and Buffalo and between Albany and New York City.

The Lake Shore and Michigan Southern offers stop-overs at Put-in-Bay, Cedar Point or Niagara Falls.

Fare by differential lines $21.35 for round trip; by other lines $23.35.

Reservations may be made from now on.

Transportation Committee:

CATHARINE GOGGIN,
EMMA STEVENS,
FLORENCE E. TENNERRY.
HARRIETTE T. TREADWELL.

Farmer Medders—So ye stopped over one train in N' York on Thanksgiving? Is there much ter see there?

Farmer Plum—Is there much ter see? Well, say, Silas! I tramped around there fer a hull hour an' I didn't see mor'n half they wuz ter see—not mor'n half.—Leslie's Weekly.

National Educational Association
Asbury Park, N. J., July 3-7, 1905

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For further information, advertising matter, sleeping car berths, etc., address,

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, MAY 19, 1905. No. 24.

THE CHICAGO STRIKE.

Whatever may have been the cause or the excuse for the present disturbed labor condition in Chicago (pp. 65, 70), or whoever may have been at fault, there is no excuse at all for its continuance, and the fault for that lies at the door of the employers' union. It lies at their door because the alleged grievances of both sides could have been referred to fair arbitration at any time these many days, and would have been so referred but for the stubborn if not malicious refusal of the employers' organization to consider any proposition whatever which might tend to an adjustment peaceably.

—

The plea of the employers that they ask only legal rights to the use of the streets without risk of assaults, and that therefore they will not arbitrate those rights, is all pretense. This is not all they ask, and it is not all that is involved. So far as it is at all involved, it is involved as an actual or possible consequence of alleged unfairness of the employers in dealing with their employes. The question for arbitration is this alleged unfairness. Consent by the employers to arbitrate that question would end the strike instantly; and with the strike ended the possibilities of lawlessness would be removed. Refusal to engage in such an arbitration not only raises a suspicion that the employers have provoked the strike by being unfair, but that they wish to perpetuate it.

—

Why anyone should wish to perpetuate so inflammable a condition in a great city is not obvious. But that someone does wish it in this case is evident. In the light of all the circumstances there is no reasonable escape from the conclusion that somebody is trying to plunge the city into chaos. The search for that somebody must begin, like any other criminal inquiry, with locating the motive. The motive is not to be found among the strikers. It is to be found among the employers or back of them. Millions upon millions of tainted dollars are at stake, which may be saved to their sordid claimants if human passions can be so deftly played upon as to make riot, troops, slaughter and public panic seem to be the natural result of electing to an important office any genuine adversary of plutocracy; for thereby a revulsion at the polls may be produced.

—

Let him who doubts, consider the circumstances. Why does the plutocratic New York Times (May 5) describe the situation as "reaping the penalty of putting a socialistic municipal ownership crank in the mayor's chair"? Why did the cry for federal troops go up from plutocratic throats and through the plutocratic press before a brick had been thrown or a shot fired? Why has every act of violence been magnified and every effort for peace been minimized? Why did local employers make their way to the federal courts as a vestibule to the federal army by running off to another state to incorporate? Why did they import strange negroes as strike-breakers—many of them in flagrant defiance of the Illinois law against fraudulent importation of laborers into the state—if not for the purpose of exciting race animosities and thereby provoking public disorder? This could benefit nobody but satanic plutocrats playing at a game, with human passions for pawns and millions for the stake. Why did they arm these irresponsible negroes, contrary to law, with concealed weapons and before there had been any violence? A reckless use of those weapons constituted, by the way, the first breach of the peace in the whole strike. Why did they compel the police to march through crowded thoroughfares guarding caravans of empty wagons, bound from nowhere to nowhere, but driven by imported negroes and carrying armed detectives picked up from the purlieus of other cities, if not for the purpose of inciting angry men to overt acts? The question of the negro's equal right to work is foreign to the point. The point is the question not of negroes coming for work, but of negroes imported by white men with the criminal purpose of inflaming prejudiced minds to the point of violence. Why have the employers refused every overture to take this labor controversy off the streets, where it endangers the public peace, and into a court room, where it can be fairly and peaceably settled? Why have they started the cry that Mayor Dunne is culpable for alleged inefficiency of policemen, against whom they have failed to bring charges on which he can possibly act? These are but samples of many significant questions that might be asked, the answers to which may be inferred from the comments of the plutocratic papers of the East. "Chicago to-day stands as an object lesson of socialism in action," says one of these, the Cincinnati *Times-Star*, in the same spirit that animates the comment of all. By "socialism" it means the recent election of Dunne (p. 53) as the representative of municipal ownership of municipal property; and "socialism in action" means the disorder in the streets, which has been provoked and is kept alive by the sinister influences that Dunne defeated at the polls and for which these papers stand. In reality, this is not socialism in action; it is plutocracy in action. The

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sooner the well-meaning citizen awakes to a realization of that, the better will it be for orderly and honest government.

—

The hope of finding in Chicago more than a handful of citizens of prominence who rise above partisan interests, class sympathies and class graft, is a slender strand. In the neighborhood settlements and among their supporters there are some. Among the preachers there are a few. But on the whole, Chicago is a class-ridden city. The public right, except as a euphemism for class interests, is regarded as something mystical. The syllogistic formula for the logic of the public spirit that prevails in Chicago with reference to any event or proposal whatever would be something like this:

"The city—it is my class; what has happened or what you propose is good for my class; therefore, it is good for the city. Conversely, if bad for my class it is bad for the city."

And so the woof of the argument threads its way through conversation, preachment and editorial. Whatever the issue, whether graft-getting or graft-giving, violence or peace, law or defiance of law, selfish greed or pride or selfish hate or fear are ever uppermost. Even the question of making the gutters run with human blood, has not turned upon considerations of the public good; it has turned upon expectations with reference to class interest, except when still lower considerations have entered in. This is really not the general fact; but it is the fact as to so-called "leading citizens."

In this whole inflammable controversy now kept on the public streets by the employers' union, only one prominent man (men of neighborhood settlement prominence and men of official responsibility excepted), has had the will and the courage to defy his social class, and his political party, and the wolfish business interests that howl all about him. He alone among non-officials of local prominence proclaims good citizenship regardless of personal, political and business association. Our allusion is to William Kent. Although Mr. Kent is a Republican, and was one of the most vigorous opponents of Mayor Dunne in the recent municipal campaign, he has written the mayor an open letter in which, upon tendering his sympathy, his thanks, and his assistance, he says:

"With a keen realization of the necessity of preserving the dignity of the town, you have gone further than any other mayor we have had in strengthening the police force, and your position in regard to disarming strikers and strike-breakers alike must meet with the approval of every man not biased by the side he has taken in the controversy."

It was in response to a suggestion of Mr. Kent that Mayor Dunne appointed his investigating commission which is now in session. That the mayor is himself a citizen before he is a partisan, and that he intends to serve the people instead of a class or a party, is sufficiently well indicated in this connection by the men he has appointed on that commission. In Graham Taylor, a distinguished neighborhood settlement sociologist, in Mr. Webster, a large manufacturer, and in Mr. Boyden, a lawyer, he has named three competent men who opposed his election as mayor. Yet the employers' organization, again responding to the subtle influences which have all along inspired it, refuses to facilitate the good citizenship work of this commission.

—

One of the incidents of the Chicago strike is not only significant of the character of some of the financial influences that are playing the game of arousing public passion for private profit, but it raises again the question of the right of bankers to divert funds for which they are trustees. We allude to an arbitrary contribution by banks of $50,000 to the strike fund of the employers' union. To have made this contribution to the strike fund of the strikers' union would, we suspect, have come perilously near to the diversion in which Banker Bigelow was recently caught. That the principle is the same no matter which strike fund gets the plunder, appears to be the sensible opinion of one of the bankers of Chicago who was approached but refused to contribute. John V. Clarke, president of the Hibernian Bank, replying to the solicitations of the secretary of the Chicago Clearing House, pointedly said:

"This bank, while deeply regretting the conditions as now existing in our city, will not in any way change its position . . . Our position is that as a banking corporation it is not within the sphere of its officials to appropriate the funds of its stockholders for any such purpose; and, again, it is our opinion that the Employers' Association was not organized wholly for the purpose of law and order as contained in your circulars; and, further, we object to the form of the resolution as implying it was the opinion of all the associated banks that this contribution should be made, while in fact it was the opinion of the majority only. This bank reserves the right, should occasion demand it, of placing itself before the public as voting against this resolution of contribution."

If that position isn't sound, we should like to know the least offensive term or terms that would explicitly characterize the act of the bankers who did divert the funds of their stockholders to the uses of the employers' union.

* * * * * * *

—The Public.

Miss Anna B. Miller of Philadelphia is a young woman of perseverance. She was deposed as supervising principal of the Rhoades School in Philadelphia, on charges based on letters alleged to have been written by her to a teacher in her school, and on affidavits alleged to have been made by the said teacher, in which Miss Miller was charged with various misdeeds. Miss Miller denied having written the letters, and asserted that a former president of the board in the Thirty-fourth district and others had conspired to deprive her of her position. She decided to bring suit for $50,000 damages. No lawyer would take her case, so she devoted two years to the study of law, to fit herself to conduct it. She took only those points of law bearing on the question. For five days last week she argued for herself, with the result that she has been given a verdict for $14,960.—The Woman's Journal.

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THE PRIMARY SCHOOL CURRICULUM.

It is always a pleasure to see words of praise for Superintendent Maxwell's improvement of our schools. As Mr. Percival Chubb, reported in the *Evening Post,* said recently, "The citizens of New York must always be grateful to the man who had the courage and pertinacity to demand of the Normal College and of the schools in general those results that are educationally respectable."

Somewhere also within a day or two, has been seen a reminder that those who desire changes of policy in our school management should not assail Mr. Maxwell personally, as if he, autocratic, unaided, and unhampered, had all the power and all responsibility. But with this piece of common-sense fresh in mind, we shall probably hammer at Mr. Maxwell by name, not so much under the impression that he can reform where he will in the twinkling of an eye as knowing the powerful influence of his convictions. Whether his "courage and pertinacity" be exerted towards any special policy or against it makes a difference.

As to the course of study which has now stirred tardy criticism and even active opposition, Mr. Maxwell's strength seems to be devoted wholeheartedly to its defense. Apparently he is without misgivings as to its excellence and thinks that the main reason why it may appear overloaded is that teachers use it badly. They mistake, he says, the parts of a subject which it is worth while to teach and teach thoroughly, drilling where they should not drill, wasting time over utterly useless memorizing, etc. Their ideas are still curiously old-fashioned, or their judgment is unripe, or they simply lack thoughtfulness about what they are doing. Teachers—even teachers whose business deals at first hand with the fate of human beings—sometimes take their responsibilities with the strangest lightness. We do know some of them—a small proportion, of course—who are putting more strength into, for instance, spring hats and circuses than into study for the welfare of any pupil or pupils.

Mr. Maxwell has not said all this; but he has repeatedly expressed himself very much as he did in his St. Louis Exposition address when he touched upon means to prevent "what is popularly known as the 'overcrowding' of the elementary curriculum."

"History," Mr. Maxwell said, "is not the only subject in which children's time is wasted and their interest destroyed by memoriter methods. In geography, in grammar, in arithmetic, even in nature study, it is still not unusual to find teachers consuming their pupils' time in memorizing unessential details and a vast redundancy of technical terms. Time may be saved by lopping off wearisome and useless detail in all subjects." Teachers' intelligent rejection of superfluous subject-matter and the general dissemination of improved methods will, declares Mr. Maxwell, "gradually solve the problem of the 'overcrowding of the elementary curriculum.'" Every subject upon the list "is justified and required by the fundamental assumption that school exists for the progressive adaptation of the child's mind to its spiritual environment. Each child has a right to the beginnings of a knowledge of literature, of science, of art, of institutions and of ethics."

Doubtless, as to the child's right, this is all true. What I am more sure of is that *were the curriculum far less crowded* than it is, the child would stand a correspondingly better chance of getting those beginnings of the most valuable knowledge. To have all those subjects upon a list of requirements, to oblige teachers to hold a class in each, does not necessarily give the knowledge or even prepare the way for giving it. Experienced teachers are quite as apt as not to think that the wrong way to go to work.

If teachers have time to get close to the children's minds, if they are not constantly pressed and worried—if our public school teachers in general were more free, more trusted, and at the same time were more inspired by their training-school courses, by superintendents and principals, more habitually, patiently, and calmly taught their responsibilities and the secrets of good work—it could be made the most natural thing in the world for the capable teachers to give scholars all those beginnings of knowledge which Mr. Maxwell longs for the children to have.

Good primary teachers, under fair conditions, are doing it, but not in big public school classes. When one of the wisest primary teachers gets into a big public school class, she suffers, finding that she cannot do this very thing—cannot teach the beginnings "of literature, of science, of art, of institutions, of ethics;" but must omit the most important of teaching, that which she thinks would help most to adapt the child's mind to its spiritual environment. Such a teacher does not waste any more time over the memorizing of useless stuff, does not fritter away the child's strength through ill-judged methods, does not use her own time and mind for plan-books, time schedules, etc., any more than she is forced to do by the system which has her and her class in its grasp.

But the class is large; the curriculum requires a long list of subjects to be taught separately; special teachers are numerous; principals are obliged to demand attention to distracting numbers of regulations, and are always fearful that if teachers—the best—venture a hair's breadth from the specified path (e. g., to give by word of mouth and other natural methods these beginnings of useful knowledge at the "psychological moment"—just when and as they would be successfully given) the proportion of the class prepared for promotion will be too small.

Each day, school is, for the teacher's mind, a race, a maze; discouragement comes too often to be salutary even for teachers. There isn't time enough between the waves to "bob up serenely." The prolonged strain breeds weakness and disgust —self-disapproval, helplessness for good work.

And *all the subjects on the list are the sufferers.* No subject can be taught with the deliberation, the thoughtfulness, or the spirit that teachers should have at their command. Individuality has been squeezed out of the teachers. The much-talked-

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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ALL REMITTANCES by check or draft should be made payable to th order of the Federation Bulletin.

MARGARET A. HALEY, Editor,
814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

BOOKS AND—MEN.

In the cobweb gauze of the shades spun
On the loom of the death of day,
In the flicker and flit of the faint firelight
That reddens the erst white clay;
In the gloom of the room where books smile down
Like friends that say little, love much,
I feel the thrill of a worldless bliss,
Yet the breath of a worldly kiss.

Men eat "your bread and salt,"
Men drink "your water and wine";
But when trouble comes they twiddle their thumbs
And—"It's no concern of mine."

In the tear-filled nights when the bleak, black thoughts
Swing swift thro' the day-worn brain
Like the rise and rush of the wave on wave
That harry the storm-lashed main,
Gleam the gilded backs of my God-sent books
In the glow of the flash from the fire;
I've tried men's souls in the heat of those coals,
And of men, not books, I tire.

Men eat "your bread and salt,"
Men drink "your water and wine";
But when trouble comes they twiddle their thumbs
And—"It's no concern of mine."

—W. J. Sullivan, in Chicago Examiner.

INDIVIDUAL INITIATIVE.

I spent a full half-day in a school with a kindergarten and eight grades, and I have never seen in any building more work from which I got suggestions for editorials, method articles, and helps in lecturing on education. As I closed my study of the school I said to one of the grade teachers, "How do you account for the variety and superiority of the work in this building?"

"Individual initiative," she replied. "The superintendent, the special supervisors, and the principal encourage individual initiative."

I went through a large and highly prosperous manufacturing plant that has been going forward in royal fashion, and I said to one of the partners: "How do you account for the phenomenal success of your business?"

"Individual initiative," he replied. "We encourage every workman down to the humblest lad to suggest ways of reducing waste and increasing output."

In March last, there was an official conference on the reports of special agents of the United States who have been studying the results of the Russo-Japanese war. In this conference were President Roosevelt, Assistant Secretary of War Oliver, General Crozier of the bureau of ordnance, and several officers of the general staff. The decision was that the importance of individual initiative in the soldier and of higher physical training than heretofore has characterized the private in the ranks of the Japanese army. The conference was preliminary and resulted in the adoption of such means as will increase the training and add to the initiative of the enlisted men in the army. Methods will be taught them which are born of experience and observation. It is expected these methods not only will increase the efficiency of the private soldier, but also will enable him the better to protect himself, and perhaps his comrades in time of emergency. The new methods will be promulgated in general orders to the army.

Evidently individual initiative is a characteristic of the twentieth century the world over. All schools must appreciate this and superintendents and principals must learn that all wisdom is not at the top. The Russians have allowed no individual initiative. From the Czar, his cabinet, generals, and admirals originate all wisdom. There will be schools that will go to pieces under tests, as has the Russian army and navy, if care is not taken. Individual initiative is nowhere needed so much as in school work, and it is needed now.—Journal of Education.

THE TEAMSTERS' STRIKE IN CHICAGO.

Week Ending Thursday, May 11.

From present indications, the labor disturbances in Chicago (p. 70) are quieting down. In fact there has been no evidence at all of actual riot upon anything like a large scale, except the outcries of alarmists and the "scareheads" of newspapers. Although there has been an inflamed state of the public mind, which might at any time have produced an explosion, and while there have been disorderly and lawless acts on both sides, but few mob demonstrations have occurred, and these have been apparently unpremeditated and certainly without extensive damage either to property or person. The whole police force has, indeed, been on strike duty; but this is because the disturbances are not localized, as they would be with most strikes. The whole vast area of the city has to be guarded, because teams may encounter trouble at any point on any one of the great network of streets, from the "loop" to the city limits. In the very heart of the city, however, crowds of women, children and men move about as usual, without fear; and seldom is there any indication of danger except as an occasional wagon, manned with a driver, a uniformed policeman or two, and a private detective or two armed with revolvers and rifles, weaves its way through the throng.—The Public.

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(Continued from page 3.)

of and absolutely necessary personality—where goes it? here it has no encouragement, no breath.

The longer the list (after the first few subjects) the worse the conditions for good teaching. With classes so large—fully twice too large, are they not?—the list of subjects should the more carefully be kept short.

Has Mr. Maxwell considered all this and much more? Probably he has; yet he, perhaps, has not full and intimate knowledge of the life, the atmosphere, in most of the primary school-rooms. Has he relatives among the primary teachers—or many personal friends who give him frank accounts of the work and their discoveries and beliefs about it? Can he go—or can he send some of the best teachers that he knows—for, say, thirty days into as many different primary rooms, and then into each of, perhaps, six rooms for several consecutive days, remaining through the school hours? Of course, only by slow, close study can the workings of a very full curriculum be realized—if it can by any means other than years of studious teaching in elementary grades.

In these grades the combination of conditions—e. g., large classes, many subjects taught, short acquaintance of pupils with each teacher—causes, as a rule, a rigidity and monotony of behavior which is hard on body, morals, and mind. It shuts off natural, free, vigorous thought, to say nothing of expression of thought. Before effective teaching can go on, perfect ease of mind must be inspired. Imagine yourself doing this. Indeed, a friendliness with each individual child is necessary before he will be truly reached by your instruction in any subject. Personally, he is not to be ignored. He is not to be misunderstood. He must not be dazed. Those things hurt, badly, for life; but the first result is to take benefit out of your instruction.

It is foolish to attempt here reminders of difficult conditions that exist and could not be changed as quickly as could the length of the curriculum. Such reminders would have to be too scanty to assist anyone not in the work to a good idea of it. To gain that it is necessary to seek much farther than this page—to question and ponder whether it is better in large classes of little children to have many good subjects or to have a very few at a time, that teachers may aim for a careful, friendly, moral sort of school-life, with a dignity about it yet with much informality and much fun.

They would be queer teachers who in daily companionship with children did not try hard and find ways to give the beginnings of knowledge in Mr. Maxwell's essential subjects if there were time and opportunity. But, crowd the subjects into a curriculum and there is not time or opportunity.—S. P. P., in The School Journal.

'Tis better to be right than consistent—and better still to be both.

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Tonsilitis	Smallpox	Scarlatina
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CHICAGO TEACHERS' FEDERATION.

The adjourned annual session and the regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, June 10, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Wednesday, May 31, 1905, at 4 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

THE STORY OF THE STRIKE.

As the BULLETIN goes to press there seems to be some prospect of a settlement. We published last week and are publishing this week articles, or portions of them, of what has appeared in *The Public* concerning this great struggle. These articles have seemed to us the most unbiased, unprejudiced story of the conflict which has appeared in any publication.

ASBURY PARK AND THE N. E. A.

Arrangements are now completed for the N. E. A. trip, and the following details of travel have been furnished by the various railroads. Erie railroad will grant stop-overs, going or returning, within going or returning limit of ticket, at Sagertown and Cambridge Springs, Pa.; Lakewood or Jamestown on Chautauqua Lake, N. Y.; Niagara Falls and New York City. Pennsylvania road will give stop-overs, in same way, at Baltimore, Washington and Philadelphia. Nickel Plate road will allow stop-overs, in like manner, at Chautauqua Lake and Niagara Falls and on the return trip will include New York City. Baltimore and Ohio road grants stop-overs on *return* trip at New York City, Philadelphia, Baltimore, Washington, Mountain Lake Park, Md., Deer Park, Md., and Oakland, Md. Grand Trunk —Lehigh Valley Route—stop-overs at Glen Summit, Pa., Detroit, Niagara Falls and New York City. On return trip, passengers who so desire may go by water from Buffalo to Detroit. Wabash—West Shore Route—stop-overs at Detroit, Niagara Falls and New York City. Those desiring to may travel by boat between Detroit and Buffalo and between Albany and New York City.

The Lake Shore and Michigan Southern offers stop-overs at Put-in-Bay, Cedar Point or Niagara Falls.

Fare by differential lines $21.35 for round trip; by other lines $23.35.

Reservations may be made from now on.

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DOUBLE TRACK ROUTE
TO THE
Forty-Fourth Annual Meeting
NATIONAL EDUCATION ASSOCIATION
ASBURY PARK, N. J.
JULY 3rd to 7th, 1905

$21.35 FOR THE ROUND TRIP.

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CHICAGO TEACHER'S FEDERATION
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N. E. A.

At Asbury Park.

The "ERIE" Railroad Company with its own rails all the way from Chicago to New York, and trains operated entirely by block signal system, offers exceptional advantages to the tourist in the scenery along its lines especially that along the famous Deleware River.

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TEACHERS, ATTENTION!

Vacation will soon be here. Do you want to earn from $250 to $1,000 during that time? We have a special proposition to make to you to sell the best secured guaranteed semi-annual dividend five per cent

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The most profitable and perfectly secured means of saving.
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PIANO BUYERS

Find Strong Temptation

—IN—

May Sale

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The Manufacturers

Annual Clearing at the Kimball Warerooms Means Much for Enrichment of the Home Life.

Extraordinary piano buying continues at the Manufacturers' Warerooms 243 Wabash Ave., S. W. Cor. Jackson Blvd. Besides being a powerful appeal to the money-saving motive, this sale includes many instruments of the highest type of the piano maker's art.

Kimball pianos are the product of a home factory. For years their praises have been sung by the world's masters in music.

They are within reach of the purchaser of limited means, for they go directly from the great Kimball factories to the home.

Unlimited resources of the producers enable them to give the purchaser possession of the instrument while making payment; hence the wisdom of many purchasers anticipating their wants by several months, for rarely do conditions bring such mighty inducements.

MAY ONLY

New Eastern Piano and Kimball Piano Player, regular price	$445
20 Rolls of Music, for operating the player	20
Total	$465
Special Offer, complete	**$275**

Easy Payments if Desired

W. W. KIMBALL CO.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, MAY 26, 1905. No. 25

THE SCARCITY OF TEACHERS.

Excerpts from an Address Delivered Before the Central Illinois Teachers' Association, at Peoria, April 1, 1905, by David Felmley, President State Normal University.

The statement of this question presumes that the prevailing scarcity of qualified teachers is a matter of common knowledge. It is certainly known to superintendents charged with the selection of teachers. In more than one county in Illinois school houses are standing empty because a suitable teacher cannot be found. County superintendents have been obliged to lower their standard of requirements for admission to the profession, to reject fewer applicants for certificates. One county superintendent reports that last year he rejected only two, while two years before he turned away forty-three. The upper classes in the State Normal schools are depleted by the constant calls for teachers. They have not been able to meet one-fourth of the demands made upon them during the school year. Fewer students enter the State Normal schools. Why need they? The schools must be provided with teachers. All who can pass muster with the county superintendent are reasonably sure of employment, while he in turn must level his requirements to the ability of the available candidates. The writer recalls four seniors in one village high school that in May arranged to enter the State Normal School at Normal in September. September found them all teaching. The opportunity to earn money for themselves was too tempting. Yet a high school graduate is well up in the ranks. Superintendent Bayliss reports 4,428 teachers last year without any high school education.

All these facts point to one conclusion. Teachers are growing scarce. An examination of the roll in any particular county will show that many of the best teachers are leaving the work; the men to farm, to study law or medicine, to become insurance agents and traveling salesmen, or to enter the government service; the women to marry, to become trained nurses, stenographers, responsible bookkeepers and saleswomen. There has always been this outflow from the profession; but just now it is greater than before; fewer young people are ready to fill the vacant places; and I think we must all agree that in view of the needs and responsibilities of modern education, too few are looking seriously to a career in this profession and making adequate preparation for it.

Why are teachers scarce? The economic law is that labor drifts from one occupation to another according to the relative inducements offered in each. At all times teachers have been drawn to their vocation by a variety of considerations. The social position and public respect accorded to worthy teachers is no mean inducement. People who love knowledge for its own sake, not merely for the uses to which it can be put, usually find delight in sharing their treasures with others. Many too, are attracted to the schoolroom by a genuine love of children. To most of us, I take it, teaching is more than an occupation; it is a veritable calling; there has been something of a spiritual summons; an ideal of bettering the world through the ministrations of the school, an ideal whose urgency has brought us to the teacher's desk. Along with these inducements has been the salary, which we have valued nearly as much as a mark of the public respect accorded us as for the material comforts that it commands.

Now as compared with other occupations it seems to me that the moral or spiritual inducements to become a teacher are as potent as ever. But the question of salary is becoming in every sphere of activity a larger consideration than it has been in the past.

The cause is fundamentally in the industrial changes that have removed the domestic industries from home and farm to factory and shop. Our pioneer forefathers produced with their own hands nearly everything in or about their homes. They saw little of the wares of the merchant. Their luxuries and personal adornments were largely the product of their own taste and skill. Now the world buys and sells relatively five times as much as a century ago. We serve others and are served by them. The measure of comforts that we shall enjoy depends very largely upon our command of the market. The standard of living is determined by these changed conditions. In spite of all the moralists may say in praise of the simple life, teachers know that to retain a due measure of respect in the eyes of the public, if not in their own, they must in dress, in style of living, pay some regard to the prevailing standards. The teacher, therefore is not to be upbraided because he sometimes turns from his work to consider the question of pay. It is true that whether his salary be great nition of the teachers' profession, so long the twin themes of unmanly lamentations, and go to work. Demonstrate the value of professional skill. Every-

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body knows that the greatest waste of school money arises from the employment of incompetent teachers, while money wisely invested in good schools or small he owes all that he can give to the children under his care; but when the day for signing a contract has arrived it is his privilege to make the best possible bargain.

Teachers' salaries in Illinois as a whole have undoubtedly risen.

* * * * * * *

This is for the entire state. The increase, however, has been mainly in Cook county employing one-fourth of the teachers and in a few large cities outside. In thirty-six counties, the average monthly wages of men are lower than thirty years ago. In eighteen, women are paid less. There are still sixty-one counties in which the average salary of women teachers is less than $40 per month. Four in which it is less than $30. In ten, men are paid an average salary of less than $40 per month.

* * * * * * *

In the meantime the population of the state has doubled, its wealth has trebled. Land and all products of the land have risen in value. Wages for every other species of service demanding skill and fidelity have risen. I need not burden you with labor statistics. In 1902, the last year for which we have complete statistics, the average *annual* earnings of all the workers, men, women, and children in 55 leading manufacturing industries in Illinois was $502.92. The average *annual* earnings of men teachers for the same year were only $490.69.

* * * * * * *

In all these lines of skilled labor there has been a notable advance in wages during the past seven years. Coal miners' wages have practically doubled.

It is not necessary to multiply evidence on this point. It is a matter of common knowledge that the country schoolmaster is fortunate whose net earnings are better than those of a good farm hand. Many good women teachers earn less than stenographers, seamstresses and cooks. * * * Moreover, the demands upon teachers have multiplied. Institutes, books, periodicals, and summer schools have brought home to them the need of professional preparation. When this need is realized, the conscientious teacher feels that he must obtain the preparation or quit the ranks. I believe the demand for this preparation is stronger among teachers than among employers. I have personally known several promising teachers who have left the work because they keenly felt this need but could not see in present salaries justification for making the necessary expenditures.

The inadequate compensation is not because our people as a whole do not believe in education, nor spend money generously for its support. *During the past twenty-five years the cost of public education in Illinois has increased 175 per cent while population has increased only 70 per cent; but the enlarged expenditures have been for fine buildings, for equipment, apparatus, libraries; and especially for developing the somewhat expensive high schools in our cities and towns. Salaries in the elementary schools have seen the least advance.*

In the report of the Mosely Commission the author says, "The most striking facts I have gathered are these:

"*1. That the people of the United States spend a marvelous amount of money upon their public schools, endowing education more lavishly than any other people in the world.*

"*2. They do not spend enough. The salaries of teachers are not sufficient for the service the country desires and should have. The money lavished on the schools goes to buildings and equipment which are on a more generous scale than in England, but the teachers—the living force of the schools—are kept short.*"

"In many cases the actual money pay of teachers is higher in the United States than in England; but reckoning the difference in the standard of living, especially in those articles that are above necessities, both men and women are paid more in England than in America." (Quoted from Indiana Report on Taxation and Teachers' Salaries.)

A fine school building especially appeals to the American spirit. It is the pride of the town to be exhibited to the prospective investor. It is regarded as a wise expenditure for advertising purposes. But teachers' wages are largely determined by custom. No organization or trades-union methods have been operative to force them up. Competition has been unrestricted. With unrestricted competition wages are bound to sink to the lowest level at which laborers will consent to live. This level is reached in that large class of young women, fresh graduates of the public school who while living with their parents are willing to accept any small salary sufficient for their personal expenses. Wherever school boards are willing to employ teachers with this standard of preparation, all discussion of the salary question is useless.

What wages should teachers receive? What wages should be paid for any service? The answer is, society should provide for all its servants charged with any vital function the conditions and means essential to effective service. Teachers should be free to teach. The citizen teacher of the early days could teach in winter and farm in summer. Few teachers are content with the standard of excellence then possible. Excellence in the calling now involves professional training, books and magazines, summer schools, and institutes, travel, lectures, and concerts. A vacation outing is no extravagance if it buys vigor and inspiration for the school room. The teacher's salary should be sufficient to reimburse him for his outlay for professional training, to maintain his professional growth, to enable him to live in the part of the town, and dress in the style that the community demands, to bring up and educate his family and lay by something for old age.

In brief, his salary should provide as good a living as other men of equal character, ability, training, and skill receive.

* * * * * * *

Three principal remedies for the present salary situation are suggested. The first is a sort of laissez-faire policy. It would say to teachers in the words of Newton Bateman that the higher law by which teachers' salaries are graduated by the quality of service rendered, and by the law of supply and demand will not be set aside for their benefit, that that law is unchangeable and inexorable, that it is a cold, relentless, emotionless principle of political economy which has controlled the whole question of wages with a pitiless and despotic sway for centuries past. Hence the thing to do is to quit weeping and wailing over low wages and the non-recog-

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yields greater dividends than any other investment, dividends in the form of increased earning power, dividends in knowledge, power, and character, dividends in good citizenship. There is plenty of room higher up. If you are willing to spend the time, thought, energy, perseverance, and money vital to the best preparation and service, the world will recognize you, appreciate you, reward you.

The trouble with this policy is that it presumes a larger measure of interest in education and knowledge of good teaching than school boards yet possess, or are likely to possess for a long time to come. Teaching is harder to judge than any other kind of expert service. In most service requiring special knowledge or skill, if we cannot judge of the work while in progress, we can judge of its results. If the blacksmith is unskillful the horse goes lame; if the builder is a botcher, his roof leaks, his doors sag, his paint scales, or his plaster falls; the poor lawyer loses his case, the physician his patient; but for poor teaching there is no prompt or ready test. In fact most otherwise well-informed people have very hazy notions of what the school ought to bring to pass. Our people believe in education without knowing exactly what the word means. Suffice it to say that from a good school the youth should come forth with a body sound, healthy and graceful, with a mind furnished with a goodly stock of knowledge of the sciences that underlie our civilization, and of the best literature in which its ideals and spirit are expressed; it will have trained his powers of perception and reasoning; it will have established that scientific spirit which does not believe and take for granted, but weighs and considers; it will have secured reasonable proficiency in reading, writing, drawing, computing, singing, speaking, and the art of good behavior.

The daily administration of the good school will have established habits of punctuality, order, industry, courtesy, and self-control, of fidelity to obligagations, and a due sense of responsibility. It will have implanted high ideals of life, the love of excellence, a passion for justice, a chivalrous sense of honor; in brief, the school should turn out,—to adapt the words of Milton,—honest, honorable, high-minded men and women able to discharge justly, skillfully, and magnanimously all the duties of public and private life.

Now the best teaching will not always bring this to pass. It may be nullified by the influence of home and street, of press and stage. The point is that few employers know what to expect from the schools, fewer still can separate the mingled currents in adult knowledge and character and trace each to its source. In any case to judge of to-day's schools by results we must wait a generation. Evidently, then, those charged with the employment and supervision of teachers need to know good teaching when they see it.

Now, the average man asks only two questions, Do the children like the teacher? Does he keep order? Both are good tests as far as they go; yet this audience knows that the affection of children is easily won; quite as easily by him who entertains as by him who instructs. The value of order in the schoolroom depends very much upon whether it is secured by threats and bribes, by appeals to fear or selfishness; or whether it is secured through the preoccupation of the children in interesting and profitable work.

What we call the atmosphere of the schoolroom is not a decisive test. Often school exercises that seem skillful and even beautiful are when judged by standards of ultimate educational value useless or worse.

I cannot argue this point further. I submit the proposition to your serious judgment that in no other form of service is the difference between true excellence and mediocrity harder to detect. This fact puts trained and intelligent teachers at a serious disadvantage in competition with relatives of the board with "deserving girls from the home school," and the general pressure for "economy." So long as there are 1,200 school boards in Illinois to employ teachers we can scarce expect everywhere the power to discern and recognize good teaching. The silent plea of efficient service will not alone bring the salary deserved.

A second remedy is legislative action prescribing the minimum salary that may be paid. Indiana with her closely knit school organization brings to pass reforms before we are fairly launched upon the stage of discussion.

* * * * * * *

There can be, I think, no valid objection to such legislation. Teachers are public officers. The salaries and fees of many officers are prescribed by statutes.

* * * * * * *

But such a minimum-salary law needs to be accompanied by others. There should be some means of securing a higher standard of preparation, although this is likely to result from higher pay.

* * * * * * *

The third remedy is the policy that has been so effective in raising wages in the skilled trades and in raising the prices of hundreds of staple commodities of commerce—organization.

* * * * * * *

Now most teachers do not take kindly to this idea of organization to enforce their demands. Personally I am strongly averse to the plan. I believe in the legislative remedy. * * * Teachers, however, know that when with their own earnings they go into the market to buy the services of others, or the commodities of the manufacturers, they find in nearly ever case the price of such services or commodities enhanced by combinations formed to control or resist competition.

* * * * * * *

OPPORTUNITY.

Master of human destinies am I!
Fame, love and fortune on my footsteps wait.
Cities and fields I walk; I penetrate
Deserts and seas remote, and passing by
Hovel and mart and palace, soon or late
I knock unbidden once at every gate!
If sleeping, wake; if feasting, rise before
I turn away. It is the hour of fate,
And those who follow me reach every state
Mortals desire, and conquer every foe
Save death; but those who doubt or hesitate,
Condemned to failure, penury and woe,
Seek me in vain and uselessly implore;
I answer not, and I return no more!

—John J. Ingalls.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

MARGARET A. HALEY, Editor,
814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

OUR ESTEEMED CONTEMPORARIES.

The misleading headlines and inaccurate reading matter in the report of the meeting of the Federation of Labor on last Sunday, May 21, which appeared in some of the leading newspapers, notably the Chicago Tribune, makes it seem advisable to place a correct version before our readers.

The Federation of Labor did *not* pass a resolution indorsing strikes among school children and condemning the Board of Education for its action in suppressing them.

A resolution, the text of which appeared in Monday morning's papers, was handed in to the reading clerk and read by him. *No delegate said a single word in its support* and it was immediately referred to the Executive Committee.

The delegates from the Chicago Teachers' Federation would most certainly have spoken *against* the resolution had there been any need.

The whole history of the Chicago Teachers' Federation shows that it has always stood for the enforcement of law, and the tangible results of its work have, during the last few years, materially increased the revenues of the state, county and city.

This additional revenue has benefited every department of the municipal government and the successful efforts of the teachers to secure the revenues lawfully due the state met no support from these same papers which now seek to discredit their organization.

I was present at the Sunday meeting referred to.

CATHARINE GOGGIN.

Investigation among 16,000 school children of Halle, in Germany, showed that the number of sick among the children attending morning and afternoon sessions was one-half greater than among children who attended sessions in the forenoon only. A German scientist favors a morning session of five hours, giving a resting pause of fifteen minutes at the end of each hour. He says that the afternoon sessions exhaust the vitality of the children, disturb their digestive organs and tire their brains. From a medical standpoint afternoon sessions should be abolished. The afternoon hours should be given to play, outdoor exercise and physical training.

THE CRY OF THE CHILDREN.

[One million seven hundred and fifty thousand children, between the ages of five and fifteen, toil in the mines and factories of this country.]

By B. F. Austin, in Reason.

Have you heard the cry of the children,
The pitiful wail of the little ones,
Out of the mines and the workshops,
Out of the slums and the alleys,
Where cold and famine and fever,
Where cruel neglect and oppression,
Rob life of its joy and sunshine
And change its bright spring into winter?

Oh, the heartrending cry of the children
Rising up in chorus pathetic,
A dirge and a dead march of childhood
Appealing to men and to angels
And crying aloud unto heaven
For judgment against the oppressors!
Oh, the sorrow and anguish and heartbreak
In the pitiful wail of the children!

Oh, list to the plea of the children,
The moan and the sigh of the innocent,
Their voiceless yet eloquent prayer,
From the death-breeding slums of the city,
From the danger and dark of the coal mines,
From the hovels of vice and of squalor,
Where blows and chidings and curses
Take the place of love and caresses:

"We hunger in God's land of plenty;
We languish for love and for kindness;
We sicken and die in the darkness,
With no one to help or to pity;
We toil in the mills and the coal mines,
Like slaves, in the glad days of childhood;
We long for the fields and the flowers,
To ramble about in the woodland,
Yet we sicken and die in the alleys!
Oh, merciful God and His angels,
Have pity where man has no pity!"

WOMANLY INFLUENCE NEEDED IN GOVERNMENT.

Why should our mothers, wives and sisters be kept disfranchised the same as criminals, idiots, slaves and insane? I have often wondered how much longer this government will continue to practice this gross injustice.

Our government to-day, with its civilization, is almost entirely masculine and wholly intellectual, and therefore almost entirely destitute of affection and morality, and this immorality in every department of our government is due to the subversion of this feminine or moral factor of existence, and its suppression has necessarily ended in inequality, confusion and crime, until it has permeated every condition of society from top to bottom. To have a perfect government, best society and the highest state of civilization, justice and equality must be the foundation on which they are built. We must be not only intelligent, but we must love justice enough to recognize both these factors or principles equally, and extend to them equal place, support and power.

G. T. SONGER.

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TEACHERS, ATTENTION

Vacation will soon be here. Do you want to earn from $250 to $1,000 during that time? We have a special proposition to make to you to sell the best secured guaranteed semi-annual dividend five per cent

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obtainable. Distribution and surplus earnings in addition to guaranteed dividends. Monthly installment and other plans of payment. The most profitable and perfectly secured means of saving. More than $2,000,000.00 paid to bondholders. Nearly $1,000,000.00 in assets. Call on or address,

N. H. CARTINHOUR, 411 New York Life Bldg., CHICAGO

TELEPHONE, CENTRAL 3419

BOARD OF EDUCATION.

Wednesday, May 24, 1905.

The following recommendations were adopted:

ASSIGNMENTS, ETC. OF VARIOUS EMPLOYES.

The Committee on Buildings and Grounds presents herewith a list of assignments, separations, etc., of various employes, made in accordance with civil service requirements:

Assignments.

Bernard J. Heeney, superintendent of construction, Architect's Department.

Edward McConville, watchman.

David F. Ford, watchman.

Separations.

Charles Frederick Johnson, substitute dairyman and farm hand at the Parental School.

George L. Meservey, substitute watchman.

Resignation.

John A. Rogers, draughtsman, Architect's Department.

Changes in Salaries of Engineers.

(Effective May 1, 1905.)

John M. Devine, engineer, Ellen Mitchell School, from $279.40 to $280.65.

Alexander Thrusell, engineer, Newberry School, from $207.22 to $208.47.

William E. Compher, engineer, Pestalozzi School, from $93.02 to $94.27.

Discharge Engineer After Trial

The Committee on Buildings and Grounds reports that, under date of May 3, 1905, charges were preferred against Nils W. Frohman, engineer of the Manierre School building, that said Nils W. Frohman was furnished with a copy of the charges, that a full and complete hearing was given, and, after careful consideration the committee found the charges sustained, and recommends that said Nils W. Frohman be discharged from the service of the Board of Education.

PENSION TRUSTEES.

The following nominations for pension trustees were made at the meetings in the various school districts Saturday morning, May 20. Mrs. Serena H. Haves was nominated in Districts 2, 3, 4, 5, 6, 7, 10, 11, 12, 13 and 14. Mrs. Ida L. Fursman was nominated in Districts 2, 4, 6, 8, 11, 12, 13 and 14. Miss Louie L. Kilbourn was nominated in Districts 1, 3, 5 and 11. Miss Mary I. Purer in District 1. Miss Grace Reed in District 7. Miss Teresa M. Murphy in District 8. In District 9 there was no meeting.

Owing to the fact that in many schools the notices were not received until Friday, and in some cases, on account of the necessary absence of the principal, not opened until Monday, the meetings were smaller than usual.

Mrs. Hayes and Mrs. Fursman are the present trustees. Miss Kilbourn is a teacher in the Willard school. Miss Purer is principal of the La Fayette and Miss Reed of the Drake school. Miss Murphy is head assistant of the Goldsmith school.

The PICTURESQUE "ERIE"

TO THE

N. E. A.

At Asbury Park.

The "ERIE" Railroad Company with its own rails all the way from Chicago to New York, and trains operated entirely by block signal system, offers exceptional advantages to the tourist in the scenery along its lines especially that along the famous Deleware River.

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There are more stop-over points on the "ERIE" than any other line, ie, Sagertown, Pa., Cambridge Springs, Pa., Lakewood or Jamestown on the renowned Chautauqua Lake, Niagara Falls and New York City.

Drop in the City Ticket office 234 Clark St., for rates, time tables, etc.

Phone Har. 3274.

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CHICAGO TEACHERS' FEDERATION.

The adjourned annual session and the regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, June 10, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Wednesday, May 31, 1905, at 4 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

ALUMNI DAY.

Annual Reunion of the Chicago Normal School Alumni Association, Saturday, June 3rd, 1905 at the Normal Practice School.

Chicago, Ill., May 24, 1905.

Dear Friend:

The Chicago Normal Alumni Association will hold its annual reunion in the assembly hall of the Normal Practice School on Saturday, June 3, at 1 o'clock. You are cordially invited to attend.

Addresses will be delivered by Superintendent E. G. Cooley, Dr. Emil G. Hirsch, P. Shelley O'Ryan of the Board of Education, Principal Arnold Tompkins, and Wilbur S. Jackman of the School of Education, who will act as toastmaster. Mr. O. T. Bright will report the progress of the Colonel Francis W. Parker Memorial Committee. The new Normal School will be opened for inspection as will also the Chicago Public School Exhibit from the St. Louis Fair.

As an active member of the Alumni Association you are urged to invite all graduates and friends of the school. The association consists of the graduates of the Normal Department of the Central High School '56 to '77, of the North Side Training School '93 to '96, of the Cook County Normal School, and the present Chicago Normal School. All classes and teachers will reunite in the southeast kindergarten room where a reception will be held from 12 to 1, followed by luncheon in assembly hall.

Please remit dues (50c) promptly and state on coin card whether or not you expect to be present. Luncheon tickets will be 50c, and may be secured from the treasurer by mail or at the door.

Sincerely yours,

L. Dow McNeff, President.
Adele Lackner, Vice-President.
Alice Nichols, Secretary.
Edward A. Jackson, Treasurer.

[Rock Island trains leave LaSalle street station at 11:45 a. m. and 12:15 p. m.]

Old Party: Boy, you'll catch cold if you get your feet wet in that puddle.

Small Boy: Dat's what I'm after. I'm a-goin' to speak "Spartacus to de Gladiators" at school on Friday, an' I wants to git me voice hoarse.—Chicago News.

National Educational Association
Asbury Park, N. J., July 3-7, 1905

See that your tickets read via the

Lake Shore and Michigan Southern and New York Central

The perfect passenger service of the **LAKE SHORE & MICHIGAN SOUTHERN RY.**, in connection with the New York Central, forms the safest and most attractive route to the convention of the NATIONAL EDUCATION ASSOCIATION at Asbury Park.

Tickets will be sold at very low rates June 29, 30, July 1 and 2, good returning not later than July 10, with privilege of extension of return limit to August 31 by deposit of ticket and payment of fee of 50 cents. Stop-over can be had at New York City **on return trip only** providing ticket has been executed at Asbury Park and is deposited with Joint Agent at New York City and fee of $1.00 paid at time of deposit.

For itinerary and further particulars address,

L. F. VOSBURGH,
Gen. Western Passenger Agent, Chicago

C. F. DALY,
Passenger Traffic Manager, Chicago

A. J. SMITH,
Gen. Passenger Agent, Cleveland, O.

GRAND TRUNK
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(The name of Company and amount in each to be stated above)

K. No application ever made by me for accident, life or health insurance has been declined, and no such insurance issued to me has been cancelled, or renewal refused, except as herein stated.

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L. I have never received indemnity for any accident or illness except as herein stated.

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N. My habits of life are correct and temperate and I am in sound condition mentally and physically as herein stated.....

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In ..... for..... .....lasting.....
(State year.) (State disability.) (State duration.)

In..... for.....lasting.....

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RATE—For the Forty-fourth Annual Convention of the National Educational Association, to be held at Asbury Park, New Jersey, July 3 to 7, 1905, the **BALTIMORE AND OHIO RAILROAD** will sell tickets at $21.35 from Chicago to Asbury Park and return. The sleeping car fare will be $5.00 per berth in each direction.

DATES OF SALE AND RETURN LIMITS—Tickets will be sold June 29, 30, July 1 and 2, and be valid for return leaving Asbury Park not earlier than July 3 nor later than July 10, subject to an extension of return limit until August 31, by depositing ticket with the Joint Agent at Asbury Park not later than July 10, and on payment of a fee of 50 cents at time of deposit.

STOP-OTER PRIVILEGES—On the going trip stop-over will be allowed at Washington, D. C., Baltimore and Philadelphia within the going transit limit of the ticket, July 4.

On the return trip stop-over will be allowed at New York City until August 31, provided ticket has been validated by the Joint Agent at Asbury Park, and is deposited by the original purchaser with the Joint Agent at New York not later than one day after validation at Asbury Park, and upon payment af a fee of $1.00 at the time of deposit.

Stop-over will also be allowed on the return trip at Philadelphia, Baltimore and Washington, D. C., until July 10 on tickets which have not been extended and not to exceed ten days at each place on tickets which have been extended, also at Deer Park, Mountain Lake Park and Oakland, Maryland, but in no case will stop-over be allowed beyond August 31, 1905. To obtain these stop-overs, tickets must be deposited with the depot ticket agent immediately upon arrival at stop-over points for which no fee will be charged.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, JUNE 2, 1905. No. 26.

EDUCATION.

Education as Creation.

Education in its highest sense is the result of creative processes. Its value in any generation is measured directly by what that generation brings forth as a creation which is new, and but indirectly by what it produces that is merely an imitation of the old. Production is primary, conservation is secondary; conservation, indeed, can be assured only when production creates from old things new forms that are consecrated to higher uses.

The materials, it is true, are as ancient as the foundations of time; but every generation, every race, and every individual, so far as there is genuine education, weaves out of this primitive wealth combinations and results that are distinct creations. If he is to have an educative growth, every human being, from his earliest years, must be a creator. The school and home are truly educational only so far as they provide materials suited to the creative abilities of children, and furnish an immediate stimulus for their exercise.

A False Psychology.

The theory that the educational process is essentially imitative, and not creative, especially in the formative years of childhood, is as old as psychology itself, and in practice to-day the proposition stands almost unchallenged. It is the prolonged and general acceptance of this theory that renders it so difficult to initiate and carry forward the reforms that are most needed in the educational field. Yet the psychologist who evolved the notion could not have been more serenely unconscious of the facts had he been theorizing in a childless world. Most of the psychologists since his day, disciple-like and equally blind, have merely passed along the fallacy of their masters. This idea is an interesting but mischievous relic of the old and primitive "faculty psychology" that prevailed a generation or two ago, and it is extremely unfortunate that it should still so completely dominate the field of elementary as well as that of higher instruction. Nobody, at present, believes in education by sections; the sense at one time, the intellect at another, and the will at still another. It is no less absurd to assume that a distinctly imitative period must precede the creative.

Genesis of Imitation in Education.

In the past, however, other reasons have existed for laying stress in education upon imitation rather than upon creation. Under pre-evolutionary conceptions, the creative individuals were always regarded with suspicion. In unnumbered instances they were killed off without due process of law. In our own enlightened day, under the influence of atavistic instincts, even we sometimes follow them to the limits of ridicule and slander. Controlled by such notions, the parent became the model for the child, and the ideals of the race were fixed by tradition. There was nothing to do but to imitate; nothing else was safe. The children, made to feel that they were actually bad *like some example of wickedness,* were taught that they should be good *like some type of virtue.* Therefore, the prominence which is given to imitation in education is due more to an old and all but discarded theory of human life than it is to scientific conclusions derived from modern psychology.

Enlightened thought now demands that the teacher and parent shall solve the difficult problem of substituting in the curriculum *as its basis* original work which is *creative* for imitative work which is *illustrative.* The task is most perplexing, because the entire machinery of the schools, from the curriculum to the details of the recitation, has been fitted up for work of the illustrative type.

Marks of Creative Work.

Creation involves three things: *initiative, form* and *organization.* That is, the motive must originate with him who creates; the choice of form must be his, and the whole must be organized in accordance with his ideas concerning the properties of materials and the fitness of things. For example, a shelf may furnish the motive for a decoration I the form chosen may be that of a vase, and this may be constructed (organized) from materials, new in such creations, and in keeping with a design entirely unique. Such work is truly creative, and as a type it is but rarely found in school. The average curriculum is formed on the theory that the pupils are imitators, not creators, and consequently it is imposed. The daily lessons, in scope and character, and the modes of expression are prescribed, and all the activities of the school are reduced as nearly as possible to that monotonous routine known to the devotee of system as "regular work," which offers no play for the creative intelligence in either thought or deed.

The Entering Wedge.

The constructive idea now being realized in various forms of hand-work represents the thin end of the wedge that is opening the way to reform. Anything which involves the hand immediately arouses the creative instincts. Much of this work, however, is still of the illustrative type, merely reproduc-

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tive, or imitative, and in the beginning it was all of this character. In wood, for example, the "exercises" were all once manacled to a set of models that made no claim upon the creative powers through either their use or their beauty.

Constructive Idea Applied.

At present, nearly all subjects in the curriculum make some application of the constructive idea. The lessons of history are vivified by reproducing typical creations of other days. Science becomes somewhat more real by the performance of more or less well-selected experiments set by book and teacher. Mathematics has been improved through its applications to prescribed construction. Something of both the technique and the spirit of art is acquired by reproducing the work of the masters. This all represents a distinct improvement upon the old regime of books and lectures, and such exercises will always form an organic and necessary part of an educational system.

The High-Water Mark.

But the high-water mark in school-teaching will be reached only when such work becomes secondary because it is supplementary and subsidiary. Only when the dominant note of the school is clearly creative does it lay direct hold upon the vital and continuous interests of the children and become essentially educative.

Interest Is in Creation.

This is true regardless of subject-matter or material on the one hand, and age or sex on the other, and to this fact some curious schoolroom phenomena are due. Patrons of the University Elementary School frequently marvel that the boys of all ages delight in cooking and textiles, while the girls are equally interested in woodwork and other forms of heavier manual training. The reason, however, is clear. It is not that there is anything inherent in either the dough, or the cloth, or the wood, or the iron, but rather because the work under all these heads is largely creative. In none of these does the essence of the study consist merely in blind adherence to a prescribed recipe or pattern; nor is it solely concerned with a perfunctory analysis of materials. It is because an aim is set up that is unique; it is somewhat new because it is personal—it is because the ages-old materials must be combined to fit new occasions that the interest is enlisted and the best original efforts, and consequently the highest educational results, are obtained.

In early years the creations take visible form largely in wood, clay, cloth and other materials. But under the influence of right motives, along with the growing outward forms, there start up unconsciously within the child tender germs of æsthetic and moral ideals which, gradually taking on more and more robust growth, finally make the man a leader and a prophet in his generation.

The New Curriculum.

The shifting of the curriculum to a creative basis will greatly modify its present form and function. Hitherto, we have sought knowledge of the future controlled by a belief in the past: hereafter, we shall seek knowledge of the past inspired by a belief in the future. History is not a thing apart; it should be presented as a vital aspect of every activity because it is necessary to its intelligent development. This will change the continuum of history, now zealously adhered to, from a serial and chronological chain of events to the gradual organization of all the facts that lie at the foundation of the different activities in present life.

Science.

Through the direct study of nature, supported by history, the pupil will learn by degrees what the real material and ethical problems are for his generation, and from nature's substance and his own resources by his own creative methods he will attempt their solution.

Art Creations.

Every creative activity will have its artistic aspect; for when the soul enters a creation, then and there art is born. Art-forms are now rarely creative. They do little more than tickle the sense with the pleasures of a fleeting hour—and they are worth all they cost for that! But when the lives of the children are properly enriched, music, painting, drawing, sculpture and the rest will come forth as creations—the radiant allies of speech. In language growing fluent and supple, the pupils will learn to wreathe in descriptive, dramatic, and poetic forms the subtlest creations of which the human mind is capable.

Creation Transforms.

Creative work transforms the individual. Through it, alone, he grows and maintains a personality that makes him different from others. Through it, alone, his generation rises above all that have preceded. Imitation is a training in conformity. It holds the creative instincts in abeyance until at maturity it is the exceptional man or woman who is not hopelessly bound by the shackles of convention. If he would ever create he must override the prejudices ground into him by the schools, and, even then, the daring freedom of childhood but rarely comes again. The gospel of conformity teaches that the best has been done—that naught remains for us but imitation. This, too, in face of the practical fact that the discoveries of to-day have sent to the scrap-heap the brilliant inventions of yesterday! The effect is not less marked in the realm of morals. Generally speaking, the ethical code of the school has been copied from that which once served the purpose of the generation that developed it, but it is far below what, under present conditions, the pupils can create for themselves.

Reforms and Expense.

There is widespread opposition to reform in education on the grounds of expense. It requires more money now for the proper maintenance of a school, it is true, than it did a generation or two ago. But the added expense is only an incident of the times; just as our grocery bills have expanded mainly from causes not directly related to the things we eat. The real difference between the old and the new in education is not financial, but spiritual. It lies in the new views now held concerning the individual and his functions as a member of society. Education is a practical matter, and, therefore, the best is always the cheapest. A creative and productive member of society will increase the resources from which

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the support of the schools may be drawn; while the imitator of outlived results entails upon the social body a perpetual loss. It is not a question of finance, therefore, but of vision.

Trained Teachers Needed.

The era of education as a creative process will be marked, not by its material resources, but by its teachers. Our school houses are good enough; now, let there be trained teachers, then we shall have schools. Such teachers will be equipped, of course, with knowledge; but above all they will be trained in discernment—in the power to see and appreciate the fundamental things in human growth and in its output of character. They, too, must be creative, and, to create, they must be free. The present system that grinds and chafes at every move was developed under archaic ideals, and it has therefore become in large measure antiquated and useless. The organization of the schools must grow out of the professional necessities of the teachers, the greatest of which is that even the poorest shall be free to put the best of himself into his work. Under such conditions, every teacher and every child will become a positive creative moral force in the upbuilding of the social structure.—W. S. J. in The Elementary School Teacher, April, 1905.

IMPROVEMENT OF THE SPEAKING VOICE.

Mr. William H. Kenney, head of the voice department of the Emerson College of Oratory, Boston, has recently started up a very interesting discussion regarding the effect of the telephone upon the American voice. Mr. Kenney believes that the habit of using the telephone frequently, as so many of us have to do nowadays, is destined eventually very largely to influence the character of our national speaking voice. The defects of our ordinary utterance are so well-known and have been so mercilessly exposed by whole generations of voice teachers, that we can certainly congratulate ourselves if the convenient little talking instrument is going to produce so desirable a result. Mr. Kenney thinks that of the three types of voice which the teachers of oratory recognize—namely, the speaking voice, the singing voice, and the oratorical voice—the first is the one which is being directly affected, but that, just as exercise in swimming makes an athlete better in boxing or fencing or almost any other department of athletics, so the habit of speaking clearly over the telephone is slowly improving all kinds of vocal utterance.

This amelioration in the speaking voice is particularly noticeable among people who have occasion frequently to use the long-distance telephone. In speaking over the lines from New York to Chicago or from Boston to Kansas City one needs to raise the voice a little above the ordinary, yet without any effect of shouting. Above all there must be sharpness and clearness of enunciation. Indeed, in the telephone offices the operators, particularly those who have a great deal of long-distance work to do, are coached on certain combinations of vowels and consonants which are liable to be misunderstood. Most novices who talk over the long-distance lines for the first time have, unless they happen to be persons who possess well-trained voices, to be coached by skilled operators. Mr. Kenney believes that employes of large commercial establishments, taking positions which involve a great deal of telephoning, should as a part of their equipment undergo a certain modicum of voice training in a good school of oratory.—The School Journal.

COURAGE, STRENGTH AND LOVE.

It takes great strength to live where you belong,
When other people think that you are wrong;
People you love, and who love you, and whose
Approval is a pleasure you would choose;
To bear this pressure and succeed at length
In living your belief—well, it takes strength!

And courage, too. But what does courage mean,
Save strength to help you face a pain foreseen?
Courage to undertake this lifelong strain
Of setting yours against your grandsire's brain;
Dangerous risk of walking lone and free
Out of the easy paths that used to be,
And the fierce pain of hurting those we love
When love meets truth, and truth must ride above?
But the best courage man has ever shown
Is daring to cut loose and think alone.

It takes great love to stir a human heart
To live beyond the others and apart.
A love that is not shallow, is not small;
Is not for one, or two, but for them all.
Love that can wound love, tho' the heart may bleed;
Love that can lose love, family and friend;
Yet steadfastly live, loving to the end.
A love that asks no answer, that can live
Moved by one burning deathless force—to give.

Love, strength and courage; courage, strength and love!
The heroes of all times are built thereof.

—Charlotte Perkins Gilman.

A method of valuing land for taxation, almost automatic, has been in operation in St. Paul for several years, and is about to be taken up in Chicago. This is the Somers method, the utility of which was demonstrated in Cleveland by Mayor Johnson. Mr. Somers has been invited to come to Chicago and apply his method here. The invitation was urged upon the county assessors by the real estate board of the city. The characteristic of Mr. Somers' system is thus correctly though briefly described by the *Record-Herald*: "The carefully established value of a lot in the center of each block is used as a 'key valuation,' from which the valuation of the remaining lots in the block is determined mathematically upon an established ratio." By this means inequalities of taxation are approximately prevented, and favoritism without easy detection is impossible.—The Public.

If you imagine you are the whole thing, and that the world cannot get along without you, just stick your finger in a bowl of water and then withdraw it and see how much of a hole it leaves.

When a man once lets his will power, his ambition and his nerve get separated it is a hard matter to get them together again.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

MARGARET A. HALEY, Editor,
814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

AN ALARMING DANGER IN THE SOUTH.

The South has been bearing a heavy educational burden for a third of a century, and it will not be surprising if it wearies in well doing. Many communities are seriously considering the reduction of school privileges for the blacks. With this we do not quarrel, at least not now, but it was clear from the first that such an attitude of mind could not end with the colored race. If the tax-payers need not furnish adequate education for the colored children, they need not to the poor whites. Already one well-to-do city of Georgia, with 20,000 inhabitants, proposes to make the public high school self-supporting. This can only mean that only such children as can pay tuition can attend, and this means fewer teachers and ultimately poorer teachers.

This means that it will be a private and not a public school, and, of course, this means that at an early day any pretense of having a public high school will be abandoned. The people will never permanently vote for any institution that is for a select few.

The Journal of Education has never been of those who believe that the South can be reformed from outside any more than Utah or Chicago or Boston can be, and it has no disposition to read a lecture to any city in the South, but it does ask in deep sincerity if anyone, familiar with the tendency of American life, will pretend for a moment that any pretense can be had for expecting a permanent public high school on a self-supporting basis, and when the high school is gone, will not precisely the same line of argument affect the upper grammar grades? Where will it stop?

We should view with alarm the same tendency in Minnesota or Massachusetts. We are members one of another, and when one member suffers, all the members suffer with it. For our sake as well as for their own we most sincerely hope every thrifty city of 20,000 inhabitants, at least, will maintain a public high school, and that it will be free.—Journal of Education.

The great man is poised and satisfied—no matter what happens. The little man is always full of trouble; and this trouble he always lays to the fault of others.

A NATIONAL ISSUE.

In the March Cosmopolitan John Brisben Walker enumerates the issues before the American people. There are twenty-two in all, and the sixteenth one is: "Equal rights before the law for all—men and women."

That phrase, "men and women," is significant of much.

If we say "all," why should it be necessary to add "men and women"? That little phrase bears witness to a vast injustice which has left its record on the language of many centuries. If Richard Chevenix French were alive to-day he might add a paragraph or two to his "Study of Words," stating that the disfranchisement of women in this enlightened age of the world has led to a singular change in the meaning of certain words. When political matters were being discussed the word "people" and "citizens" meant, not men and women, but men only, and "all" signified not the whole people, but men only. The day is not far off, however, when these words will be restored to their original estate. Half a century ago the movement for woman's enfranchisement was only a subject for silly, vulgar ridicule. To-day it is a national issue.

LIDA CALVERT OBENCHAIN.

SOME DAY THE JUSTICE OF WOMAN SUFFRAGE WILL BE RECOGNIZED.

Woman suffrage will be accepted as a matter of course, and the only wonder will be that it was so long delayed. Every succeeding year finds the position of the opponents of woman suffrage less logical and increasingly untenable.

The inexorable logic of self-evident facts and every-day observation, with a sense of justice and fair dealing, will eventually lead to woman suffrage as it has already led to manhood suffrage. To hold otherwise is to assert superiority on the part of the man as a man which cannot be successfully maintained, and which has already come to be very generally looked upon as absurd. Woman, even when taking no active part in the movement for ballot extension, has been steadily and rapidly preparing herself for the exercise of the rights of citizenship, and most when she has been most unconscious of it, and the change, when it comes, will be seen to have been as natural as any process of normal development.

The other day there was observed and celebrated in New York the thirtieth anniversary of the first day's work by a woman typewriter. It is only necessary to reflect on the change in business methods which has been wrought in thirty years by the advent of the woman typewriter and stenographer to perceive how rapid has been the recognition of woman's capacity in fields from which she was formerly excluded altogether. And this is but a single instance among many. Woman is daily demonstrating her fitness and capacity in all fields of thought and activity save in that of citizenship, and the time is not far distant when the most narrow-minded and most egotistic of men will feel that it is downright injustice to deny her a voice in the affairs of government.—Manchester (N. H.) Union.

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THINGS I WANT TO SEE.

A paring of nail from the finger of scorn,
  A glove from the hand of fate,
A shoe once worn by the foot of a tree,
  And a piece of a nickle-plate.

A hat from off the head of a street,
  A tooth from the mouth of a brook,
A curl clipped from the brow of a hill,
  And a fish caught with Sandy Hook.

A feather pulled from a mountain's crest,
  And some out of fancy's wings,
A hinge that came from the Golden Gate,
  And some pieces of Sulphur Springs.

The pig that ate from the trough of the sea,
  The lid of a box on the ear,
The dog that gave the bark of a tree,
  And a necklace of beads on beer.

The knives that go with the forks of the road,
  And a flash from a needle's eye,
A few receipted mosquito bills,
  And the wings of a long foul fly.

The hair that grows on the tail of a kite,
  Also on a cabbage head,
The leaf that fell from a family tree,
  And a sheet from a river's bed.

Of all these things I have often thought,
  But none of them chanced to see,
The showman who can collect them all
  Must greater than Barnum be.

The Western Teacher.

CONCERNING WOMEN.

Queen Wilhelmina's crown, which is very gorgeous, is made of dull gold, with only the edges polished. A circle of sapphires and emeralds inclosed a crimson cap and the sixteen points of the imperial arches are mounted with large single pearls.

The most remarkable women's rights demonstration ever held in London took place in the queen's hall the other night, when over 100 members of parliament and candidates pledged to support the women's suffrage cause confronted 1,800 fair agitators. Many women could not gain admittance and a small hall was used for the overflow. John Morley, who once ranged himself with the forces hostile to the woman's cause, sent the following significant message: "Few now hold that the chief business of women is the kitchen and the nursery. Plain social facts are against that odious and ignoble view. Great hosts of women in constantly increasing proportions earn their bread with their own hands, and the female worker in a Scottish printing office or a Lancashire cotton mill is as much entitled to a voice in the laws that regulate her toil as is the man."—The Daily News, April 6, 1905.

WOMAN SUFFRAGE.

Woman suffrage is going to be one of the great issues of the day and must be met and settled right. The women are capable in every respect to exercise the right of suffrage, more so in fact, than many of the men to the manor born, or the foreigners who come here and are entitled to vote in five years after taking out their naturalization papers at the call and behest of the political boss of his election district.

With women voting it would tend to make cleaner politics; it would tend to minimize the influence of the ward heelers and hangers on of the party in power; it would cause politicians to bring out men for office with cleaner and better records in order to appeal to the votes of the women, who would be sure to look into their capabilities and inquire into their antecedents in a more thorough and effective way than most men do. This, of itself, is alone worth conferring the right of suffrage to women.

Indeed, anything which will tend to make our politics and candidates abler, cleaner, better, cannot be instituted any too soon; and one of the best measures to help it along will be woman suffrage.—Dover, N. J., Index.

IS IT A CRIME TO MARRY?

A bill has been introduced in the New York Legislature by Assemblyman Hartman to amend the charter of New York City so that henceforward any teacher in the public schools who marries shall thereby forfeit her position. The board of education tried to enforce a similar rule, but it was pronounced unconstitutional by the courts. The measure is vicious, both because it interferes with personal liberty, and because it assumes that a school appointment ought to be awarded not to the best teacher but to the neediest applicant. This is clearly implied in the clause of the bill which provides that a teacher dismissed for marrying may be reappointed if her husband is too ill to work or if he has deserted her. To be logical, Mr. Hartman ought to have made his bill provide that no man or woman shall be eligible to appointment as a teacher unless he or she has no other means of support; and that any male or female teacher who may inherit a fortune shall be at once dismissed. Under the proposed bill, a poor man's wife could not teach, but a millionaire's daughter could. It is to be hoped that the bill will be defeated, and that a teacher's tenure of office will continue to depend on good teaching, and not on enforced celibacy.

ONE EXCEPTION.

A correspondent sends us the following extract from the pious petition of a good old colored brother in a Georgia settlement:

"Lawd, we wants a blessin' fer ever' one, 'cept one; en dat one is a yaller nigger what boarded de railroad train en runned off wid de whole collection what wuz took up ter pay my salary wid! Lawd, please make de train jump de track—don't hurt de yuther passengers, but take off one leg fum dat nigger."—Atlanta Constitution.

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CHICAGO TEACHERS' FEDERATION.

The adjourned annual session and the regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, June 10, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, June 13, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

ALUMNI DAY.

Annual Reunion of the Chicago Normal School Alumni Association, Saturday, June 3rd, 1905 at the Normal Practice School.

Chicago, Ill., May 24, 1905.

Dear Friend:

The Chicago Normal Alumni Association will hold its annual reunion in the assembly hall of the Normal Practice School on Saturday, June 3, at 1 o'clock. You are cordially invited to attend.

Addresses will be delivered by Superintendent E. G. Cooley, Dr. Emil G. Hirsch, P. Shelley O'Ryan of the Board of Education, Principal Arnold Tompkins, and Wilbur S. Jackman of the School of Education, who will act as toastmaster. Mr. O. T. Bright will report the progress of the Colonel Francis W. Parker Memorial Committee. The new Normal School will be opened for inspection as will also the Chicago Public School Exhibit from the St. Louis Fair.

As an active member of the Alumni Association you are urged to invite all graduates and friends of the school. The association consists of the graduates of the Normal Department of the Central High School '56 to '77, of the North Side Training School '93 to '96, of the Cook County Normal School, and the present Chicago Normal School. All classes and teachers will reunite in the southeast kindergarten room where a reception will be held from 12 to 1, followed by luncheon in assembly hall.

Please remit dues (50c) promptly and state on coin card whether or not you expect to be present. Luncheon tickets will be 50c, and may be secured from the treasurer by mail or at the door.

Sincerely yours,

L. Dow McNeff, President.
Adele Lackner, Vice-President.
Alice Nichols, Secretary.
Edward A. Jackson, Treasurer.

[Rock Island trains leave LaSalle street station at 11:45 a. m. and 12:15 p. m.]

Loans to Teachers by a Teacher

If N. E. A. half-rates to New York, and cut Steam Ship rates to Europe attract you, pull the latchstring which is always out.

L. A. care FEDERATION BULLETIN,
437 Unity Building, CHICAGO, ILL.

EXCURSION FOR THE BENEFIT OF HICAGO TEACHERS' PENSION FUND

To Starved Rock, Saturday, June 17, 1905 Via. Rock Island R. R., Round Trip, $1.50.

Round trip from Utica station to Starved Rock via trolly 20 cts., boat 15 cts. To Deer Park via bus, round trip 50 cts. Admission to either park 10 cts. Train leaves Chicago from La Salle station 8:30 and 9:00 a. m., returning 6:00 and 8:00 p. m. Before June 3 kindly notify committee number in your school that will attend.

MISS MARY T. KOEHLE,
Chairman Committee District II,
331 Bowen Avenue.

JERSEY'S WELCOME TO N. E. A.

The state of New Jersey is preparing to extend a lavish welcome when the National Educational Association meets in Asbury Park and Ocean Grove, N. J., July 3-8. A committee of 100, with William Swingle, superintendent of the Orange schools, at the head, has been named to prepare a suitable reception for all N. E. A. visitors. Headquarters will be established in the Coleman House.

REGISTERING N. E. A. VISITORS.

The thousands of educators and their friends who will go to Asbury Park and Ocean Grove, N. J., July 3-8 to attend the convention of the National Educational Association will be immensely pleased with the facilities provided for registration and the validation of tickets. The big new casino directly on the boardwalk opposite N. E. A. headquarters, will be given over during convention week exclusively for these purposes, affording the most convenient arrangements for handling thousands of people speedily and comfortably. At most of the N. E. A. conventions conditions have been the reverse.

HE WOULDN'T FIGHT.

Judge Sylvester Dana, was for some years judge of the police court in Concord, N. H., always endeavored to smooth over any little difference between persons brought before him. On one occasion the charge was for a technical assault, and it came out in the course of the evidence that the parties were neighbors and had been on the best of terms for some years.

"It is a great pity," said the judge, "that old friends, as you seem to have been, should appear before me in such a way. Surely this is a case which might be settled out of court?"

"It can't be done, judge," answered the plaintiff, moodily. "I thought of that myself, but the cur won't fight."—Boston Herald.

EDUCATIONAL DEPARTMENT.

The Educational Department will meet Tuesday, June 6, at 4:30 p. m., in Room 814, Unity building, to determine the disposition of the balance of Educational Fund.

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TEACHERS, ATTENTION!

Vacation will soon be here. Do you want to earn from $250 to $1,000 during that time? We have a special proposition to make to you to sell the best secured guaranteed semi-annual dividend five per cent.

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The "ERIE" Railroad Company with its own rails all the way from Chicago to New York, and trains operated entirely by block signal system, offers exceptional advantages to the tourist in the scenery along its lines especially that along the famous Deleware River.

The "ERIE" operates wide vestibuled solid through trains of the very latest design, new Pullman sleepers, up to date day coaches, and a modern through Diner, serving all meals at moderate prices.

There are more stop-over points on the "ERIE" than any other line, ie, Sagertown, Pa., Cambridge Springs, Pa., Lakewood or Jamestown on the renowned Chautauqua Lake, Niagara Falls and New York City.

Drop in the City Ticket office 234 Clark St., for rates, time tables, etc.

Phone Har. 3274.

National Educational Association

Asbury Park, N. J., July 3-7, 1905

See that your tickets read via the

Lake Shore and Michigan Southern and New York Central

The perfect passenger service of the **LAKE SHORE & MICHIGAN SOUTHERN RY.**, in connection with the New York Central, forms the safest and most attractive route to the convention of the NATIONAL EDUCATION ASSOCIATION at Asbury Park.

Tickets will be sold at very low rates June 29, 30, July 1 and 2, good returning not later than July 10, with privilege of extension of return limit to August 31 by deposit of ticket and payment of fee of 50 cents. Stop-over can be had at New York City **on return trip only** providing ticket has been executed at Asbury Park and is deposited with Joint Agent at New York City and fee of $1.00 paid at time of deposit.

For itinerary and further particulars address,

L. F. VOSBURGH,
Gen. Western Passenger Agent, Chicago

C. F. DALY,
Passenger Traffic Manager, Chicago

A. J. SMITH,
Gen. Passenger Agent, Cleveland, O.

GRAND TRUNK LEHIGH VALLEY

DOUBLE TRACK ROUTE

TO THE

Forty-Fourth Annual Meeting

NATIONAL EDUCATION ASSOCIATION

ASBURY PARK, N. J.

JULY 3rd to 7th, 1905

$21.35 FOR THE ROUND TRIP.

For further particulars as to dates of sale, return limit, time of regular and special trains, sleeping car rates and reservations, stop-over privileges and descriptive matter, call at

CHICAGO TEACHER'S FEDERATION

or send to

J. H. BURGIS,
C. P. & T. A., Grand Trunk Railway System,
249 South Clark St., cor. Jackson Blvd., Chicago, Ill.

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BALTIMORE & OHIO RAILROAD

Through Sleeping Car Route

RATE—For the Forty-fourth Annual Convention of the National Educational Association, to be held at Asbury Park, New Jersey, July 3 to 7, 1905, the **BALTIMORE AND OHIO RAILROAD** will sell tickets at $21.35 from Chicago to Asbury Park and return. The sleeping car fare will be $5.00 per berth in each direction.

DATES OF SALE AND RETURN LIMITS—Tickets will be sold June 29, 30, July 1 and 2, and be valid for return leaving Asbury Park not earlier than July 3 nor later than July 10, subject to an extension of return limit until August 31, by depositing ticket with the Joint Agent at Asbury Park not later than July 10, and on payment of a fee of 50 cents at time of deposit.

STOP-OTER PRIVILEGES—On the going trip stop-over will be allowed at Washington, D. C., Baltimore and Philadelphia within the going transit limit of the ticket, July 4.

On the return trip stop-over will be allowed at New York City until August 31, provided ticket has been validated by the Joint Agent at Asbury Park, and is deposited by the original purchaser with the Joint Agent at New York not later than one day after validation at Asbury Park, and upon payment af a fee of $1.00 at the time of deposit.

Stop-over will also be allowed on the return trip at Philadelphia, Baltimore and Washington, D. C., until July 10 on tickets which have not been extended and not to exceed ten days at each place on tickets which have been extended, also at Deer Park, Mountain Lake Park and Oakland, Maryland, but in no case will stop-over be allowed beyond August 31, 1905. To obtain these stop-overs, tickets must be deposited with the depot ticket agent immediately upon arrival at stop-over points for which no fee will be charged.

ROUTES—The **BALTIMORE AND OHIO RAILROAD operates two vestibuled limited trains daily** between Chicago and the eastern cities.

The New York Express leaves at 10:40 A. M., and runs via Wheeling, Grafton, Cumberland, Harper's Ferry, Washington, D. C., Baltimore and Philadelphia. This train passes through the Glades of the Allegheny Mountains and through the Potomac Valley in day time.

The Royal Blue Limited departs at 3:30 P. M., and runs via Pittsburg, Cumberland, Harper's Ferry, Washington, Baltimore and Philadelphia. This train passes over the Alleghany Mountains and along the Monongahela, Youghioghany, Casselman and Potomac Rivers in day time. At Pittsburg an observation car is attached from which the magnificent mountain scenery can be viewed to the best advantage.

Both of these trains are equipped with elegant day coaches as well as Pullman sleeping cars of the latest design, and meals are served in dining cars.

THE NEW YORK EXPRESS AND THE ROYAL BLUE LIMITED WILL CARRY THROUGH SLEEPING CARS TO ASBURY PARK.

INFORMATION—For sleeping car reservations and further information call on or address W. W. Picking, District Passenger Agent, No. 244 Clark Street, Chicago. An elaborately illustrated and fully descriptive booklet distributed free of charge.

D. B. MARTIN
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Baltimore, Md.

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N. E. A. Meeting at Asbury Park, N. J.

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Write for a free copy of Wabash N. E. A. Folder (illustrated), giving full details.

F. A. PALMER, A. G. P. A. **97 Adams Street, CHICAGO**

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, JUNE 9, 1905. No 27.

SCHOOL FRATERNITIES.

An Organization Versus An Aggregation.

A social institution is an organism, and not simply "a sum of particulars"; hence, there are some difficulties that arise at present under the head of school government. We are still applying means and methods in the effort to develop a social organization which are appropriate only in the formation of a body having the agglutinant characteristics of an aggregation. Few people realize that the transformation of a school of the old type into a social body involves anything more serious than a mere change of name; whereas, it actually means a revolution.

Drill Work Anti-Social.

The dead and persistent drill upon the three R's, backed up by the birch, by bribes, by promises of promotion, by threats and by cajolery, has but a feeble, socializing power. It is, on the contrary, extremely individualistic in its influence through the unwholesome rivalry which it always promotes. There can be no true social life unless there is a problem of common moment which must be solved by all. Under the usual school regime few such problems are presented, and as a result, so far as what is considered actual school work is concerned, each pupil sinks back more and more into himself, and, to a corresponding degree, he inclines to become suspicious of his fellows and, therefore, distinctly anti-social.

Social Organization Through Play.

All schools, however, have always had some social life of a more or less organized character. In the plays and games outside of school hours; in the stolen whispers of the study and recitation periods; in the clandestine schemes laid for the discomfiture of the teacher; in the literary societies, and in many other ways through the exercise of their social instincts, the pupils have managed to make their school days tolerable for themselves, and, to a like extent, often intolerable for the teacher. But these aspects of school life have been, and still are, considered as diversions, as incidents and somewhat as detriments to what is called, in school parlance, the "regular work." It is largely due to this fact that in most schools the socializing process as yet remains inchoate.

Social Organization Not Through Play Alone.

There is a misconception, almost universal, concerning the organizing center of the school as a social body. Recognizing that in the past the chief organizing influence has come through the exercise of the play instinct, the unguarded inference is that it is now proposed to socialize the school through play alone; or, what comes to the same thing, by the introduction of work which shall be turned into play! It is through this perverted idea that the New Education stands charged with triviality in its methods and with a disregard for that robust discipline which comes through sturdy and purposeful work. Nothing could be farther from the truth. Students in the philosophy of education are slowly coming to understand that the spelling-book, as such; that the endless repetitions which usually accompany "formal number"; that the struggle with words merely for the sake of a vocabulary in reading; that the wrestle with technical grammar as an introduction to the study of language—that all these and other subjects of like kind, as they generally appear in the schools, are essentially unsocial in their influence. Such students believe that herein lies the greatest obstacle to that reform which seeks to socialize the schools. If this so-called work is to be removed from its present dominating position in the curriculum, it is as yet inconceivable to most people how there can be anything to take its place except play. It is only too true that in many schools where the old technical drills have been discarded, in a measure, the teachers have been unable to find anything worthy to take their place, and there at once develops a tendency toward inferior social types of organization. These lower social units taking root readily in a school where many of the old arbitrary means of control have been abandoned, inevitably become immediately inimical to the broader interests of the school as a whole.

The Genesis of Fraternities.

An interesting, but exceedingly troublesome illustration of this is found in the recent rapid development of fraternities and sororities in the high schools. These organizations have acquired a strength and significance that seriously threaten, in different ways, the welfare of the schools. Upon this point perhaps a large majority of teachers are agreed; and yet it will tax the wisest counselor of youth to the end of his wits to present the cause of the school against that of the fraternity with a power that will convince.

There can be no doubt that this phase of social development is a rank, wild growth that has almost taken possession of the schools in this transition stage which connects the old anti-social period with the new life that is to be socialized through common effort in legitimate work. The fraternity

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idea strikes at the root of social life, as it is embodied in democracy's ideal, and it is of sufficient importance, therefore, to demand the most careful attention.

The Chapter House.

There is no need to dwell upon certain features of fraternities which are so obviously pernicious as to require no special presentation. One of these is the so-called chapter house, that often consists of a small cottage in which are sequestered during their hours of leisure from six to a dozen or more young men. While most parents and teachers are keenly alert to the dangers of such association through the development of certain physical and moral vices which are apt to beset young people of this age, in many cases they seem to be stone-blind to the greater danger that lies in the development of false ideas of life.

Group Influence.

In making inquiry, therefore, into the value of fraternity life among the children, it is necessary to test it entirely in accordance with its power to contribute to the welfare of the school as a social whole. The school, being a social organization, has a right to demand that every individual contribute the best that is in him to the good of all. In making this contribution, it is perfectly natural that much should be done through groups around certain centers that have definite ideals. The groups being formed, the school, however, still has the right to exact the same things from them that it does from the individuals—namely, the best that they can contribute to the general social welfare. If, now, the fraternities and sororities are so contributing, if they are wielding an influence that is tending to blend all the diverse interests of the school toward one end, the social uplift of all, how does it happen that in schools where these societies exist the classrooms and corridors are thronged with those who are shivering under the frost of ostracism? A true social system is satisfied with nothing short of the best that is in every individual that belongs to it. But here is a system, masquerading as social, which, at the best, is indifferent to the good influences which great numbers of the pupils might exert, and, at the worst, it deliberately sets about preventing the individual from giving his best to the school. Whether in the fraternity or out of it, there is no difference in principle; certain well-defined lines are established beyond which the members may not go, and over which the non-member may not pass. The good that the fraternity seeks is the good of the small coterie composing it—it is distinctly selfish and narrow. To assume anything else is ridiculous; for if it were really the good of the whole, it could not and would not confine its membership to a few. It is essentially aristocratic, and it must, therefore, come into direct conflict, as it does at every point, with the proper organization of the school, which is essentially democratic.

The point to be clearly emphasized is that through the fraternities and sororities the group influence is wrongly directed. The individuals composing the societies possess many elements of leadership, as well as social and other qualities that are the life of the school, and it is most desirable to cultivate them. These young people are at an age when they are susceptible to good impulses; they want to do the "square thing" and to do it in a large way. Nothing could more clearly testify to the utter mismanagement of these pupils by both teachers and parents than the fact that we find them given over to the selfishness of the fraternity idea. This is because there is precious little connection between the subject-matter of the average high school curriculum and the things about which the pupils at this stage of life actually are thinking. In matters of daily living, those things of the most intense present interest and importance to them, they are left generally to shift for themselves. They naturally flounder, make mistakes, form bad habits and often generate low and wrong ideals that distort their vision and enormously diminish their happiness and usefulness in after-life.

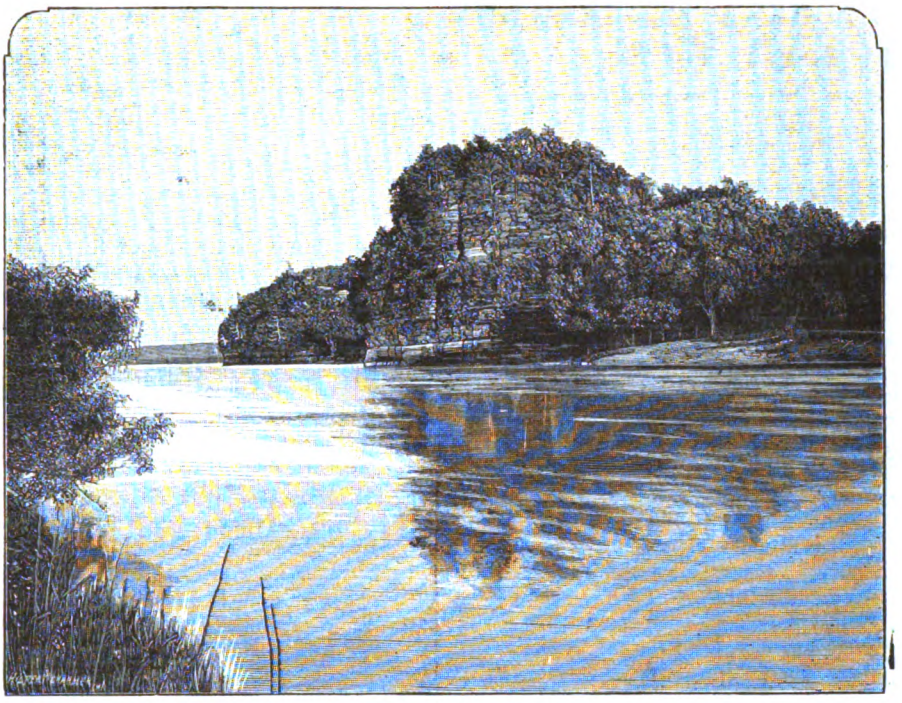
It is the period in education which should be devoted concretely to the training for citizenship through the development of true democratic ideals. This should not be attempted merely through a few set lessons in civics, but through a systematic social organization of the school as a whole. The social life of the children, involving, through both work and play, all their community relationships to each other, should be the center and the controlling influence in the school work. In such an organization, naturally, there would be groups; but the group influence, instead of being centered within its own narrow limits, would be diffused throughout the entire school. This would put the school in line with democracy, which is distinguished by a true exaltation of the individual—of every individual. No school can afford to exist a day without the best that every pupil can contribute to the life of all. The pupils can be thoroughly imbued with the principles of democracy only by actually living them out during this most impressionable period of their lives. Many people feel that the various class distinctions developed in fraternity life must be natural. Let no one be so deceived. The distinctions made are in the main the result of a worship of false standards of life; they are the result of wrong ideals, and the effect is as sinister and pernicious upon the members as it is humiliating and embittering upon those who are not.

False Reasoning.

It is impossible to estimate the wrong inflicted upon those who are not members by the school that permits fraternities. Pupils frequently appeal to their teachers or principal for the reason that they are not allowed to join them. The stock reply is full of sophistry, obvious to the dullest pupil. It generally takes the form: "You are now face to face with one of the conditions of life. You cannot always expect to 'belong.' You are bound to be 'left out' of some thing. This is one of them. You must learn to stand alone." The teacher may mean well, but, in view of what the pupil has a right to expect and demand of the school, such an answer is little less than brutal. It is the ages-old answer of the aristocrat to the common people, of the king to the serf. It in no way resembles the frank intercourse between man and man in the organization of a democracy. Such a teacher fails utterly to grasp the situation, and he does not give the correct reply. The case is not parallel with the conditions of after-life, and if it were, it is this "condition of life" that a school fitting its pupils for democracy

(Continued on page 4.)

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STARVED ROCK.

EXCURSION TO STARVED ROCK.

There is no more restful spot to be found than the shore of the Illinois river, where it sweeps by the great cliffs in the vicinity of Starved Rock. Our state is beautiful, but we must admit that it is flat. The eye wearies of broad, flat prairies, though they be rich in harvest and in promise, and longs for hills, for cliffs and for canons. Along the Illinois may be found the refreshing variety, the grateful ruggedness which takes the mind out of dull monotony and gives to it some of Nature's own vigor and strength. Many days might be spent in this delightful region without exhausting its power to charm. There are cliffs to climb, cool, fern-lined canons and grottos to explore, woods, birds and flowers and the never-ending beauties of the river. There are short trips to surrounding places of beauty and interest, to Deer Park by boat up the river or by carriage through the woods and green delicious country lanes. Every locality, every cliff, rock and canon has a legend or a superstition for the lover of lore. Of these the best known is the tragic story of the rock itself. Standing upon its topmost point, we look out over a scene of plenty lying in the calm of a fair summer day and we think of the stoical heroism of the Indian nature. Looking upon the broad sweep of the river they suffered from thirst; looking upon plenty, they starved; looking upon the broadest freedom, they died imprisoned. And now, after the years, we wonder why.

The excursion planned for Saturday, June 17, will be as happy an occasion as wise supervision, pleasant companionship and rest from care can make it.

BOARD OF EDUCATION.

Wednesday June 7, 1905.

The following recommendations were adopted:

Assignments and Transfers of Teachers.

Assignments.

Josephine Battisfore, Dante School.
Elizabeth Benning, Monroe School.
Marcella D. Costello, Schiller School.
Jude E. Davis, Smyth School.
Elizabeth Goodman, Medill School.
Harriet Frances Hollis, Thorp School.
Linnie S. Hurd, Schley School.
Sarah McClelland, Nash School.
Helen I. Peck, Froebel School.
Elsie Pickens, Walsh School.
Tessie Schottenfels, Jones School.
Martha Severance, West Pullman School.
Nettie Shapiro, Mulligan School.
Grace Stewart, LaSalle School.
Lucy V. Sullivan, Lloyd School.
Ethel Test, Langland School.

Transfers.

Mary F. Dawson, from Lloyd to Nixon School.
Cora D. Fulton, from Longfellow to Gladstone School.
Anna E. Mack, from Langland to Irving Park School.
Alice O'Donnell, Fuller to Harrison School.
Mary E. Ryan, Langland to Armour School.
Ella G. Walsh, from Brainard to Medill School.
Mary L. Spengler, from Walsh to Brainard School.

Teachers Placed on the Unassigned List.

That the following named teachers be placed on the unassigned list in accordance with the rules:
Hilman L. Enander, Alcott School.
M. Therese Exselsen, Yale Practice.
Anna G. Hancock, La Salle School.
Florence R. Liebenstein, La Salle School.
Helen C. Ott, Columbus School.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation,

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

MARGARET A. HALEY, Editor,

814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

Claribel Petrie, Headley School.
Mary E. Rochford, Seward School.
Kate F. Whitcomb, Von Humboldt School.

Resignations of Teachers Accepted.

John Winchell Bare, Parental School.
Margaret O. Drawert, Harrison School.
Minnie S. Hall, Mitchell School.
Charlotte A. Lamb, La Salle School.
Mary McClements, Schley School.
Perry S. Patterson, Froebel School.

Report of Married Teachers.

Phillips High School—Name before marriage, Edith L. Neal; name after marriage, Edith N. Perrine.

Audubon School—Name before marriage, Mattie A. Marshall; name after marriage, Mattie M. Crouch.

Everett School—Name before marriage, Phoebe B. Fournier; name after marriage, Phoebe F. Marshall.

Hamline School—Name before marriage, Elizabeth Quinlan; name after marriage, Elizabeth Hannan.

Jackson School—Name before marriage, Frances E. Law; name after marriage, Frances E. Baldwin.

Jirka School—Name before marriage, Mabel M. Donahugh; name after marriage, Mabel D. Novak.

McPherson School—Name before marriage, Jennie L. Harp; name after marriage, Jennie L Snyder.

ENGINEERS, JANITORS, ETC.

Assignments, Separations Etc.

Assignments.—Marshall G. Shannon, engineer, Manierre School.

Temporary Assignments.—Amelia Williams, Janitress, Eugene Field School Branch; Elizabeth A. Morrison, stenographer, Superintendent's Department.

Separations.—Edward H. Bade, substitute engineer, Louis Nettelhorst School; Edward Durkin, substitute engineer, Manierre School; Amelia Williams, janitress, Ambrose E. Burnside School Branch; John Kenney, substitute day engineer, Lake High School (new) Building; Thomas H. Murphy, substitute night engineer, Lake High School (new) Building.

Reinstatements.—George S. Phillips, engineer, Louis Nettelhorst School; Nora Fidram, janitress, Ambrose E. Burnside School Branch.

Leave of Absence.—Marinda Young, janitress, Eugene Field School Branch, for a period of 90 days or less from June 1, 1905, owing to illness.

(Continued from page 2.)

must train against. The teacher replying thus disregards the rights of the individual, and he salaams and kowtows to the self-appointed aristocracy of his school. The boy has rights. The school advertises open doors and all privileges to those who are well behaved and who can pay the price. Under these conditions the boy enters. He is well-intentioned and instinctively he feels that he owes his best to the school. He knows he can realize this most fully through association with his fellows. At this point he finds himself barred by fraternity lines; moreover, he finds a school posing under the social theory, yet actually sanctioning an internal organization that deliberately sets itself to humiliate and handicap him as an individual. He finds the school does not live up to what it advertises, and that it has sold him a gold brick. If such a pupil were to go into court, it seems as if he should stand a chance of getting an order compelling the school to lift the boycott. It is the function of the school, if it be the true cradle of democracy, to remove such conditions and to train its pupils in rational and humane methods of so doing.

The genius of the American parent is against the spirit of the fraternity. When one contrasts the effect upon the character of his child that a school will have which is broken up into fraternity factions, with the effect which a training for a similar length of time would have in an institution founded upon the principles that govern Hull House, or which dominated the Cook County Normal School in Colonel Parker's time, there is simply but one conclusion possible. The one trains the pupils at this most teachable period of their lives in all the old social prejudices and traditions that the race is doing its best to slough off; the other broadens and deepens the sympathies; it schools the older in the care of the younger, and it teaches the younger to trust the older. It trains the strong to look after the weak, that the strength of the former may be more surely conserved. In fine, it educates into that broad citizenship which, while recognizing the inestimable value of individual integrity, constitutes the true democratic state.

The Real Solution.

Schools can and no doubt will, in time, purge themselves of fraternities by arbitrary means. But the spirit that begot them will still remain, and, until the school distinctly improves the quality of its work, it will walk the earth unsatisfied. The radical cure lies deep in the fundamental constitution of the school and in the motives that control its life. We can socialize the schools only through the performance of actual social service, and up to date practically no means of social service in the "regular work" of the school has been provided. Fraternities flourish where the pupils are idle; they represent the feeblest and most primitive effort on the part of the school to organize itself socially; they are natural because there is no larger demand made for the exercise of the social qualities. When the home and school successfully enlist these qualities in the broader interests of both, the fraternity idea will be abandoned in the course of a natural evolution.—W. S. J. in The Elementary School Teacher, May, 1905.

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TEACHERS, ATTENTION

Vacation will soon be here. Do you want to earn from $250 to $1.000 during that time? We have a special proposition to make to you to sell the best secured guaranteed semi-annual dividend five per cent

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TELEPHONE, CENTRAL 3419

CHICAGO TEACHERS' FEDERATION.

The adjourned annual session and the regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, June 10, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, June 13, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

EXCURSION FOR THE BENEFIT OF CHICAGO TEACHERS' PENSION FUND

To Starved Rock, Saturday, June 17, 1905 Via. Rock Island R. R., Round Trip, $1.50.

Round trip from Utica station to Starved Rock via trolly 20 cts., boat 15 cts. To Deer Park via bus, round trip 50 cts. Admission to either park 10 cts. Train leaves Chicago from La Salle station 8:30 and 9:00 a. m., returning 6:00 and 8:00 p. m. Before June 3 kindly notify committee number in your school that will attend.

MISS MARY T. KOEHLE,
Chairman Committee District II,
331 Bowen Avenue.

TWO PERSONALLY CONDUCTED SPECIAL TRAINS

Chicago to Asbury Park Via New York

OVER THE PENNSYLVANIA LINES

ACCOUNT NATIONAL EDUCATIONAL ASSOCIATION CONVENTION

The first will leave Chicago at 10:05 a. m. June 29th, via Pan Handle Route—fare for the round trip, $21.35.

The second will be run over the Fort Wayne Route, leaving Chicago at 1:00 p. m. July 1st—fare, $23.35 for the round trip.

Both trains will have coaches and sleepers Chicago to Asbury Park without change.

Excursion tickets will also be sold for regular trains of June 29th and 30th, July 1st and 2nd, at same rates; namely, $21.35 via Pan Handle Route and $23.35 over the Fort Wayne Route. Liberal return limits.

At the above rates tickets can be purchased reading via Washington allowing stop over at Baltimore, Washington, Philadelphia and New York.

For further information and sleeping car space, call at city office, 248 S. Clark St., or address

C. L. KIMBALL, Assistant General Passenger Agent
No. 2 SHERMAN STREET, CHICAGO

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Cruise on our private yacht from Italy, August 8, covering all the principal places of the Ancient Greek World, from Sicily to Constantinople, including a week in Athens. Scholarly leadership. Apply now.

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The PICTURESQUE "ERIE"

TO THE

N. E. A.

At Asbury Park.

The "ERIE" Railroad Company with its own rails all the way from Chicago to New York, and trains operated entirely by block signal system, offers exceptional advantages to the tourist in the scenery along its lines especially that along the famous Deleware River.

The "ERIE" operates wide vestibuled solid through trains of the very latest design, new Pullman sleepers, up to date day coaches, and a modern through Diner, serving all meals at moderate prices.

There are more stop-over points on the "ERIE" than any other line, ie, Sagertown, Pa., Cambridge Springs, Pa., Lakewood or Jamestown on the renowned Chautauqua Lake, Niagara Falls and New York City.

Drop in the City Ticket office 234 Clark St., for rates, time tables, etc.

Phone Har. 3274.

National Educational Association

Asbury Park, N. J., July 3-7, 1905

See that your tickets read via the

Lake Shore and Michigan Southern and New York Central

The perfect passenger service of the **LAKE SHORE & MICHIGAN SOUTHERN RY.**, in connection with the New York Central, forms the safest and most attractive route to the convention of the NATIONAL EDUCATION ASSOCIATION at Asbury Park.

Tickets will be sold at very low rates June 29, 30, July 1 and 2, good returning not later than July 10, with privilege of extension of return limit to August 31 by deposit of ticket and payment of fee of 50 cents. Stop-over can be had at New York City **on return trip only** providing ticket has been executed at Asbury Park and is deposited with Joint Agent at New York City and fee of $1.00 paid at time of deposit.

For itinerary and further particulars address,

L. F. VOSBURGH,
Gen. Western Passenger Agent, Chicago

C. F. DALY,
Passenger Traffic Manager, Chicago

A. J. SMITH,
Gen. Passenger Agent, Cleveland, O.

GRAND TRUNK LEHIGH VALLEY

DOUBLE TRACK ROUTE

TO THE

Forty-Fourth Annual Meeting

NATIONAL EDUCATION ASSOCIATION

ASBURY PARK, N. J.

JULY 3rd to 7th, 1905

$21.35 FOR THE ROUND TRIP.

For further particulars as to dates of sale, return limit, time of regular and special trains, sleeping car rates and reservations, stop-over privileges and descriptive matter, call at

CHICAGO TEACHER'S FEDERATION

or send to

J. H. BURGIS,
C. P. & T. A., Grand Trunk Railway System,
249 South Clark St., cor. Jackson Blvd., Chicago, Ill.

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WE GUARANTEE YOUR INCOME

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School Teachers

Accident and Health Insurance

THE **$3,000** CONTRACTS

PROVIDE AS FOLLOWS:

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On Railroad Trains, Electric or Cable Cars, Passenger Elevators, Ferry Boats, Ocean, River or Sound Passenger Steamships, and also while in Burning Buildings.

In Case of Death	$3,000
For Loss of Both Feet	3,000
" Loss of Both Hands	3,000
" Loss of Both Eyes	3,000
" Loss of One Hand and One Foot	3,000
" Loss of One Hand or One Foot	1,500
" Loss of One Eye	500
Weekly Indemnity	15

ORDINARY ACCIDENTS

In Case of Death	$1,400
For Loss of Both Feet	1,400
" Loss of Both Hands	1,400
" Loss of Both Eyes	1,400
" Loss of One Hand and One Foot	1,400
" Loss of One Hand or One Foot	500
" Loss of One Eye	250
Weekly Indemnity	7

AGAINST ILLNESS

$7.00 per week if the Assured shall suffer from

Aneurism of Aorta	Gall Stones	Cirrhosis of Liver
Typhus Fever	Gastritis	Cerebral Apoplexy
Pneumonia	Chicken Pox	Felon
Typhoid Fever	Calculus (Renal)	Gastro-Enteritis
Pleurisy	Enteritis	Cystitis
Diphtheria	Bright's Disease	Malignant Pustule
Appendicitis	Endocarditis	Mumps
Diabetes	Scarlet Fever	Yellow Fever
Tonsilitis	Smallpox	Scarlatina
Phlebitis	Peritonitis	Pericarditis
Colitis	Var oloid	Erysipelas
Angina Pectoris	Typhlitis	Measles
Laryngitis	Hemorrhoids	Hepatitis
Cancer	Nephritis	Brain Fever
	Epilepsy	Asiatic Cholera

Acute Cerebral Meningitis

AGAINST BLINDNESS AND PARALYSIS

For the Irrecoverable Loss of the Sight of Both Eyes by Disease $700

For the Permanent Paralysis of the Entire BODY, or of BOTH HANDS or of BOTH FEET, or of ONE HAND and ONE FOOT 700

SPECIAL INDEMNITY FOR

DEATH FROM SUNSTROKE, FREEZING, ASPHYXIATION, HYDROPHOBIA, **$700**

ANNUAL COST FOR ALL BENEFITS, $15.00.
Larger Policies at Proportionate Rates.

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F. A. HANCOCK, 601 New York Life Building, CHICAGO, ILL.

THE FIDELITY & CASUALTY CO.
OF NEW YORK

You may send me

The $.....Contract. $ ..... per week indemnity. Annual Cost $.....

Name, M.....

Address..... My Age..... Height..... Weight.....

The Beneficiary's { Name in full.....
Relationship..... Address.....

I. I have no Accident or Health Insurance except as follows: { .... (The name of Company and amount in each to be stated above.)

K. No application ever made by me for accident, life or health insurance has been declined, and no such insurance issued to me has been cancelled, or renewal refused, except as herein stated.

.....

L. I have never received indemnity for any accident or illness except as herein stated.

.....

N. My habits of life are correct and temperate and I am in sound condition mentally and physically as herein stated.....

.....

O. I have not been disabled nor have I received medical or surgical attention during the past seven years except as follows:

In ..... for..... .....lasting.....
(State year.) (State disability.) (State duration.)

In..... for.....lasting.....

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BALTIMORE & OHIO RAILROAD

Through Sleeping Car Route

RATE—For the Forty-fourth Annual Convention of the National Educational Association, to be held at Asbury Park, New Jersey, July 3 to 7, 1905, the **BALTIMORE AND OHIO RAILROAD** will sell tickets at $21.35 from Chicago to Asbury Park and return. The sleeping car fare will be $5.00 per berth in each direction.

DATES OF SALE AND RETURN LIMITS—Tickets will be sold June 29, 30, July 1 and 2, and be valid for return leaving Asbury Park not earlier than July 3 nor later than July 10, subject to an extension of return limit until August 31, by depositing ticket with the Joint Agent at Asbury Park not later than July 10, and on payment of a fee of 50 cents at time of deposit.

STOP-OTER PRIVILEGES—On the going trip stop-over will be allowed at Washington, D. C., Baltimore and Philadelphia within the going transit limit of the ticket, July 4.

On the return trip stop-over will be allowed at New York City until August 31, provided ticket has been validated by the Joint Agent at Asbury Park, and is deposited by the original purchaser with the Joint Agent at New York not later than one day after validation at Asbury Park, and upon payment af a fee of $1.00 at the time of deposit.

Stop-over will also be allowed on the return trip at Philadelphia, Baltimore and Washington, D. C., until July 10 on tickets which have not been extended and not to exceed ten days at each place on tickets which have been extended, also at Deer Park, Mountain Lake Park and Oakland, Maryland, but in no case will stop-over be allowed beyond August 31, 1905. To obtain these stop-overs, tickets must be deposited with the depot ticket agent immediately upon arrival at stop-over points for which no fee will be charged.

ROUTES—The **BALTIMORE AND OHIO RAILROAD operates two vestibuled limited trains daily** between Chicago and the eastern cities.

The New York Express leaves at 10:40 A. M., and runs via Wheeling, Grafton, Cumberland, Harper's Ferry, Washington, D. C., Baltimore and Philadelphia. This train passes through the Glades of the Allegheny Mountains and through the Potomac Valley in day time.

The Royal Blue Limited departs at 3:30 P. M., and runs via Pittsburg, Cumberland, Harper's Ferry, Washington, Baltimore and Philadelphia. This train passes over the Alleghany Mountains and along the Monongahela, Youghioghany, Casselman and Potomac Rivers in day time. At Pittsburg an observation car is attached from which the magnificent mountain scenery can be viewed to the best advantage.

Both of these trains are equipped with elegant day coaches as well as Pullman sleeping cars of the latest design, and meals are served in dining cars.

THE NEW YORK EXPRESS AND THE ROYAL BLUE LIMITED WILL CARRY THROUGH SLEEPING CARS TO ASBURY PARK.

INFORMATION—For sleeping car reservations and further information call on or address W. W. Picking, District Passenger Agent, No. 244 Clark Street, Chicago. An elaborately illustrated and fully descriptive booklet distributed free of charge.

D. B. MARTIN
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"FOLLOW THE FLAG"

TO THE



N. E. A. Meeting at Asbury Park, N. J.

TRAVEL VIA THE

WABASH

IN CONNECTION WITH THE

WEST SHORE RY.

STOP-OVERS allowed at Detroit, Niagara Falls and New York City, with the option of a delightful lake trip between Detroit and Buffalo, and a ride from Albany to New York via the Hudson River Day Line Steamers.

Write for a free copy of Wabash N. E. A. Folder (illustrated), giving full details.

F. A. PALMER, A. G. P. A. **97 Adams Street, CHICAGO**

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, JUNE 16, 1905. No. 28.

THE GREAT CONVENTION OF EDUCATORS.

The National Educational Association is a great organization. It is composed of the leading educators of the United States and it is going to honor New Jersey by holding its annual convention at Asbury Park early next month.

In recognition of this honor it is alleged that the State Board of Education has made a liberal donation for state quarters and other things and the school superintendents have been requested to urge the school teachers under them to join the association at $2 per, in order that the state may have a large representation. No doubt the State Board of Education has a right to spend the public school money for anything in the way of education for the children of this state between the ages of 5 and 18 years, and if the appropriation for a state headquarters is out of the public school money it may be justified on the ground, if for no other reason, that the meeting of the National Educational Association in itself will be a liberal education for all the children in the state. It makes no difference whether the law authorizes such an expenditure or not, for the State Board of Education is a law unto itself; but when the teachers are invited to become members at $2 per, it does make some difference. They generally look upon a request by their superintendent as very much the same as an order by their official superior.

No doubt many of the teachers may feel that it will be an honor to become a member of the National association well worth the $2 per, the expense of the trip to Asbury and the loss of a week of vacation; but the $2 per will not make them voting member of the association. It makes them associate members, that is spectators.

They are expected to contribute $2 per to aid in covering the cost of the convention and to add to the importance of the meeting by attending in person. If the teachers want to become real members they will have to pay another $2 per.

There is much urging for teachers to become members, but not to become members to attend the business meetings. The business is done by a small number. If memory serves correctly, the constitution of the big association was adopted at a meeting with thirty-seven members present. It is generally understood that the association is controlled by the National Council of Education, a wheel within a wheel, and every effort is made to get a large number of teachers to join and swell the crowd at the convention. Side shows and excursions are provided to interest and amuse the non-voting members and they go home under the impression that they have been taking part in the big convention, when in fact they have been helping to give the appearance of power and number to back up the requests of the few.

Next winter state and national legislatures will learn that changes in the laws are asked for in accordance with resolutions adopted at the last meeting of the National Educational Association attended by more than 30,000 of the cream of the teachers in the United States, when as a matter of fact the majority of the $2 per members were off on an excursion, or listening to papers read by men selected by a committee.

There is a keen intelligence behind this grand educational organization and it seems to be working with an aim. All over the country the management of the public schools is getting farther away from the people who foot the bills. It is evident to all observers that there is a coherent system about what is known as the modern idea of education and the application of the system operates in favor of the big trusts which provide school books and supplies, school furniture and school heating and ventilating apparatus.

The more highly developed the system becomes the more the teachers lose individuality and independence, the more fads are added to the curriculum and the more supervisors and reports and red tape and top hamper there is about the schools.

The people contribute school taxes more willingly than any other tax they are called to pay, and these taxes are higher now than ever before, but the complaint about lack of teaching grows. This is no fault of the teachers, for they do their best with an overcrowded curriculum that allows a few minutes to each of a list of studies and no time for the children to absorb the lessons.

It may be a wrong impression that the power that shapes the school system is the few who manage the National Council, but a great many persons have that impression and a great many teachers are among these, even teachers who are associate members at $2 per without the right to vote.—The Evening Journal, Jersey City, N. J.

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TEACHERS UNPAID FOR TWENTY YEARS.

That any city in the United States can persistently refuse to pay its public school teachers for services rendered twenty years ago, seems almost incredible. Yet the city of New Orleans is openly and flagrantly guilty of this injustice. While admitting its debt to the teachers, it has avoided payment by resorting to subterfuges and prolonged litigation.

The "old teachers' claim," which has been pressed from time to time, has just been considered again by the authorities, and its payment refused. The facts in the case as set forth in recent New Orleans papers are as follows:

The teachers who served in 1882, 1883, 1884, 1885, 1886 and 1887, were not paid because the city authorities claimed that there was no money with which to pay them. After a while the teachers were told that if they would consent to have their claims cut down to the extent of 40 per cent the money would be forthcoming. The teachers consented to the reduction, and put their agreement in writing. The city, having secured this heavy reduction in the debt it owed, refused to pay, putting the matter off on one pretext or another. Finally the city denied all liability in the case, but the teachers went before the state constitutional convention in 1898 and not only had their claims recognized, but a provision was put in the State Constitution, showing how the debt was to be paid and specifying the funds out of which payment was to be made.

Some formalities had to be gone through with to verify the claims, and they were, in due form, presented to the City Board of Liquidation, along with the article of the Constitution, demanding payment by that body. The Board, however, refused to pay the claims.

The teachers then went into the courts to secure the enforcement of the law, and were required to fight their way through the entire system until a judgment was secured in their favor in the Supreme Court of Louisiana. That court, however, had no influence with the Board, which carried the matter to the Supreme Court of the United States. The highest court in the nation gave judgment for the teachers, and the Board of Liquidation was compelled to pay.

It so happened that the teachers of 1885, 1886 and 1887 did not join in the former suit, but, being in precisely the same condition with the others, as is declared in the State Constitution, they were sure of their position. When, however, they applied to the Board of Liquidation for payment, under the Constitution and the mandates of the highest courts in state and nation, the Board refused to pay, and invited the teachers to go into the courts for another struggle for their money.

The New Orleans Daily *Picayune* in one of several able editorials on the subject goes to the root of this persistent injustice. It says:

"For twenty years this justly due and laboriously-earned pittance has been withheld. Most of the old teachers who survive—for many have died—are women. Women do not count in politics in Louisiana. They have no influence that they can bring to bear on the public officials who have the disposing of this matter. If these claimants, probably five hundred in number, were men, they would be formidable. All would be voters. All, doubtless, would long ago have gone to the polls and made themselves felt, and got their money. But they are women, and that is entirely another affair. That is the reason they have been made to wait twenty years. For precisely the same reason they can be made to wait twenty years more."

A disfranchised class is always at a disadvantage in a struggle for justice or protection.—F. M. A., in The Woman's Journal.

OUR FRIENDS IN THE EAST.

The public school men of New York City, in acknowledgment of the services of

PRINCIPAL JOHN P. CONROY
PRINCIPAL JOHN DOTY
PRINCIPAL LYMAN A. BEST
SENATOR CHARLES COOPER.
COMMISSIONER ROBERT L. HARRISON.

in securing an adjustment of the public school pension law, and in continued acknowledgment to

PRESIDENT JOHN F. AHEARN.

the pioneer in legislation for safeguarding the position of the teacher, desire to make expression of gratitude to these gentlemen at a dinner to be held at the Broadway Central Hotel, Third street and Broadway, Thursday evening, June 15, 1905, at 6 o'clock.

Owing to a necessity which requires one of the guests to leave early, you are requested to be present at a quarter to 6 o'clock in order that all may sit down at 6 o'clock sharp.

Remittance at $1.75 per cover should be mailed before June 10 to Mr. Wm. McAndrew, 34½ East Twelfth street, New York. You are invited to bring as many gentlemen as you desire.

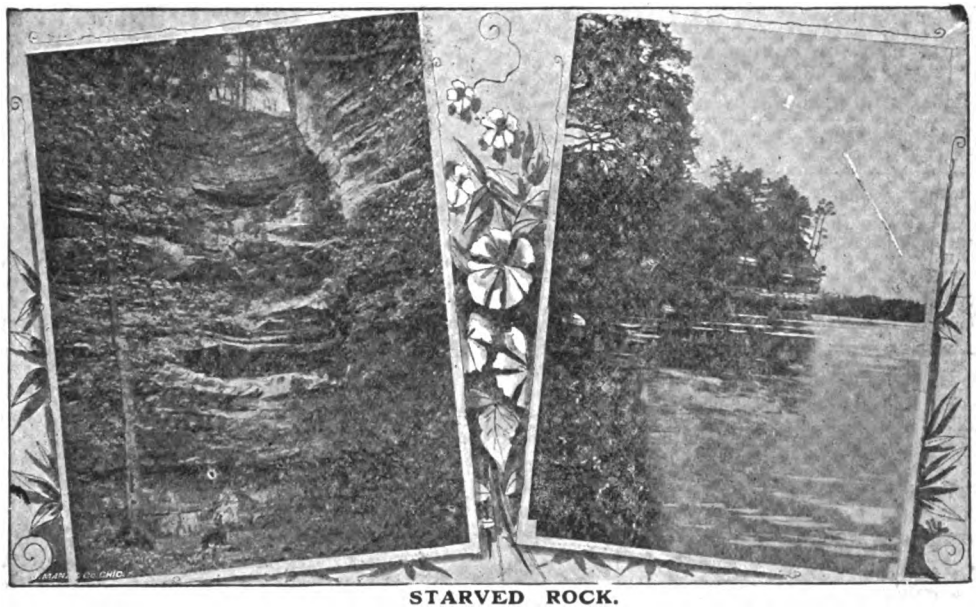
Yours cordially,

Bernard Cronson
Joseph A. Fripp
William McAndrew
John T. Nicholson
Peter C. Ritchie, Jr.
Edward D. Stryker.
Committee.

The Brooklyn men and women will also celebrate independently afterwards giving testimonials to Mr. Lyman A. Best, Senator Chas. Cooper and Miss Ruth Granger.

In an article urging the need of men and women co-operating for the best interests of the home and community, Rev. Jenkins Lloyd Jones of Chicago says: "The next century will demand new things—it will ask for the combined effort of men and women in the home, the state and the club—the co-operation of the father and the mother. When that time comes the father will be glad to help tend to the baby and the mother's wisdom and justice will be welcomed at the ballot box."

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STARVED ROCK.

EXCURSION FOR THE BENEFIT OF CHICAGO TEACHERS' PENSION FUND

To Starved Rock, Saturday, June 17, 1905, Via. Rock Island R. R., Round Trip, $1.50.

Round trip from Utica station to Starved Rock via trolly 20 cts., boat 15 cts. To Deer Park via bus, round trip 50 cts. Admission to either park 10 cts.

Train leaves Chicago from La Salle station 8:30 and 9:00 a. m., returning 6:00 and 8:00 p. m.

RULES FOR BEHAVIOR.

William Gillette, the actor and playwright, has a niece who attends school near Philadelphia. She recently asked him to come and drink tea with her and he accepted. When he arrived he found that he was the only man among 200 young ladies. He played the part, however, with such acceptability, that when he left the young women begged him to send them his autograph, with some quotation or sentiment which they might follow to their advantage. Mr. Gillette promised.

A week later each of the young women received by mail Mr. Gillette's autograph signed to the following "Rules for General Behavior":

1. Try to avoid things in general.
2. If you must think, do it as quietly as possible.
3. Don't be any more than you can help.
4. Try to be different some way—no matter about the way—just be different.
5. Bear in mind that it is generally wrong to do right.
6. Avoid being too anything in particular.
7. Be careful not to remember how it was.
8. Never insist on having your own way—just have it, and let the matter drop.
9. You will save yourself a great deal of trouble by taking things about as they are instead of trying to make something else out of them.
10. Be generous before you are just—otherwise you will never be generous at all.
11. Don't try to appear things. It's tiresome—and you probably don't appear so.
12. Never take anything as an indication. Nine times out of ten it isn't.
13. Try not to have views. They are distressing—especially to others.
14. Endeavor to like each other, but if you can't—don't.
15. Be much as you are—other people will attend to the business of being something else.
16. Don't do anything till you do it.
17. Remember that it's always just as well not to say anything about it.
18. Try not to think before you speak. If you do you won't speak—and how horrid that would be.
19. Don't have your principles so high you can't reach them. That's why they are so good.
20. Be economical to the last. Instead of making new resolutions see if you can't break the old ones a while longer.
21. It is a good deal better not to want a thing than to get it and wish you hadn't. You had better see to this.
22. Don't try to make a mark in the world—it's a whole lot of work, and the mark won't show.
23. If you wish to keep yourself as near alive as possible while you live; if you have a desire to be a joy forever, or as near forever as they come; if you prefer not to be a whole lot of unpleasant and uncomfortable things—don't learn too much. Draw the line somewhere. How would it be to draw it right here while you think of it?

Lots of the free advice you get isn't worth half that much.

Few men can look pleasant while being told their faults.

LOANS TO TEACHERS BY A TEACHER

At Live and Let Live Low Rates

"First aid to the injured" in pocket promptly rendered.

L. A., Care of Federation Bulletin, 437 Unity Building.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

Entered at the Post Office, Chicago, Illinois, as Second-Class Matter, December 23, 1901.

THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

THE SUBSCRIPTION PRICE is Fifty Cents per year. Single copies, Five Cents.

ALL CONTRIBUTIONS, including advertisements, must be received by Tuesday evening to insure insertion in the current issue.

ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

MARGARET A. HALEY, Editor,
814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

POLITICS.

Slow dawns the day, and yet it must come, when
That dust-bedraggled word shall signify
Something beyond the egotistic "I."
Beyond the vain supremacy of men,
The swift, sure stroke of the all-powerful pen
Will tell at last, and girdled trees must die.
The reign of "office seekers" must pass by
And give us loyal statesmen once again.
Grand, godlike men, who lift their lives above
The petty strife for place; men who are great—
Not from the scathing lightnings of their hate,
But from the outreaching largeness of their love.
Then "politics" shall mean a war with wrong—
Not wrong itself.
How long, O Lord, how long!

—Ella Wheeler Wilcox, in Chicago American.

WORK.

It is a great blessing to any man to have to work whether he feels like it or not. If a man is so circumstanced that he can lie in bed in the morning until he feels like getting up; or that he can do nothing as soon as he has eaten his breakfast unless he feels like doing it; or that he is not necessitated to take hold of business on days when he feels like doing nothing—he is at a great disadvantage in life, and cannot, at any time, do the best work of which he is capable. In this respect a poor man is better circumstanced than a rich man; and a rich man can bring himself up to the level of a poor man only by connecting himself with some enterprise where he must work day by day or die. Pressure is essential to the highest measure of physical or mental success. If you have to work every day, whether you feel like it or not, thank God that you are so circumstanced. If you are at liberty to work or not, according to your feelings, pray God to bring you, by some conditions, into such a state that you must be a worker together with God, whether you live or die in so doing.

TEACHING A PROFESSION.

"Once a teacher always a teacher" should become the rule in theory, thus keeping a body of skilled workers in reserve for possible emergencies.

—The Western Teacher.

THE N. E. A.

Attendance at the N. E. A. is each year becoming a more popular way of beginning the summer vacation. Aside from the pleasure and profit to be derived from attending the various meetings of the Association, the liberal rates and stop-over privileges given by the railroads prove a strong determining factor in planning one's summer outing. The place of meeting has been very happily chosen this year. The attractions of Asbury Park and Ocean Grove are so well known that the number of Chicago teachers joining in the eastern pilgrimage promises to be large. Though the Teachers' Federation has not thought it best to choose an official route, there will be a number of parties, formed on the basis of individual preference for certain routes or a desire to see the section of country through which a particular road passes. But by whatever road we may travel, we will all meet in Asbury Park, that center that promises so much pleasure within its own limits and from which so many attractive possibilities radiate. The chief difficulty will be to know what to eliminate from the things that may be done. If the intellectual side of the N. E. A. has made a deep impression, there is Boston within easy distance, with all its historic and literary association, or one can turn toward home and linger in the classic shades of Chautauqua, where one absorbs wisdom while simply walking through its streets. One can spend ten days in Washington and even though Congress is not in session, be busy and interested every minute of the time. If a route is chosen that does not include New York City, it can be reached in a short time with slight expense. Philadelphia and Baltimore are as easily reached as our own more distant suburbs are from our downtown districts. The Hudson river tempts on one hand, the Atlantic ocean on the other, and the only unpleasant feature in the whole program is the fact that there are only nine weeks in which to do and see all that is offered.

NATIONAL EDUCATIONAL ASSOCIATION.

On our first page we print an editorial from one of the leading newspapers of Jersey City. It is a source of great and increasing gratification to the bulletin to note the increasing interest which is taken in the business side of the N. E. A. The fact that there is usually something especially attractive arranged, either in department meetings or pleasure excursions for every available moment of the entire convention militates less and less in causing the absence of active members from the business session. To be sure, all the business is well prepared before the meeting and the machinery usually works smoothly, but occasionally a cog slips and a jar is felt. These are the outward indications that indicate the inward growth on the membership, and while the press sees only a "good story" those interested in every manifestation of the truly democratic spirit rejoice.

New Jersey, we give you greetings!

CATHARINE GOGGIN.

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An Open Letter From Judge Murray F. Tuley and Others.

Circuit Court of Cook County.
Chambers of
Judge Murray F. Tuley.

Chicago, May 12, 1905.

The undersigned, readers of THE PUBLIC (the political and economic review of which Louis F. Post is editor), cordially unite in advising their Chicago friends to subscribe for this excellent paper.

It is the only weekly review of general public affairs, and of national interest and circulation, which is published in Chicago.

It supplies a continuous and non-partisan narrative of the valuable news of the world, which clarifies daily newspaper reports and facilitates newspaper reading.

Its editorials on political and economic events are extremely helpful and interesting to believers in the democratic doctrines of the Declaration of Independence, because they faithfully and intelligently bring all public questions to that test; to non-believers in those doctrines the editorials are quite as helpful and ought to be as interesting, because they offer such readers the best that is said against their own views. These editorials are distinguished by their force and obvious good faith.

While we especially commend THE PUBLIC to Jeffersonian democrats, we believe that a year's experience with it will demonstrate its usefulness as well to those who do not agree with its opinions as to those who do.

M. F. Tuley — Judge of Circuit Court
Edward O. Brown — Judge of Appellate Court
Thomas G. Windes — Judge of Circuit Court
Frank Baker. — Judge of Appellate Court
E. F. Dunne — Mayor
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Stop-over will also be allowed on the return trip at Philadelphia, Baltimore and Washington, D. C., until July 10 on tickets which have not been extended and not to exceed ten days at each place on tickets which have been extended, also at Deer Park, Mountain Lake Park and Oakland, Maryland, but in no case will stop-over be allowed beyond August 31, 1905. To obtain these stop-overs, tickets must be deposited with the depot ticket agent immediately upon arrival at stop-over points for which no fee will be charged.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, JUNE 23, 1905. No. 29.

MANUAL TRAINING IN THE ELEMENTARY SCHOOL.

James Parton Haney, Director of Manual Training, Boroughs of Manhattan and the Bronx, New York City.

The term "manual training" has no well defined meaning, and in consequence no well defined practice. Some think of it only as constructive work, others as motor training in general. At the present time, in the higher councils of its advocates, there is an active debate on the question of how far the natural activities of the child shall determine the industries he pursues in the elementary school. Both sides agree that the child must have manual work in abundance, if he is properly to develop. Both sides agree also that his natural interests must be consulted in determining what special phases of manual work he is to do. But one side holds that his natural activities form a reliable guide to the industries which he should undertake, while the other protests that no activities seen in school are really natural. All rise more or less, say they, in response to the stimulus of the teacher; therefore they urge that stimulus be given to lead to interest in those activities which now make up the world's work. The first would give the child insight into the history of man's rise; the second would prepare him for future work in the world

Faint echoes of this discussion have reached the classrooms wherein elementary teachers are essaying to present the different phases of manual work. As a discussion they look upon it as theoretic and of small concern, while they turn to their immediate superiors for specific directions as to the manner in which they are to treat the practical problems which the arts present. Whether they solve the latter well or ill depends largely upon the teaching of these leaders and upon the standards which they erect.

But leaders are fallible. Many a superintendent regards all motor work as "special," and is content to turn it over to a special teacher to organize and develop as best she may. But special teachers, as a rule, come to their task with training limited and one-sided. They are ill advised as to the underlying principles of the curriculum, and believe that success lies in keeping their special subject intact. To this end they labor, striving by isolation to magnify its importance. Thus there results much manual work taught in a manner not justified by sound pedagogy. Often there is an attempt to distinguish sharply between related activities. Art and manual training are held apart, despite the fact that they are to the little child common means for expression—concrete, graphic expression. Thus the first canon in the manual training creed is violated. This states that drawing, construction, and design form the manual arts—one subject—and as such should be developed. Many reasons urge this identity. The arts are necessary to one another in practice. They cannot be successfully taught apart. Knowledge of drawing is needed in design, and knowledge of design in construction. The teaching of exercises—art for art's sake—should not be tolerated. The beauty the child learns should be beauty for use. Design unapplied is jejune and pointless; construction without art is an offense.

Developed apart, the arts suffer. Their natural relations are obscured and their technical requirements exalted. Each appears to exist only for the cultivation of some peculiar skill. Such teaching is a mistake; it exalts the technical ideal. Whenever rapidity and skill are sought at the expense of original expression, one recognizes worship of this ideal. It accepts, even seeks, the smooth product of automatic performance. It praises exercises which have required hours of mechanical work, though they may not have had given to them ten minutes of actual thinking. It adheres to rigid sequences, despite the fact that neither the child's interest nor his understanding conform to steps so ordered.

Overemphasis upon the technical side violates another canon. This declares that the arts must be made developmental, not technical, in aim; that they must be offered in each stage of the child's growth with specific consideration of his characteristics in that stage, and of the changes he must undergo before he can advance to the next higher stage. Technical ideals look to the product, developmental ideas to the producer.

We may distinguish three growth periods in the child's life. From the sixth to the ninth year he develops through sensory channels. His language is limited, and drawing and making form his chief means of expression. From nine to twelve his interests multiply. Expression through speech becomes more free. His brain reaches its maximum size and a desire for motion and things in motion becomes marked. Difficult muscular adjustments are now easily acquired, and habits of action readily fixed.

The period from the twelfth to the fourteenth year sees the pupil pass from childhood to adolescence. The girl precedes the boy by a year or more. In this change nature shows to us a mystery. Striking alterations occur in the child's physical and mental make-up. As a child he was a sensory being; as an adolescent he is a sensitive one. He rises now to heights of appreciation and understanding quite beyond his power to express; to him may be presented those æsthetic relations heretofore beyond his comprehension.

The arts on the physical side make a direct response to each of the periods named above. Arrest of motor development follows a failure to offer them at the proper time and in the proper manner. If they are begun and abandoned, a distinct atrophy of the developed power occurs. As educational elements they require early presentation and constant use.

On the mental side they conserve individuality. They foster personal and not mass instruction. They necessitate constant judgment concerning form and pattern. They seek initiative and self-expression, and markedly stimulate the imagination. They deal with concrete ideas and concrete things, and thus aid to build up that apperceptive background to which the child must relate all that he truly learns.

The arts, besides, act as a moral or disciplinary agent through the periods of development. They cultivate habits of cleanliness, system, and order. They inculcate perseverance, and hold up ideals of self-reliance and honesty. They lead by interest and are undertaken willingly—with avidity. Discipline in their presence becomes more natural and rational; the atmosphere of the schoolroom is made by them less formal. They give pleasure in their doing, and serve thus to balance outside attractions. They are of marked service in keeping the child in school.

The specialization and segregation of the arts tend to violate another important principle of their teaching. This

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principle defines them as socializing agents of marked service in revealing to the child his physical environment. The arts naturally relate themselves to the life about the pupil and help disclose to him his relations to his fellows. They develop social action and lend themselves to joint or communal work. Their exercises are never so interesting as when they offer results of service in the class-room or the home, or when they meet the child's interest in the world outside the school, by reflecting in miniature the tools and appliances used in real life.

The social conscience may be best wakened in the little child in this way. The interests of the arts are so varied and their forms of expression so various that they give in their pursuit too many points of view. Such social impressions react as expressions, and the good teacher will seek to have the child make such reaction habitual.

Never is the drawing or the making so interesting as when it responds to some present need. Those who seek to develop technical ideals are apt to ignore or slight this fact. They endeavor to secure well finished exercises, and to this end require copy after copy for practice sake. In so doing they traverse a fourth canon of sound teaching. This requires that in the arts the element of reality appear; it demands that they concern themselves with real processes and real things. The child passes through the symbolic stage at the threshold of school life. Later his play spirit may lead him to many games of make-believe; but even in his games he seeks reality wherever he can find it. In school it is important that he be not asked to undertake work the meaning of which he does not understand. The arts frown on formal expression built upon a basis of dictation and command, and robbed of all motive save that of fear.

Real reasons should move the child to his work. Each exercise should have behind it intelligent purpose and before it concrete achievement. Formal steps to develop any process must be followed by an opportunity for free expression; for a chance, that is, to do original work in which the new process appears. Through formal training and practice exercises the child never gains the incentive to application; he never acquires conscious power to use his drawing, design, or construction to definite purpose. He may learn to make a neat drawing or model; but this, however attractive it may seem, has served small purpose if it has not the child's own thought in it. Conscious power comes when the products of the child's labor are tangible and useful. In the earlier years immediate results are necessary, but at the close of the preadolescent period the child is prepared to accept practice as necessary to technical excellence. Technique is a subject which demands "a background of actual experience." The child should learn to look upon original expression as the goal of all preparation.

The aim of technical training should be to put the child in a position to use his knowledge for practical and personal ends. The skill taught should appear of real worth, the beauty as a positive excellence to be sought in all constructive and decorative expression. The plans drawn should be for service; so should the designs and the constructed forms. In short, every phase of practice of the arts should be instinct with reality.

Four principles have been presented as guides in teachign. To these must be added a fifth. This sees the error of allowing the arts, even as a well co-ordinated group of subjects, to remain a group separated from the other subjects of the curriculum. As a principle, this requires that the relation between the arts and other branches be made direct and intimate. The arts should act in the spirit of service. They should help in teaching, lending interest through doing, and aiding to give concrete form and shape to cloudy mental images. To find the various ways in which they may thus assist in the development of language, nature study, number, and other school interests is the business of class and special teacher. Some courses of study look to them as central subjects, while some admit them only as related topics; but whether developed from within or related from without, it must be the business of the teacher to see that they lend themselves to the teaching of all phases of the curriculum. There is no surer way than this of identifying them as essentials. One who has once discovered their power to make vivid and direct her teaching in other subjects will not again attempt to teach without them.

Five of the principal tenets of the manual training creed have been cited. Put into a single statement, these declare that the arts are one—that they are part of the birthright of the little child, and should form, as developmental and socializing agents dealing directly with use and beauty ,an integral part of the course of study he pursues. How, in the light of principles, would they appear in the ideal school?

In the first or primary stage we should not find them as separate subjects at all. We should discover them being used, as a means of teaching, as agents injecting the concrete into many subjects of the curriculum. We should find the teacher constantly turning to her drawing and her making, in connection with her language work, her folklore tales, her nature study, her number lessons, and the like. The arts would be, as it were, dissolved in the curriculum, serving constantly as modes of teaching, as means for securing the child's personal expression.

Some of the children's work would deal with those occupations which have busied man through the centuries, but such pursuits would appear, not as devices presented for the sake of having the pupil reconstruct the primitive industry, but rather as instruments giving him insight into the simplest elements of the life about him. Through such work we should find him learning his own social setting, his studies turning about those things—food, shelter, and clothing—which make for his comfort and sustenance.

Technical accuracy throughout these years we should find subordinated. The work done would require no fine muscular adjustments. None of it would be small—trying both to sight and fingers—and none mechanical, leading to hours of automatic performance in braiding or weaving. The materials used would be many. Original expression would constantly be evident. The things made would belong to their makers.

With the children of the preadolescent stage we should not find as marked emphasis on free expression through drawing and construction. With such pupils, the arts would be found serving as agents giving precision of handling, and of self-control. Many processes would appear in the class-room—drawing, painting, cutting, pasting, sewing, binding; envelopes, calendars, booklets, etc.; all in use in developing concrete forms of immediate value. We should find, too, the pupil's rising critical sense being employed to determine the necessity for drill, and drills being undertaken as failures showed the need of them.

Higher in the school we should find the children well advanced in knowledge of processes, the boys in the school shop, and their sisters studying the principles of domestic economy in the school kitchen. Plans we should find being used in the shop—plans made by workers busy in carrying them out. At times we should find the boy working in individual fashion; at other times as one of a group employed on some elaborate model for the school. Applied designs, too, of no little beauty, we should find him making and using. His knowledge of both construction and design should appear in the simple lines of his self-planned model and in the suitability of the decoration designed for it.

The fourteenth year should find our pupil with his elementary school life completed. He stands with his native interests heightened by cultivation. His hand is gifted with no little skill. He can perform some score of operations and is familiar with some score of tools. He will make for you a simple plan and use it. He can design a simple decoration and apply it. He has completed, during his school life, half a hundred models or more—books, toys, home utensils, and simple pieces of scientific apparatus. Through his work he has conceived a strong constructive bent and has learned to see the world about him as a constructive world. He has had wakened in him an æsthetic sense, has had his eyes opened to beauty. He has learned to know it through searching for it to discover fine lines, harmonious proportions, and fitting decorations. Above all, he has had revealed to him himself; he knows something of the power which lies in his creative brain and in his dexterous hand, something of his own ability to mold and shape the environment in which he lives. Thus the arts have served their purpose as essential elements to his elementary schooling.

We have stated our theory and pictured our ideal. The question that remains is to state how this ideal may become real, how this theory is to be made practice.

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If one is at perfect liberty to organize a course of study, the theory may be followed closely, and we may make the arts central, using them as forms of industrial and social activity from which all the other work of the class-room proceeds. Certain isolated schools have thus developed them. Such development leads to perfect unity in the course of study.

Another method of affecting close relationships is to organize the general curriculum on the culture-epoch plan. Here the pupil in studying the lives of primitive peoples faces man's elemental needs for food, shelter, and clothing. In such a curriculum the arts spring from the child's study of primitive occupations, from essential elements in his re-solution of the first great problems of his kind.

It will be noted that these two plans represent in practice the beliefs of the two parties in the debate to which reference has been made. Both develop the arts as essentials; but the first makes them central, presenting them as activities evoked in response to a study of immediate surroundings; while the second sees them as forms of industry which must be studied if the child is to re-live the life history of the race.

Both plans have advantages; but it is not the purpose to discuss their relative merits. Courses of study which follow the lines indicated are not common. To the great majority of teachers the problem of the arts is to relate them to a curriculum organized in manner suggested by the report of the committee of fifteen. Five co-ordinate branches present themselves in such a curriculum, the greater emphasis being upon language. To relate the arts directly to these branches, it is necessary that in the early years certain centers be selected, to which the drawing, construction, and design may be immediately referred. Many such centers offer in language work, nature study, geography, etc., the first course of study at hand suggesting the following in its syllabus on English.

First year—Playthings, pets, games, outings.

Second year—The home, occupations, holidays, and seasons.

Third year—Readings on the Indians, Eskimo, Arab, Dutch, and Chinese.

Around each of these may be gathered the work of a week or more, as each gives rise to a variety of lessons in drawing, construction, and design. In a practical development of this scheme the writer has seen the work of a third year class revolve for several weeks about the hero Hiawatha. The story was read and talked about, the hard words spelled, the scenes illustrated in graphic fashion. The tepees, canoes, weapons, moccasins, snow-shoes, and the like were made of simple materials, and suitable designs were thought out and applied. The whole series of lessons was alive. The children vied with one another in offering suggestions for possible use in drawing or making. Their keen attention followed as their interest led.

In the higher grades it will not be found possible to relate the arts, as directly as in the lower, to other branches of the curriculum. It is now a matter of having the pupil express himself through the arts, as of having him skillfully construct some form of use and permanent value. A great variety of such forms are to be developed about school and home. The school offers opportunity for the making of various communal or group models in connection with the study of science, nature study, geography, and mathematics. Other very satisfactory exercises will be those which gather some score of lessons in free-hand and mechanical drawing, in color, design, and construction around a form, useful in the class-room or needed in the home.

Various questions regarding materials and methods must here perforce remain undiscussed. Those relating to expense may be briefly considered and dismissed. A liberal school board means the possibility of working in many media; an economical one means that pencil and paper must suffice, with such additional material as the children themselves are in a position to furnish. It is, however, to be understood that the spirit of the creed which has been presented may be maintained, however liberal or meager the supplies. This spirit looks to see the arts in use, helpful, vivifying. Understood, it makes possible their successful development as well in the one-room country school as in the great city system. This spirit must find expression as well in the office of the school superintendent as in the class-room of the lowest grade. Thus do we return to our first proposition.

Failure in the arts must lie at the door of the school officer who leaves them as specialties to work out their way alone. Success comes to him who studies them, and who causes his teachers to study them—in their relations. That curriculum will develop best in which they are taught by those who comprehend their peculiar power, and who have been led to employ them directly, and in personal fashion. Success in the arts is to be measured in terms of use. They must be taught for use and not for show.

BOARD OF EDUCATION.

Wednesday, June 21, 1905.

The following reports were adopted:

ASSIGNMENTS AND TRANSFERS OF TEACHERS.

Assignments.

Carrie S. Armstrong, La Salle School.
Eugenia B. Dixon, Froebel School.
Mary A. A. Green, Von Humboldt School.
Mary McB. Murray, Seward School.
Alice Schuppert, Goethe School.
Bertha Smart, La Salle School.
Agnes Thompson, Dante School.
Marion E. Wallace, Spry School.
Amy Warder, Mitchell School.

Transfers.

Elizabeth Benning, from Monroe to Knickerbocker School.
M. Emily Hunter, from Avondale to Audubon School.
Maude I. Richford, from Dante to Farragut School.
Mary H. Bohn (kindergarten), from Cooper to Walsh School.

TEACHERS PLACED ON UNASSIGNED LIST.

Buschwah, Amanda E., Von Humboldt School.
Cummins, Agnes B., Smyth School.
Hunter, Emma M., Medill School.
Lewis, Mabel A., Prescott (kindergarten).
Lucius, M. Tracy Naly, Kershaw School.
Pinedo, Elvira D., Goethe School.
Rau, Matilda B., Pickard School.
Reeder, Fannie S., Hawthorne School.
Thompson, Margaret E., Mayor School.

ACCEPT RESIGNATIONS OF TEACHERS.

Thomas M. Bevans, manual training teacher, June 23, 1905.
Margaret J. Mahoney, Earle School, June 23, 1905.
Sarah E. Woodcock, Bowmanville School, June 23, 1905.

SYMPATHY EXTENDED TO THE FAMILY OF SOPHIA L. DEAN, FORMER TEACHER.

That Sophia L. Dean, a former teacher, who taught in the Chicago public schools for forty years, passed away at Clifton Springs on June 10 last.

The committee recommends that the president and the secretary of the board be requested to extend the sympathy of the board to the family of Miss Dean in their bereavement.

AMEND SECTION "232" OF THE RULES AND REGULATIONS.

That section 232 of the Rules and Regulations be amended as follows:

"Section 232A—Contributions and Presents. They shall neither solicit nor accept contributions from pupils, either in money or kind, unless authorized so to do by the board or by the school committee of their schools; *nor shall teachers be solicited for subscriptions or contributions by any one during school hours or in school buildings.* They shall not receive any presents from the pupils nor make presents to their principals, to the superintendent, assistant superintendents, district superintendents, supervisors, or special teachers."

ANNUAL ELECTION OF TEACHERS AND EMPLOYES.

The superintendent, district superintendents, assistants to the superintendent, teachers, office employes, engineers, and janitors, etc., were elected for the ensuing year.

(Continued on page 5.)

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ALL REMITTANCES by check or draft should be made payable to the order of the Federation Bulletin.

MARGARET A. HALEY, Editor,

814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

EXCERPT

FROM ADDRESS TO GRADUATING CLASS OF CLEVELAND NORMAL SCHOOL.

By Dr. N. C. Schaefer, Supt. of Public Instruction, State of Pennsylvania.

"We hear of teachers having sharp voices, teachers who are nervous and irritable. This should not be. The teachers should be happy, in love with their work, full of human sympathy and broad minded. She should not be bothered by these recurring examinations each year. Let her forget the 5,000 small facts of geography that she may develop the true side of womanhood and fellowship. It should be made easier for a teacher to secure a life privilege to teach. Then again, supervisors must exercise care in their work lest they fret a teacher by useless and incidental requirements. It is that that keeps a teacher awake at nights, and the superintendent awake at night figuring on how to teach his teachers.

"The little woman who can make a dozen youngsters understand life by her teachings is far greater than the man who builds railroads and has done a much greater work."—Cleveland Plain Dealer.

Bishop McVickar of Rhode Island in his address to the graduating class of Bryn Mawr College said: "I hope and pray that we may see woman suffrage come to pass soon. In this fuller citizenship there is no chance that woman would unsex herself. I believe that the paths she would walk in would not only be brightened, but they would be straightened."

Supreme Court Justice David J. Brewer in his address at Vassar College, after expressing his belief in woman suffrage, said: "Who shall say that before gray hair shall cover the heads of the women here to-night there may not sit in the White House a woman who, like Queen Victoria, will shed luster upon this country as Victoria shed luster upon England.

Elnora Monroe Babcock.

NOTICE,

This is our last issue until Sept. 8, 1905, as the BULLETIN is published *during the school year only.*

HEADQUARTERS AT THE N. E. A.

ILLINOIS—Coleman House.

CHICAGO TEACHERS' FEDERATION—Ocean Hotel.

ASBURY PARK AND OCEAN GROVE.

Those wishing to secure the reduced rates granted to holders of N. E. A. tickets must register at the *Membership Registration Bureau,* which is located in the new *Asbury Avenue Casino.* It is recommended by the local committee that as far as possible visitors plan to reach Asbury Park in the daytime, but the Casino will remain open until the arrival of the last train each night.

The address of a boarding place where lodging and board may be secured by a limited number is on file in the Federation office and will be furnished to members and their friends on application. This place is situated two blocks from the beach and board and lodging can be secured for eight dollars per week.

Reservations for sleepers are now being made, and those who intend to go are requested to send their names to the Transportation Committee as early as possible.

The Federation Headquarters will be in the Ocean Hotel, Asbury Park, Rooms 210-211, near the New York City Headquarters.

No tickets are good for return before July 3. All tickets must be validated by the joint agent immediately before starting on the return trip.

PROGRAM—N. E. A.

The Annual Meeting of the Board of Directors will occur on Monday, July 3, at 3:30 P. M.

The meetings of Active Members of the Several States to Nominate Candidates for Appointment on the Committee on Nominations, in accordance with By-Law No. 1, will occur at 5:30 P. M., July 3, at their respective State headquarters or at places named in the Offical Program.

The Annual Meeting of Active Members for the election of officers, and for other business, will occur at 12:00 M., Thursday, July 6.

The New Hampshire Historical Society has the original patent on a process for the use of steam in propelling boats. It was issued to Samuel Morley, March 25, 1795, and was signed by George Washington.

How good the street-car companies
Will be if given a chance!
To all our jangling music
They will be pleased to dance.
They'll give us buried trolleys,
Transfers on every line,
If we'll extend their franchise
To 1999.

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(Continued from page 3.)

ASSIGNMENTS, ETC. OF VARIOUS EMPLOYES.

Assignments.

Eleanor Stanchfield, stenographer, superintendent's department.

Dwight H. Perkins, architect for the board.

Martin F. Brennan, watchman.

Temporary Assignments.

Edward H. Bade, substitute engineer, Hendricks School.

George H. Reinke, substitute fireman, Chicago Parental School.

F. P. Wilson, temporary investigator, attorney's office.

Matthew H. Robinson, Jr., watchman.

Separations.

Elizabeth A. Morrison, temporary stenographer, superintendent's department.

Albert W. Mahone, temporary clerk and stenographer, business manager's department.

Charles N. Petesch, substitute assistant engineer, Parental School.

Edward H. Bade, substitute engineer, Hendricks School.

James McNamara, watchman, Harvard School (deceased).

Resignations.

Gustav Schultz, fireman, Chicago Parental School.

Eleanor Stanchfield, stenographer, superintendent's department.

Reinstatements.

Harold Rund, assistant engineer, Chicago Parental School.

Changes in Salaries.

George McKenzie, engineer, John Spry, June 8th, monthly salary from $215.47 to $225.47.

Joseph Dunn, engineer, D. S. Wentworth, June 1, monthly salary from $208.36 to $217.81.

Reinstatement of Hendricks School Engineer.

That under date of June 9, 1905, Patrick H. Hannahan, engineer of the Hendricks School building, was suspended from duty on charges preferred against him pending investigation by the committee; that under date of June 16, 1905, the committee gave a hearing and ordered a reinstatement of said Patrick H. Hannahan, without loss of salary.

EXPRESSION OF SENTIMENT.

The following statement, expressive of the sentiment of the majority of the members of the board was then adopted by a vote of 13 to 6, those voting in favor of it being Messrs. Cameron, Mark, Stolz, Clausenius, Rowland, Tilden, Dudley, Chvatal, Plamondon, Shields, White, Weil and Sethness; those opposed, Thompson, Kuflewski, O'Ryan, Mrs. Keough, Duddleston and Hayes. Trustees Fetzer and Fitzgerald were absent from the meeting. The statement was introduced by Trustee White and came in the form of a report of a committee:

"Without questioning the propriety of the organization of labor or the advisability of the public school teachers forming associations for mutual improvement and assistance along educational lines, it is believed that public employes elected to serve impartially all classes of the public should refrain, both as a matter of good taste and of public policy, from affiliation with any particular class of citizens. Our honored President of the United States has properly, we think, placed the seal of his high official disapprobation upon such partisan affiliation of public employes in the case of the mail carriers and public printers.

"How much more reprehensible is it for public school teachers to officially ally themselves with any special section of the public. Teachers who are employed to teach the children of all classes, whatever may be their rights as citizens, have absolutely no more right to assume partisan attitude and deliberately take the side of one portion of the public against the other. Teachers should remember that they are employed by the whole public, paid by the whole public, to teach the children of the whole public, and that they are, therefore, under moral and professional obligations to hold themselves aloof from partisan entanglements. We urge the serious and thoughtful teachers of our schools to carefully consider this matter as one of grave importance to the schools as well as to the professional dignity of their high calling. Nothing is more certain to alienate the sympathy and support of the majority of school patrons and tax-payers than this allignment with one special interest.

"The Committee on School Management views with grave concern the affiliation with the Chicago Federation of Labor of that portion of the public school teachers of Chicago known as the Teachers' Federation. They would consider with the same concern an affiliation with any other class of citizens within our country. The committee, therefore, expresses its unqualified disapproval of this affiliation with the Federation of Labor, and calls the attention of the Board of Education and of the public to a situation in our schools which can only lead to confusion, to class distinctions and prejudice, to a narrowed social outlook for the teachers so affiliated, and to a partisan attitude which the very spirit of the profession calls for impartiality and non-partisanship.

"The committee regards this condition as absolutely unjustifiable and intolerable in a school system of a democracy."

It being the last meeting of the present board, a photographer took a picture before adjournment.

MOTHER SHIPTON'S PROPHECY.

Carriages without horses shall go,
And accidents fill the world with woe;
Around the world thoughts shall fly
In the twinkling of an eye.
Water shall yet more wonders do.
Now strange, but yet they shall be true;
The world upside down shall be
And gold be found at the root of a tree;
Through hills a man shall ride,
And horse nor ass be at his side;
Under water men shall walk,
Shall ride, shall sleep, shall talk;
In the air shall men be seen
In white, in black, in green;
Iron in the water shall float
As easy as a wooden boat;
Gold shall be found and shown
In a land that's not now known;
Fire and water shall wonders do;
England shall at last admit a Jew;
The world to an end shall come
In eighteen hundred eighty-one.

TO CURE STAMMERERS.

It is said that stammerers rarely, if ever, show any impediment of speech when speaking in whispers. On this fact a new method of treatment has been advocated, which is as follows: For the first ten days speaking is prohibited. This will allow rest to the voice and constitutes the preliminary stage of treatment. During the next ten days speaking is permissible in the whispering voice, and, in the course of the next fifteen days, the ordinary conversational tone may be gradually employed.

The resistance of cedar wood to decay has long been famous, and cedar fence-posts often last for generations. A remarkable instance of the indestructibility of cedar has been noted in the state of Washington, where a forest of hemlocks, near Acme, has grown up over an ancient buried forest of cedars. The trunks of cedar, although lying in a moist soil, have been almost perfectly preserved for at least 150 years, the length of time that the rings of growth show the hemlocks to have been growing above their fallen predecessors.

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OSSIAN H. LANG, *Editor*

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One superintendent writes: "Your magazine has opened my eyes to the larger aspects of education, and my teachers and their pupils have been made the happier by my awakening."
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N. E. A.
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Phone Har. 5274.

National Educational Association
Asbury Park, N. J., July 3-7, 1905

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The perfect passenger service of the **LAKE SHORE & MICHIGAN SOUTHERN RY.**, in connection with the New York Central, forms the safest and most attractive route to the convention of the NATIONAL EDUCATION ASSOCIATION at Asbury Park.

Tickets will be sold at very low rates June 29, 30, July 1 and 2, good returning not later than July 10, with privilege of extension of return limit to August 31 by deposit of ticket and payment of fee of 50 cents. Stop-over can be had at New York City **on return trip only** providing ticket has been executed at Asbury Park and is deposited with Joint Agent at New York City and fee of $1.00 paid at time of deposit.

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TO THE

Forty-Fourth Annual Meeting
NATIONAL EDUCATION ASSOCIATION

ASBURY PARK, N. J.

JULY 3rd to 7th, 1905

$21.35 FOR THE ROUND TRIP.

For further particulars as to dates of sale, return limit, time of regular and special trains, sleeping car rates and reservations, stop-over privileges and descriptive matter, call at

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JOHNNY'S POSTSCRIPT.

Bessie Chandler, the writer of stories and verses for children, is a daughter of Commodore Chandler of the navy. At one time in their family they had a little negro boy who was not very busy, and spent his spare time idling about the rooms where the ladies sat. They would puzzle their wits to keep the boy at work. One day Mrs. Chandler was busy and sent Johnny into the next room. "You may take your slate and pencil," she said, "and write me a letter." The boy obeyed. By and by there came a shrill call: "Please, missus, I'se got it wroted. It says: 'Dear Missus—Kin I go down to the tennis court and see them play tennis? Respectfully yours, Johnny.'" Mrs. Chandler was not ready to admit him as yet, so she replied: "Oh, well, write me a postscript." Again a silence, so prolonged that she went into the room to investigate. There was no boy there. The slate lay on the chair face upward. She read the message he had first called out, and underneath it this addition: "P. S.—I have went." —San Francisco Argonaut.

Loans to Teachers BY A Teacher

If N. E. A. half-rates to New York, and cut Steam Ship rates to Europe attract you, pull the latchstring which is always out.

L. A. care FEDERATION BULLETIN,
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OVER THE PENNSYLVANIA LINES

ACCOUNT NATIONAL EDUCATIONAL ASSOCIATION CONVENTION

The first will leave Chicago at 10:05 a. m. June 29th, via Pan Handle Route—fare for the round trip, $21.35.

The second will be run over the Fort Wayne Route, leaving Chicago at 1:00 p. m. July 1st—fare, $23.35 for the round trip.

Both trains will have coaches and sleepers Chicago to Asbury Park without change.

Excursion tickets will also be sold for regular trains of June 29th and 30th, July 1st and 2nd, at same rates; namely, $21.35 via Pan Handle Route and $23.35 over the Fort Wayne Route. Liberal return limits.

At the above rates tickets can be purchased reading via Washington allowing stop over at Baltimore, Washington, Philadelphia and New York.

For further information and sleeping car space, call at city office, 248 S. Clark St., or address

C. L. KIMBALL, Assistant General Passenger Agent
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BALTIMORE & OHIO RAILROAD

Through Sleeping Car Route

RATE—For the Forty-fourth Annual Convention of the National Educational Association, to be held at Asbury Park, New Jersey, July 3 to 7, 1905, the **BALTIMORE AND OHIO RAILROAD** will sell tickets at $21.35 from Chicago to Asbury Park and return. The sleeping car fare will be $5.00 per berth in each direction.

DATES OF SALE AND RETURN LIMITS—Tickets will be sold June 29, 30, July 1 and 2, and be valid for return leaving Asbury Park not earlier than July 3 nor later than July 10, subject to an extension of return limit until August 31, by depositing ticket with the Joint Agent at Asbury Park not later than July 10, and on payment of a fee of 50 cents at time of deposit.

STOP-OTER PRIVILEGES—On the going trip stop-over will be allowed at Washington, D. C., Baltimore and Philadelphia within the going transit limit of the ticket, July 4.

On the return trip stop-over will be allowed at New York City until August 31, provided ticket has been validated by the Joint Agent at Asbury Park, and is deposited by the original purchaser with the Joint Agent at New York not later than one day after validation at Asbury Park, and upon payment af a fee of $1.00 at the time of deposit.

Stop-over will also be allowed on the return trip at Philadelphia, Baltimore and Washington, D. C., until July 10 on tickets which have not been extended and not to exceed ten days at each place on tickets which have been extended, also at Deer Park, Mountain Lake Park and Oakland, Maryland, but in no case will stop-over be allowed beyond August 31, 1905. To obtain these stop-overs, tickets must be deposited with the depot ticket agent immediately upon arrival at stop-over points for which no fee will be charged.

ROUTES—The **BALTIMORE AND OHIO RAILROAD operates two vestibuled limited trains daily** between Chicago and the eastern cities.

The New York Express leaves at 10:40 A. M., and runs via Wheeling, Grafton, Cumberland, Harper's Ferry, Washington, D. C., Baltimore and Philadelphia. This train passes through the Glades of the Allegheny Mountains and through the Potomac Valley in day time.

The Royal Blue Limited departs at 3:30 P. M., and runs via Pittsburg, Cumberland, Harper's Ferry, Washington, Baltimore and Philadelphia. This train passes over the Alleghany Mountains and along the Monongahela, Youghioghany, Casselman and Potomac Rivers in day time. At Pittsburg an observation car is attached from which the magnificent mountain scenery can be viewed to the best advantage.

Both of these trains are equipped with elegant day coaches as well as Pullman sleeping cars of the latest design, and meals are served in dining cars.

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INFORMATION—For sleeping car reservations and further information call on or address W. W. Picking, District Passenger Agent, No. 244 Clark Street, Chicago. An elaborately illustrated and fully descriptive booklet distributed free of charge.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, SEPTEMBER 8, 1905. No. 30.

INTERESTING LETTER ON THE EDUCATIONAL ASSOCIATION.

by Miss Margaret Haley.

July 9th, 1905.

So many inquiries have come to me as to the meaning and significance of the dispute in the annual business meeting of the National Educational Association, held in Asbury Park on Thursday last, that it seems desirable to issue a statement explaining the situation.

Perhaps no better illustration can be found than that afforded by a great financial and fiduciary institution of this (New York) city, now in the throes of reorganization in deference to an aroused and determined public opinion demanding that the said institution shall be administered primarily and exclusively in the interests of the hundreds of thousands of men and women who are policy holders therein, the men and women who contribute its income, instead of in the interest of a clique of officers and directors who have long been fattening on the profits that legitimately belong to the policy holders. Public opinion demands that this corporation be "mutualized;" that every policy holder in it be given a voice in the management. This is precisely what we are striving for in the National Educational Association. We want the association to remain "mutualized." We want it to remain within the control, and be administered in the interest, of the thousands of teachers who contribute its income. The aim of our opponents is to turn the association over in perpetuity to a small, self-perpetuating, independent, and self-governing organization, within the National Educational Association, and yet not subordinate to it. Public opinion is compelling the "mutualization" of the great financial institution before noted; but the dominant official faction of the National Education Association is trying to compel, in the most arbitrary and ruthless manner, the de-mutualization of our organization.

While our brilliant and honored and democratic President was congratulating the National Educational Association on the ground that it was "truly democratic," a "true democracy," the managers of that organization had just taken action tending to convert it into an absolute despotism.

One more preliminary word. The controversy in the National Educational Association is not, as many seem to believe, a contest between the men and women teachers of America, but is, on the contrary, something which concerns equally the rank and file of the teaching force of the country—whether men or women.

The National Educational Association is incorporated under the laws of the District of Columbia. At the annual business meeting, held at St. Louis on June 30, 1904, the following resolutions were adopted:

Resolved, That, in view of the early expiration, through limitation by law, of the certificate of incorporation of the trustees of the National Educational Association, the Board of Trustees is hereby authorized and requested to take such steps as may be necessary to continue its corporate existence and to protect the interests of the association thereby.

"Resolved, That, in case existing provisions of law as to the incorporation of associations for educational or philanthropic purposes require any change in the terms of the existing constitution and rules of the association, the trustees be directed to report to the Board of Directors and to the next annual meeting of the active members, such changes, if any, as they may recommend for adoption.

"Resolved, That due notice by the secretary, under the terms of the present constitution, be given to active members of any change that may be proposed by the Board of Trustees in pursuance of the above resolutions."

The foregoing resolutions clearly contemplate nothing more than the continuance of the corporate existence of the association, which may be effected by the simple filing with the proper official of the District of Columbia of a certificate of continuance, duly executed by the legally designated officers of the association. But, lo and behold! the trustees recommend an entirely different proposition. Instead of recommending the association to proceed along the simple lines prescribed by law to continue its corporate existence, the trustees recommend the discontinuance of the association, and the creation by special act of Congress of a new corporation radically different in important fundamental features from the existing corporation, and it is "gavelled," literally "gavelled" through the association without explanation or discussion!

The method by which the corporate existence of the National Educational Association is continued is, possibly, of small immediate importance, providing the corporate existence is, actually, continued, and the spirit of the organization preserved. But this raises two questions: (1) Did the trustees conform to the instructions contained in the resolutions above quoted? And, if not, why not? (2) Do they, by the recommended action, "continue the corporate existence" of the association? And if not, why not? Is it not plain that the resolutions intended the trustees to proceed under existing laws—with the proviso contained in the second res-

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olution? There is, however, no claim that "existing provisions of law * * * require any change in the terms of the existing constitution and rules." Nevertheless, the charter recommended by the trustees and approved by the association makes vital constitutional changes, while the recommended by-laws differ materially from those under which the association is now working.

How many hidden dangers there are in the proposed charter it would require a Philadelphia lawyer to discover; but one very grave danger is apparent to the casual reader. The National Educational Association as now constituted contains eighteen departments created by the Association itself, and subject to its government; the eighteenth being the National Council of Education. The proposed charter, however, reads: "This corporation shall include the National Council of Education and the following departments," which are named. The charter expressly reserves to the association the power to organize or consolidate departments and to change their number or names, etc.—in short, it retains absolute control of the seventeen departments even, apparently, to the extent of discontinuing them; but the National Council of Education (so far as shown by anything that appears in the charter or in the constitution and by-laws of the association) is absolutely independent of the parent body. The National Council of Education has its individual constitution and by-laws, with power to alter and amend the same. It is the opinion of lawyers that under the terms of the proposed charter the National Council of Education will be taken into the National Educational Association as it exists at the time the proposed charter becomes law, or when the charter is adopted by the association. The same lawyers declare that it is impossible to say what the rights and powers of the National Council will be in the association, and that it is quite within the bounds of reason to believe that it may absolutely control the association; though the latter is composed of many thousands of members, while the former is limited to sixty members and is, as said before, self-perpetuating—the association, itself, having no direct voice in the election of members of the Council. Are the thinking teachers of America willing to place their great National Association in such jeopardy?

The visible powers of the National Council are extremely disquieting to the thoughtful mind. Article V., Section 1, of the proposed by-laws (and these are regarded by the machine as being the same as adopted) gives to the Council the proposal of subjects for investigation and research, the appointment and supervision of those committees, the recommendation of the amounts to be appropriated for such purpose, and the disposition of such reports. Here we have a body that is not responsible to the Association (possibly entirely independent of it, except as a purse-provider) with practically absolute power over all the really useful and practical activities of the association! What do the great body of teachers who foot the bills and whose essential interests are concerned think of this?

The foregoing powers are now exercised by the Council "by courtesy of the Board of Directors." Under the plan of "reorganization" this "courtesy" becomes a "prerogative," and none of the many lawyers I have consulted will say that this "prerogative" is not vested in the Council by this special act of Congress. But the lawyers do say that whatever powers are given the Council under the proposed charter cannot be modified or revoked except by another special act of Congress. It is evident, therefore, that the National Council of Education is to be made practically independent of the National Educational Association, which purports to be, and which the teachers believe to be, the superior body.

To an entirely pertinent question from the floor as to the relations of the National Council of Education to the National Educational Association under the proposed plan of reorganization, the response given was: "If the members persist in taking time asking such irrelevant questions, when are we to get our dinner?" The utmost haste, and impatience at every effort to get or give light on the business before the association characterized the entire business session. The meeting was held at 12 o'clock, noon, sandwiched in between a long morning and a number of afternoon sessions—this the most important session, not only of this meeting, but the most important held within the history of the association! Why did not the program provide time for due discussion and deliberation by the members of this vitally important matter? And why was every attempt to secure information arbitrarily ruled out of order by the chair? This was an illuminating example of the "boss rule" and "gag law" and "one man power" that has of late come to characterize school management and the governing of teachers!

The peculiarly generous treatment accorded the National Council of Education in the new charter and by-laws is, perhaps, explained by the fact that the entire board of trustees recommending the reorganization are members of the Council; while the relation of the Council to the cause of education may be inferred from the fact that its president a year ago was the Boston agent of the American Book Company.

Another objection to the proposed charter is that it prescribes a variety of details of the management of the association that ought to be, and are usually, left to the by-laws. Of course, the object of this is to so fix things that the association will be powerless to make changes except by a new act of Congress. One of these details concerns the creation and conduct of a "permanent fund." The association now has a surplus of above $130.000.00, contributed chiefly by the teachers, and which ought to be at the disposal of the association. The proposed charter, however, practically removes this fund from the jurisdiction of the members by providing that "no part of the principal of such permanent fund or its accretions" may be expended except under the following complication of conditions: (1) Recommendation of the Board of Trustees; (2) Approval of the Directors; and (3) A two-thirds vote of the active members of the association; the last provision being so worded that it seems to mean that a correspondence ballot of all the active members must be taken.

On the surface this seems a careful safeguarding of this permanent fund, but I am convinced that its purpose is, and the practical effect will be, to put the fund beyond the reach of the active members, and is intended to obstruct the growing de-

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mands of the teachers of the United States not only for investigation but for action by the National Educational Association to secure better conditions for teachers—better salaries, more secure tenure of office, provision for old age, equal rights for women with men in the profession, validity of diplomas, etc. But as our permanent fund is to be so "safeguarded" as to make it almost impossible to use any part of it for the investigation of such questions and practical work based on the results of said studies, and as the Board of Trustees will be empowered by this special Congressional charter to invest in the permanent fund our annual surplus above $500, it is apparent that our treasury will usually be empty, and that there will be no money to carry on such work. All this must be read in connection with the provisions heretofore recited giving the National Council of Education practically absolute control over the proposal of subjects of investigation, the appointment and supervision of committees of investigation, the appropriation of money for these purposes and over the final disposition of the reports. It is quite certain that when the National Council finishes its work in any year there will not be a penny at the disposal of the active membership for such purposes.

There are many other dangerous features of "machine" rule in the National Educational Association, two of which I shall note. One is that the president is empowered to name the members of the nominating committee who elect. Therefore, in a close contest, the president might very easily control the election. Would it not be quite as logical to empower the President of the United States to appoint presidential electors for any state or territory that should fail to elect? Another objectionable feature is that no provision is made for independent nominations, and, of course, the "machine" can usually control the "regular" nominations—and, as a matter of fact, does control.

In conclusion, it may be well to point out the fact that there has been afoot for several years a powerful, persistent, silent and largely successful conspiracy to make a despotism of our entire public school system. State boards of education have demanded, and in some states have obtained, almost absolute control of the public school system. Local boards of education, themselves appointed and not elected, are made corporations with powers superior to the city government. Superintendents generally are demanding, and have frequently been conceded, autocratic powers over school boards, courses of study, selection of text-books, and the appointment, promotion, transfer and dismissal of teachers. The result is that teachers fear to protest against "fads and frills," against what they believe to be wrong and injurious educational methods, or even against "graft," for they know that any such protest is certain to result in forfeiting all chances of promotion, if it does not result in persecution and professional ruin, as is often the case. It is safe to say that with the exception of a few specially enlightened communities, there exists today in America no such thoroughly terrorized and oppressed body of men and women as our public school teachers,—and a coerced and timid body of teachers, afraid to raise their voices against wrong, cannot develop such a citizenship as is needed to maintain the American republic in its integrity—but the "system" is not interested in the preservation of republican institutions!

The whole tendency of school administration in the United States is toward "centralization," and this is the policy that is now being forced upon the National Educational Association. Who is responsible for this policy of centralization? And what is its purpose? From every quarter comes the suggestion that great commercial interests are at the bottom of the movement, while many calm thinkers believe that it is actively promoted, also, by certain institutions of learning which are interested in propagating doctrines agreeable to their founders, and in strangling the propagation of disagreeable doctrines.

Our public school system has become a veritable "Golconda," a "mine," to be "worked for all it is worth!" and the interests that would exploit, and are exploiting it, find it far easier to handle a well-organized, central, despotic machine than to manage the great body of principals and teachers, and the people at large. The latest move in the game is the scheme to obtain control of the National Educational Association.

THE GRADATIONS OF THEFT.

Mrs. Chadwick's operations have demonstrated anew the great theory of theft, says the Peoria Star. Here it is:

Stealing a million—genius.
Stealing $500,000—sagacity.
Stealing $100,000—shrewdness.
Stealing $50,000—misfortune.
Stealing $25,000—irregularity.
Stealing $10,000—misappropriation.
Stealing $5,000—speculation.
Stealing $2,500—embezzlement.
Stealing $1,250—swindling.
Stealing $100—larceny.
Stealing $10—theft.
Stealing a ham—war on society.—Metal Workers' Journal.

DEEDS THAT LIVE.

In 1801 the Archduke Charles was called to take command of the army of Austria, which at the battle of Hohenlinden had been defeated by the French and Bavarians. Near the scene of action he met a number of wounded soldiers who had been abandoned on the road by their commander for want of horses to draw their carriages in the retreat.

The archduke, who on many occasions had shown his humanity, immediately ordered the horses to be taken from several pieces of cannon that were being hauled to the rear.

"The life of one brave man is better worth preserving than fifty pieces of ordnance," he said.

The abandoned guns fell into the hands of the French commander, who, when he heard of the motive that had prompted the sacrifice, immediately ordered the whole to be sent back to the gallant archduke with his compliments, observing that he should be unworthy of being the opponent of his imperial highness if he took advantage of so noble an act of humanity.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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MARGARET A. HALEY, Editor,
814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

NEW OPPORTUNITIES.

"O to be up and doing, O
Unfearing and unshamed to go
In all the uproar and the press
About my human business!
My undissuaded heart I hear
Whisper courage in my ear.
With voiceless calls, the ancient earth
Summons me to a daily berth.
Thou, O my love, ye, O my friends—
The gist of life, the end of ends—
To laugh, to love, to live, to die,
Ye call me by the ear and eye!

"Forth from the casement, on the plain
Where honor has the world to gain,
Pour forth and bravely do your part
O knights of the unshielded heart!
Forth and forever forward!—out
From prudent turret and redoubt,
And in the mellay charge amain,
To fall but yet to rise again!
Captive? ah, still, to honor bright,
A captive soldier of the right!
Or free and fighting, good with ill?
Unconquering but unconquered still."

R. L. Stevenson.

The teacher more than anyone else needs faith and courage. Faith that the ideals which are born of her profession will some day be realized, and courage to stand in a minority with two or three fighting gloriously for the consummation of her trust. It is an inspiring but sobering sight on the first day of school to see the children crowding to the doors, to think what it all means in relation to the whole of life as life is lived to-day.

The teaching of the child its A, B, C's and the routine work of everyday bears the same relation to teaching as a whole as answering the morning's mail and attending to the daily details does to the great business. There is the great undiscovered to the teacher as to the business man wherein lie untold possibilities to those who have the faith to see.

Education in the public schools is as yet in the elementary stage. It is still a new thing to educate the masses and the proper adjustment has not yet been found; in fact, we are only beginning to understand that the so-called "mass" is not academic but elementary and the methods and studies the college student revels in is worthless to the man earning his daily bread in an industrial age.. We forget, too, that commercialism is but one part of city life that beside it and overshadowing it is manual labor, while out on the prairies and the hills is the agricultural laborer to whom real science is a blessing but who has no need for Latin and nature studies. To give him a dairy and a model garden showing how crops by rotation enrich the soil would be as great a boon as the manual training and the cooking schools are to the city bred child.

Back of the curriculum lies the yet harder task of preparing the child for a life of labor in which the actual book knowledge gained in the school room has but small relation. If the history, the botany, the arithmetic is given and accepted by the child as a part of the life he lives, that child is really being educated, and this ideal of making all subjects taught an integral part of real actual life is slowly taking definite shape in manifold ways all over the country.

Not only has the teacher a duty toward the child but a duty toward the city. She is doubly bound through her office and through her scholars. She may legitimately know facts about the lives and living conditions of the people which are hidden from others and her intimate knowledge should be utilized through suggestion to the advancement of civic welfare. "Because I know whereof I speak" is a powerful argument few can dispute. It is to the shame of the city fathers that this agency has so far been so little used.

The ideal of the school as a social civic center seems far away. It is the natural clubhouse of the people. Through loan collections of pictures its walls should be made beautiful, collections of minerals and objects illustrative of industrial processes, a branch of the public library, flowers, plants beautiful grounds with gardens for the children and the assembly rooms filled at night with the parents of the children. The possibilities of the school house as a center are equally great in the suburban as in the densely crowded districts of the city.

The coming year is pregnant with possibilities. A new order has been established. Forces which were formerly working against are now working for the greatest good of the school child. It is a challenge as well as an opportunity to be met with a firm faith, a high courage and unbroken ranks that the public schools of this city may be worthy of their trust and truly educate the children by preparing them to take their individual places later on as conscious parts of a great whole.

ESTHER TABER.

THE NORMAL SCHOOL.

The death of Dr. Arnold Tompkins, principal of the Chicago Normal School, after five years of service left vacant one of the most important positions in the school force. During the remainder of the summer his place was filled by the Assistant Superintendent. It was the earnest desire of the Board and of the Superintendent of Schools that the office be permanently filled as soon as possible, and not only the school system but the city are to be congratulated on the appointment of Mrs. Ella Flagg Young to that position.

Mrs. Young comes to her work well prepared and trained to meet the strenuous requirements of a difficult position. The appointment was one in which ability and merit were recognized, and her intimate knowledge of local conditions in the dif-

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MRS. ELLA FLAGG YOUNG.

ferent grades of teaching gained through practical experience will be of great service to her in the duties pertaining to her responsible office.

BOARD OF EDUCATION.

On June 19, Mayor Dunne made public his appointments for the Board of Education, naming Miss Jane Addams, Mrs. Emmons Blaine, Dr. Cornelia B. De Bey, Mr. Emil W. Ritter, Mr. Modie J. Spiegel, Mr. John C. Harding, and reappointing Dr. W. A. Kuflewski.

The retiring members were Mr. D. R. Cameron, Mr. Clayton Mark, Dr. Joseph Stolz, Mr. Geo. W. Claussenius, Mr. Geo. J. Thompson, Mr. Thomas Fitzgerald.

The first meeting of the new Board was held July 12 when Mr. Edward Tilden, vice-president of the Board last year, was elected president on the forty-first ballot.

At the meeting on August 29 President Tilden named the following committees which were unanimously concurred in by the board:

SCHOOL MANAGEMENT COMMITTEE:

Miss Jane Addams, chairman; Dr. E. C. Dudley, Mr. P. Shelly O'Ryan, Mrs. Emmons Blaine, Mr. John J. Hayes, Mr. Charles A. Plamondon, Mr. Charles O. Sethness, Dr. Cornelia B. De Bey, Mr. Edwin F. Rowland, Mr. James F. Chvatal.

BUILDINGS AND GROUNDS COMMITTEE:

Mr. John C. Fetzer, chairman; Mr. Geo. Duddleston, Mr. Michael Shields, Dr. C. A. Weil, Mr. Modie J. Spiegel, Dr. W. A. Kuflewski, Mr. John C. Harding, Mr. Emil W. Ritter, Mrs. W. C. H. Keough.

FINANCE COMMITTEE:

Mr. Charles A. Plamondon, chairman; Mr. Modie J. Spiegel, Miss Jane Addams, Mr. John C. Fetzer.

President Edward Tilden ex-officio member on all committees.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, September 16, 1905, at 10:30 a. m.

Admission by membership card only.

BOARD OF EDUCATION.

Wednesday, August 29, 1905.

The following reports were adopted:

Award of certificates:

CERTIFICATES AS TEACHERS IN KINDERGARTENS.

Effie J. Cohen, Marilla D. Fellows, Mary Edna Glendon, Emily Madeline Lawton, Marie E. Munson, Julia Grace Thompson, Lillian Wanner.

CERTIFICATES AS TEACHERS OF THE DEAF.

Nora B. Knisely, Philomena Magan, Ruchiel Antoinette Merrieless, Anna Stopps Taylor, Alexina E. Young.

CERTIFICATES AS TEACHERS OF MANUAL TRAINING. (ELEMENTARY).

Ernest D. Bishop, Florence E. Booth, James T. Gaffney, John K. Monahan, Clara Lillian Russ, William C. Waterstradt.

CERTIFICATES AS TEACHERS OF HIGH SCHOOL.

Anna Anderson, Lucy Arthur, Benjamin F. Bullard, Wallace Craig, Lauretta May Ferguson, Augustus R. Fischer, Frederick W. Owens, Orenda Mary Pollard, Lilian L. Pool, Carrie A. Reynolds, Lillian L. Smith, Sarah Starr Stahl, Christopher Stapleton, Adah Helen Stutman, Helen Thayer, Clara L. Trimble, Bertha I. Vincent, Emily C. Webber, Ferdinand J. Zipf.

CERTIFICATES AS TEACHERS OF MANUAL TRAINING. (HIGH SCHOOL).

Eugene C. Graham, John H. Hibler, Dennis W. Kelley, John Sherman McChesney, Harry Andrew Rea, Charles E. Riddel, John A. Toomey.

CERTIFICATES AS PRINCIPALS OF ELEMENTARY SCHOOLS.

Mary G. Guthrie, Abigail M. Hunt, Martin E. Hurney, Thomas M. Jamieson, Thomas C. Johnson, May I. Kent, Helen C. Maine, Amos P. Spencer, Louise K. Stone, Harry S. Vaile, Jaroslaw Zmrhal.

CERTIFICATES AS FAMILY OFFICERS IN THE PARENTAL SCHOOL.

William H. Funk, William L. Morgan.

CERTIFICATES AS ASSISTANT FAMILY OFFICERS IN THE PARENTAL SCHOOL.

Clara L. Brewster, Ida B. Morgan.

CERTIFICATE AS MILITARY INSTRUCTOR IN THE PARENTAL SCHOOL.

Earl H. Wells.

CERTIFICATES AS TEACHERS OF HORTICULTURE IN THE PARENTAL SCHOOL.

Charles R. Brown, Martin Nelson.

CERTIFICATES AS TEACHERS OF SEWING, (ELEMENTARY).

Ada B. Johnson, Bertha Loeffler, Florence H. Rutherford.

CERTIFICATE AS TEACHER OF SEWING, (HIGH SCHOOL).

Elizabeth H. Fullerwider.

TRANSFER AND ELECTION OF HEAD ASSISTANTS

The transfers of Miss Elizabeth McKeon from the position of head assistant at the Jirka School to the position of head assistant at the Walsh School, and the transfer of Miss Bessie M. Conner from the position of head assistant of the Walsh School to the position of head assistant at the Jirka School.

The election of Miss Martha L. Smith, a teacher in the Mulligan School, to the position of head assistant in the Mulligan School, at a salary of $1,125.00 per annum, first year, first group.

TEACHERS PLACED ON LIST FOR APPOINTMENT ELEMENTARY SCHOOLS.

Fannie S. Reeder, Robert P. Burkhalter.

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TEACHERS IN KINDERGARTENS.

Eva H. Reed, Medorah D. Gammon, Mary C. Jaggar, Claribel Petrie.

LIST FOR APPOINTMENTS.
READY FOR POSITIONS IN ELEMENTARY SCHOOLS.

Lucy G. Ahern, Stella Ahern, Frances Alabaster, Mary L. Anderson, Lillie Smith Barkell, Lillian Mae Barton, Annie J. Beattie, O. M. Becker, Huldah P. Beers, Lilian Oleson Bendixen, Florence Burns Blair, Gertrude H. Brahany, Mamie J. Buckley, Nellie Melody Burke, Flora E. Burns, Grace E. Burns, Margaret H. Burns, Winifred Callahan, M. Neomia Carville, Helen E. Chambers, Rosalie B. Chivington, Elizabeth Clark, Mary B. Colburn, Sara F. Collins, Bertha Alice Cowan, Honor M. Cox, Agnes B. Cummins, Lyda Mary Curtin, Elizabeth M. Daly, Alice Day, Marian E. Dickson, Lillian A. Doty, Elizabeth M. Dunn, Ada C. Dyson, Maude C. Farr, Mayme M. Foulkner, Mary C. Fellows, Augustus R. Fischer, Elsie Flersheim, Autha L. Fluke, Annie Forbes, Deborah Ford, Blanche Foreman, Cora M. Forschner, Hulda Friedenthal, Millie R. Galusha, Ethelyn W. Gebhart, Emma A. Glavin, Clara Mae Goodnow, Elma Graves, Edith V. Gray, Mabel P. Hall, Flora J. S. Hampton, Kate L. Hassett, Adla A. Hellgren, Alvina E. Henning, Helen J. Hill, M. Angela Hillan, Hedwig H. Hochbaum, Louise E. Hoenes, Laura E. Hull, Edith Hunting, Effie E. Johnson, Etta Johnson, Catherine J. Judd, Margaret C. Kemmet, James C. Kemph, Eva Kendall, Martha A. Kiehl, Frieda E. Kiess, Janette F. Kimball, Alice M. Krackowitzer, Lena A. Ladd, Helen B. Lerch, Victoria Leutwein, Lillian Lewis, Emma Belle Lowell, Elfrieda C. Lutke, Susanne Lynch, Alice S. Martin, Gertrude E. Martin, Alice E. McClelland, Edith McClellan, Flora McCormick, Agnes M. McGillen, Mary J. McLaggan, Agnes B. MacNeish, Mary Manning, Janie Miller, Julia D. Mitchell, John K. Monahan, Anna Mooney, Josephine Murray, Charles A. Myall, Mary J. Norris, Emma J. W. Oberg, Margaret A. O'Brien, Mary E. O'Brien, Julia J. O'Brien, Ella V. O'Hearn, Isabella O'Malia, Ida M. Palmer, Luther H. Peck, Rose Petrick, Hannah Purves, Mary G. Quilty, Myrtle Rea, Olga L. Reese, Alice M. Regan, Winifred Reid, Ethel V. Rice, Ora M. Riggs, Helen Florence Roberts, Julia L. Robson, Florence V. Ross, Anne B. Royston, Johanna Ryan, Lizzie G. Ryan, Harriet S. Schaefer, Rose Camelia Sladek, Leila E. Sloan, Mabel P. Speer, Mary P. Squier, Ella C. Sullivan, Agnes Thane, Mary E. Thompson, Laura C. Thompson, Olive M. Thompson, Emma Brown Wait, Ella V. Wallenberg, Laura D. Ward, May Weddle, Adelaide Weiger, Annie Jessel Whyte, Helena O. Woltmann, Effie DePuy Woodruff, Nora K. Yorker.

TRANSFER AND ELECITON OF PRINCIPALS.

Miss Elizabeth Murphy from the position of principal of the Ogden School to the position of principal of the Hamilton School, made vacant by the resignation of Mrs. Minnie A. Barthel.

Miss Esther Morgan from the position of principal of the Bowmanville School to the position of principal of the Ogden School, made vacant by the transfer of Miss Elizabeth Murphy.

Mrs. Minnie M. Arnold, head assistant of the Belding School, to the position of principal of the Bowmanville School, made vacant by the transfer of Miss Esther Morgan, at a salary of $1,200 per annum.

Walter R. Hatfield was granted a certificate to teach in the Chicago Normal School as head critic for one year, to date from September 4, 1905, at a salary of $2,500 per annum.

ELECT MRS. ELLA F. YOUNG AS PRINCIPAL OF THE NORMAL SCHOOL.

The Superintendent of Schools respectfully reports that Dr. Arnold Tompkins, principal of the Chicago Normal School, died at his home in Menlo, Georgia, on Saturday, August 12, 1905, and that Mr. Frank W. Darling, the vice-phincipal, was asked to give up other engagements and to make arrangements for the opening of the Normal School.

The Superintendent further respectfully recommends that Mrs. Ella F. Young be elected principal of the Normal School, to succeed Dr. Tompkins, at a salary of $5,000 per year, which recommendation the board unanimously concurred in.

FULL CERTIFICATES FOR ELEMENTARY SCHOOLS

District 1.

Louis J. Conradi, Alcott; Anabel King, Arnold; Mabel N. Sexton, Arnold; Ottilie M. Bloch, Audubon; Laura E. Enright, Belding; Jennie Carleton, Bismarck; Nellie H. Olson, Blaine; John G. Roessler, Blaine; Elizabeth M. Grosser, Bowmanville; Lydia Benzing, Burley; Jennie Knowlton, Burley; Jeanette B. McGinnis, Coonley; Barbara Manton, Goudy; F. Fanchon Schupp, Goudy; M. Therese Norton, Greeley; Pearl E. Baker, Headley; Olga M. Boyd, Headley; Olive Forsberg, Irving Park; Mary Murphy, Knickerbocker; Margaret Costello, La Salle; Libbie F. Roth, Linne; Thos. P. Kerr, Lloyd; Mary K. Plumb, Nettelhorst; Henriette Kleinpell, Newberry; Nellie M. Goebel, Nixon; Lizzie A. Lessing, Nixon; Andrea T. Hanson, Norwood Park; Elsa Geiger, Prescott; Joanna C. Druehl, Schneider.

District 2.

Auguste J. Forster, Andersen; Elise M. Fuog, Bancroft; Sarah C. Mason, Bancroft; Laura V. Boothe, Burr; Cara H. Sommers, Cameron; Catherine A. Decker, Franklin; Maude Baxter, Lafayette; Elizabeth S. Perl, Lowell; Caroline Carlson, Motley; Grace Gleason, Peabody; Rosa P. Schultze, Peabody; Mabel Corey, Schiller; Rose C. LeGros, Stowe; Emma Sann, Stowe; Mary B. Dalton, Talcott; Elizabeth Eisler, Talcott; Lillian M. Tobin, Talcott; Marie Klappenbach, Von Humboldt; Helen L. Morgan, Von Humboldt; Millie J. Peters, Von Humboldt; Mary A. Young, Von Humboldt; Melane H. Wolff, Wells; Edna Doyle, Wicker Park.

District 3.

Clara D. Kneedy, Brown; Meta M. Shirach, Clarke; Susie E. Liston, Dante; Ernestine L. Kircher, Garfield; Louise Krueger, Garfield; Mary McCullough, Goldsmith; Lydia C. Bailey, Irving; Ida Knockenmuss, Irving; Katherine M. Murray, Jefferson; Florence Mullen, Jungman; Florence Wolf, Jungman; Elma Weed, Pickard; Lulu Launer, Skinner; Amelia Reinhard, Swing; Margaret M. Adams, Throop; Magdalena W. Handt, Walsh.

District 4.

Emma Hartman, Armour; Julie V. Tooney, Armour; Eliza D. Martin, Burns; Mae Agnes Dolan, Emmet; Alwine Loeb, Everett; Julia De-

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laney, Greene; Josephine B. McDonald, Greene; Adrian M. Doylin, Harrison; Kathryn Moriarity, Harrison; Theresa E. Murphy, Harrison; Anna E. Friel, Hayes; Margaret M. Murphy, McClellan; Lucinda Westbrook Downey, Spry; Elizabeth D. Fox, Sumner; Agnes Maiwald, Ward.

District 5.

Susan Duffy, Beale; Hermine Schramm, Brownell; Hilma Lythberg, Chicago Lawn; Alice M. Boyle, Curtis; John Adamson, Fallon; Jeanette O'Neill, Fallon; Alice Wegener, Hamline; Eleanore Dissett, Holmes; Fannie R. Manosevitch, Holmes; Margaret F. Dunn, Raster; Margaret A. Magner, Raster; Lizzie V. F. Doolin, Shields; Genevieve Coleman, Webster; M. Lillian Hand, Wentworth; Grace McIntyre, Wentworth; Mamie Sherrett, Wentworth; Mamie A. Stern, West Pullman.

District 6.

Mary F. Honan, Burke; Lori Brown, Cornell; Margaret S. Haynes, Cornell; Mrs. Grace M. Hillis, Cornell; Mrs. Marie Bonfield Stuart, Doolittle; Rosalie G. Mendel, Doolittle; Anna B. Caspers, Felsenthal; Marie A. Hochreiter, Forestville; Mary E. Magan, Kozminski; Mabel C. Platt, Kozminski; Emily C. Stanley, Madison; Luella Roesch, Mayor; Bertha Baron, Moseley; Alice Meyer, Moseley; Catherine Pottinger, Moseley; Agnes Lawson, Parkside; Elizabeth M. Treanor, Ray; Jessie Wolff, Scott; Jean A. Smyth, Sullivan; Ethel McCracken, Willard; Veronica McFarland, Willard.

PURCHASE BASKET BALL OUTFIT FOR CURTIS HIGH SCHOOL.

A basket ball outfit was ordered for use in the Curtis High School Department.

GRANT USE OF HALL FOR JUVENILE PROTECTIVE LEAGUE OF CHICAGO.

A committee of the Juvenile Protective League of Chicago petitioned the board for the use of the assembly hall in either the Goldsmith, Foster or Washburne School, on Tuesday evening, September 26, for the purpose of holding a public meeting under the auspices of said league; that after consideration, the committee referred the matter to Superintendent Cooley, with power to act, it being understood that said league will pay for the use of the hall in accordance with regular schedule rates established by the board. The request was granted.

TRANSFERS, ASSIGNMENTS, ETC.

TRANSFERS:

Edmond Herzog, engineer, from the Farren school building to the Scanlan school building. Francois X. Du Bois, engineer, from the Moseley school building to the Edgar Allan Poe school building. George A. Broll, office boy, from the Architect's Department to the Superintendent's Department. Charles McCurry, engineer, from the Lyman Trumbull school building to the Thomas Hoyne manual training high school building. Thomas Ward, engineer, from the Brownell school building to the South Division manual training high school building. Thomas McNamara, engineer, from the South Division high and manual training school building to the Brownell school building.

ASSIGNMENTS:

James Houlihan, watchman. Charles H. McDermott, watchman. Thomas Ward, engineer, Brownell school building. George A. Broll, office boy, in the Architect's Department. William Williams, watchman. Emil Nelson, stenographer, Superintendent's Department. John P. Quinn, engineer, Goodrich school building. John R. Mahony, engineer, Forestville school building. John E. Sheridan, engineer, Farren school building. Edward J. Maley, engineer, John Crerar school building. Charles F. Johnson, piano tuner and repairer. Wilber S. Barrows, engineer, Moseley school building. Hattie Johnson, stenographer, Superintendent's Department. Mark Hay, architectural draftsman, Architect's Department. Albert S. Fisher, laborer, Parental school building. Michael O'Shaughnessy, watchman. Amelia Williams, janitress, Patrick Henry school branch building. Thomas McNamara, engineer, South Division manual training high school building. Henry Oldenstedt, engineer, Lyman Trumbull school building. Ida Andersen, stenographer, Superintendent's Department.

TEMPORARY ASSIGNMENTS:

Maggie Eggler, temporary scrub woman, Parental school building. William Gutte, temporary cook, Parental school building. Andrew Andersen, temporary farm laborer, Parental school. George L. Meservey, Jr., temporary watchman. Victor Johnson, temporary farm laborer, Parental school. Louis Marcil, temporary assistant cook, Parental school. Charles N. Petesch, temporary engineer, Parental school building, during the absence of George Stoltz. George Reinke, temporary janitor, Parental school building, during the absence of Frank M. Gerdes. Anna M. Sullivan, temporary stenographer, Compulsory Education Department. Lyman Gates, temporary farm laborer, Parental school. Thomas L. Byrne, substitute engineer, Ryerson school building. William T. Howley, stenographer, Architect's Department. Edward Durkin, substitute night engineer, John Worthy school building, during the vacation of M. F. Machler. James Ryan, substitute engineer, John Crerar school building. Hugh Durish, temporary assistant cook, Parental school. Nellie E. Nelson, temporary stenographer, Superintendent's Department. Clyde R. Thurrwell, temporary stenographer, Superintendent's Department. Martin Lorenze, temporary assistant cook, Parental school building. Lydia Erickson, temporary stenographer, Superintendent's Department. Mrs. E. M. Vallin, temporary stenographer, Superintendent's Department. Walter T. Murphy, temporary stenographer, Superintendent's Department. Thomas L. Byrne, substitute engineer, Moseley school building. Thomas Connors, substitute engineer, South Division manual training high school building. Michael J. Broderick, substitute engineer, Thomas Hoyne manual training high school building. John Brons, temporary building construction engineer. Belle Young, temporary stenographer, Superintendent's Department. Dr. Theodore O. Roberg, temporary physician and surgeon and child study expert, Parental school, during the vacation of Dr. Ryerson.

SEPARATIONS:

Garhard Garanson, temporary farm laborer, Parental school building. Thomas L. Byrne, substitute engineer, Brownell school building. Victor Johnson, temporary farm laborer, Parental school building. George L. Meservey, Jr., watchman. William Gutte, temporary cook, Parental school building. Andrew W. Murray, janitor, Douglas school building. George Reincke, temporary janitor, Parental school building. Anna M. Sullivan, temporary

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stenographer, Compulsory Education Department. Harry A. Schlick, substitute engineer, Goodrich school building. Thomas L. Byrne, substitute engineer, Ryerson school building. John P. Quinn, engineer, Forestville school building. John R. Mahony, engineer, Scanlan school building. John E. Sheridan, engineer, Edgar Allan Poe school building. Patrick J. Ryan, engineer, John Crerar school building (deceased). James Ryan, substitute engineer, John Crerar school building. Charles F. Johnson, temporary piano tuner and repairer. Elizabeth A. Morrison, temporary stenographer, Superintendent's office. Frank S. Blanchard, temporary draftsman, Architect's Department. Thomas L. Byrne, substitute engineer, Moseley school building. Nellie E. Nelson, temporary stenographer, Superintendent's Department. Clyde R. Thurewell, temporary stenographer, Superintendent's Department. Mark Hay, temporary draftsman, Architect's Department. Charles N. Petesch, substitute engineer, Parental school building. Hugh Durish, temporary assistant cook, Parental school building. William T. Howley, temporary stenographer, Architect's Department. Mrs. E. M. Vallin, temporary stenographer, Superintendent's Department. Lydia Erickson, temporary stenographer, Superintendent's Department. Edward Durkin, substitute night engineer, John Worthy school building. Thomas Connors, substitute engineer, South Division manual training high school building. Michael J. Broderick, substitute engineer, Thomas Hoyne manual training high school building. Lyman Gates, temporary farm laborer, Parental school building. Walter T. Murphy, temporary stenographer, Superintendent's Department. Amelia Williams, temporary janitress, Eugene Field school branch building. Belle Young, temporary stenographer, Superintendent's Department.

LEAVES OF ABSENCE:

Albert W. Merrill, engineer, Ryerson school building, for a period of 90 days or less, owing to illness, from July 19, 1905. May M. O'Hanlon, stenographer, Superintendent's Department, for a period not exceeding one year, from August 1, 1905. Ella M. Cullen, stenographer, Compulsory Education Department, for a period of 90 days or less, from August 1, 1905. Emil Nelson, stenographer, Superintendent's Department, for a period of 60 days, from August 11, 1905. James J. Sayer, assistant secretary, Superintendent's Department, for a period of one year, from August 7, 1905.

RE-INSTATEMENTS:

Thomas J. Rodney, barn man and hostler. Ella M. Cullen, stenographer, Compulsory Education Department. Albert W. Merrill, engineer, Ryerson school building. Marinda Young, janitress, Eugene Field school branch building.

LAY OFF:

Michael O'Shaughnessy, watchman. William Williams, watchman.

SUSPENSION:

Daniel Moss, woodworking machine helper (pending trial by the committee).

RESIGNATIONS:

Benjamin E. Winslow, draftsman, Architect's Department. William J. Reidy, woodworking machine helper.

UNIVERSITY LECTURE ASSOCIATION IN CO-OPERATION WITH THE UNIVERSITY OF CHICAGO

LECTURE COURSES ANNOUNCED BY THE UNIVERSITY LECTURE ASSOCIATION FOR THE ENSUING YEAR ARE AS FOLLOWS:

NORTH SIDE CENTER—Monday Evenings, Lincoln Park Congregational Church, 707 Fullerton Blvd.

October 2nd-November 6th.—"From Social Utopias to Practical Politics," six lectures by John Graham Brooks, A. B., Professorial Lecturer in Social Economics.

November 13th-December 18th.—"Scenic Features of North America, from the Physiographic Point of View," six lectures by Dr. Wallace W. Atwood, Ph. D., Instructor in Physiography and General Geology. (Illustrated with stereopticon views.

January 8th-February 12th.—"Tragedies of Shakespeare: Approached Through Kindred Masterpieces," six lectures by William Norman Guthrie, A. M., Lecturer in General Literature.

February 19th-March 26th.—"Literary Reading as a Means of Biblical Study," six lectures by Richard G. Moulton, Professor of Literary Theory and Interpretation.

SOUTH SIDE CENTER.—Tuesday Evenings, Abraham Lincoln Center, Oakwood Blvd. & Lanjley Ave.

October 3rd-November 7th.—"Steps Toward Social Equality," six lectures by John Graham Brooks, A. B., Professorial Lecturer in Social Economics.

November 14th-December 19th.—"Other Worlds Than Ours," six lectures by Forest Ray Moulton, Ph. D., Assistant Professor of Astronomy. (Illustrated with steropticon views).

January 9th-February 13th.—"Shakespeare's Tragedies: Approached Through Kindred Masterpieces," six lectures by William Norman Guthrie, A. M., Lecturer in General Literature.

February 20th-March 27th.—"European Capitals and Their Social Significance," Pt. II, six lectures by Jerome H. Raymond, Ph. D., Associate Professor of Sociology. (Illustrated with stereopticon views).

WEST SIDE CENTER.—Thursday Evenings, Lewis Institute, Cor. Robey and Madison Sts.

October 5th-November 9th.—"From Social Utopias to Practical Politics," six lectures by John Graham Brooks, A. B., Professorial Lecturer in Social Economics.

November 16th-December 21st.—"American Literature," six lectures by Richard Burton, Ph. D., Professorial Lecturer in English Literature.

January 4th-February 8th.—"The Slavic World," six lectures by Edward A. Steiner, Professor of Applied Christianity, Iowa College.

February 15th-March 22nd.—"The Master Writers of the Bible," six lectures by Herbert L. Willett, Ph. D., Assistant Professor of Semitic Languages and Literatures.

March 29th-May 3rd.—"Other Worlds Than Ours," six lectures by Forest Ray Moulton, Ph. D., Assistant Professor of Astronomy. (Illustrated with stereopticon views).

CENTRAL CENTER.—Music Hall, Fine Arts Building, Thursday Afternoons, 4:15 O'Clock.

A series of thirteen lectures and recitals, beginning November 2nd, on "The World's Dramatic Masterpieces," by Professor S. H. Clark, Dr. Richard Burton, and William Norman Guthrie.

OPENING MEETING.—Music Hall, Fine Arts Building, September 29th, 8:00 P. M.

Address by John Graham Brooks, on "Some Hopeful Signs in American Life." Tickets can be secured free of charge at the Box Office, Fine Arts Building, or at the University of Chicago.

ADMISSION TICKETS.

Membership card, admitting two persons to all lectures given by the Association in the academic year, 1905-6, and one person to the Open Lectures at the University, Summer Quarter, 1906	$10.00
Family ticket (Associate Membership) good for twenty-four admissions in any combination	5.00
Package ticket, twelve single admission tickets in package	3.00
Course tickets, six lectures	1.50
Single admission Tickets	.35

Tickets may be secured at the lecture halls or at A. C. McClurg & Co., 215 Wabash Ave. Full announcements and information as to other lectures and as to conditions upon which University Credit may be secured will be sent upon application to Walter A. Payne, 58th St. & Ellis Ave.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, SEPTEMBER 15, 1905. No. 31.

WOMEN SCHOOL TEACHERS' PAY LOWER THAN SEWER CLEANERS'.

By John Harris.

(Chicago Tribune July 16, 1905.)

Women school teachers in the United States are paid less than street cleaners. The women who are intrusted with the early education of the citizens of the country draw less money than the men who scrape and wash the boulevards.

Only four cities in the United States—Chicago, Washington, Columbus, Ga., and Meridian, Miss.—pay their school teachers as much as they pay their sewer cleaners and street sweepers—and two of these cities employ negroes at the work—which accounts for the difference.

The committee on salaries, tenure, and pensions of the National Educational association presented these facts in its report to the association of Asbury Park on July 3, astounding the world by the comparison.

The report shows that women school teachers are ranked, in pay, below the lowest grade of unskilled workers and that the people of the United States trust their children at the vital point of their lives into the care of women who are paid less than blacksmiths, carpenters, painters, or any other line of skilled labor.

ASTOUNDING COMPARISONS IN REPORT.

Here are the startling facts brought out in the report:

The salaries paid school teachers of the elementary schools of the United States average less than those paid sewer cleaners.

Every skilled worker in the United States receives more pay than the great bulk of primary teachers.

Salaries of women high school teachers are about the same as those of skilled workers in their own cities.

The salary of a woman high school teacher in a small city about equals that of the sewer cleaner in a large city.

CHICAGO SHINES BY COMPARISON.

The report says in part: "In only four cities in the United States does the minimum salary of the woman teacher in the grades exceed that paid to street cleaners by the same municipality. Those cities are Chicago, Washington, Columbus, Ga., and Meridian, Miss., and in the last two named the laborers are colored, while the teachers are white, which undoubtedly explains the discrepancy.

"In New York, including Brooklyn, the average yearly wage of a street cleaner is $631, the minimum teacher's salary $540. In intellectual Boston the street cleaner gets $603, the teacher, $552. In Philadelphia the street cleaner gets $503, the teacher $470. In San Francisco, whose teachers are among the highest paid in the country, the minimum teacher's wage is $600, but the man who cleans the streets gets $750. In Atlanta, Ga., the street cleaner gets $300 a year, the woman thought fit to begin the career of a teacher $250. In Buffalo the street cleaner gets $450, the teacher $400. In New Orleans the street cleaner gets $461, the teacher $315.

PLANE GEOMETRY AT $300 A YEAR.

"The wages of the street cleaner represent the returns of the commonest unskilled labor, while in scarcely a city of importance can a teacher obtain a position, at even the minimum wage, without some previous experience, at an even lower salary, or some special preparation in addition to the education given by the public schools. For example, candidates for teachers of elementary schools in Baltimore before they are even allowed to try the teachers' examination must have completed the course in one of the Baltimore training schools for teachers or they must have taught two years acceptably, and must have passed examinations in English, including grammar, composition and literature, history and civics, arithmetic, algebra, plane geometry, either physics, botany, or zoology, geography, physiology and hygiene.

"For all this the pay at beginning is $300 a year, with three annual advances of $48 and one of $60. When she has accomplished all her advances the Baltimore elementary teacher has attained the giddy height of $504 a year, more than $100 less than a New York municipal street laborer gets, and he never had to know any grammar. Think of demanding plane geometry for $300 a year!

CITY TEACHERS WORK LONG HOURS.

"It may be argued that the laborer works more hours a day than the teacher. Certainly in country schools teachers have little work to do outside of classrooms. But in the modern city school the reports called for, the planning and preparation of lessons, the reading and correcting of exercises, the professional calls, attendance at teachers' meetings, and so on will bring the teachers' average working day up to ten hours.

"It may further be argued that the teacher has a chance to rise from this minimum salary quoted. But of all the women in all the elementary schools in the 467 largest cities of America, ranging from 4,000 to 1,000,000 and more in population, only thirty-seven hundredths of 1 per cent receive as much as $1,600, while 44 per cent—nearly half—receive less than $600 a year, and 7.13 per cent less than $400.

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TEACHERS DRAW LESS THAN MOLDERS.

"But if you want to appreciate the true meagerness of teachers' salaries in this country compare them with those of skilled labor. It is sufficient that teaching is not only not regarded as a profession in this country but it is not even considered a trade. This report presents the minimum wages paid molders in jobbing and machine foundries in 103 cities. In Chicago the minimum wage of such molders is $900 a year; that of teachers $550. The Chicago schoolma'am may have outstripped the haughty street cleaner, but she is still far behind the plutocratic iron molder. In New York the molder also gets $900, against $540 for the teacher. In Boston he gets $725, against her $552; in Philadelphia $870, against her $470; in San Francisco $870, against her $600; in Seattle $1,050, against her $550. And so on. There isn't a city in the United States where the minimum wage of an elementary woman teacher equals the minimum wage of an iron molder; by which you will see that it is more important to mold iron than to mold brains.

RURAL INSTRUCTORS DRAW PITTANCES.

"But all these figures apply only to cities, where teachers have princely salaries. Go to the rural districts if you want to find pittances. According to the United States census of 1900, 35.2 per cent of all the families in the United States are living on farms, so more than one-third of all the teachers must be teaching in rural, ungraded schools. Teachers are reported teaching for as low as $4.93 a week in Maine, and as low as $6.50 a week in Massachusetts, and only thirty-two weeks' school at that. The average weekly salary of all women teachers in Vermont, cities included, is only $7 a week. Many teachers receive $20 a month in rural schools in Connecticut. Pennsylvania rural salaries run down to $140 a year.

"Turning to the south, we find yearly salaries running down to $107 for white teachers and $56 for colored in South Carolina. In Georgia it runs as low as $20 a month for white and $10 a month for colored with terms only four or five months in length. Five dollars a week is reported for women teachers in rural Missouri. Yet $7.50 a week is reported from Kansas and $8 a week from Colorado.

PAY OF MALES DISPROPORTIONATE.

"There is another curious difference between the salaries of men and women. Of the 1,500 male teachers in elementary schools receiving an average salary of $1,161 22 per cent receive $1,600 or over, while of the women in the elementary schools less than 1 per cent get as much as $1,600.

"In the first group of cities of 1,000,000 or more population are placed only New York, Chicago, and Philadelphia. Of these New York is far ahead of the other two, as well as of all the cities in the country in everything except the salary of the superintendent. Chicago pays her superintendent $10,000, while New York pays only $8,000, but New York gives a much larger number of assistant superintendents. The average salary of high school principals is $4,351 in New York, $3,583 in Philadelphia, and $2,960 in Chicago. High school teachers receive an average of $1,740 in New York, $1,491 in Philadelphia, and $1,446 in Chicago. Elementary school principals receive an average of $1,812 in New York, $1,545 in Philadelphia, and $1,510 in Chicago. The average salary of elementary school teachers is $996 in New York, $717 in Philadelphia, and $823 in Chicago. In all cases the average salaries of women alone in these positions is much lower.

"In the group of sixteen cities with population ranging from 200,000 to 1,000,000 Boston stands at the top in every line of teachers' salaries, although not the largest of the sixteen cities. The palm for the lowest salaries must be divided among Washington, Baltimore, New Orleans and Louisville.

"In the third group of cities, rangng from 100,000 to 200,000 in population, Denver pays the best in two branches. Her average for high school teachers is $1,218 and for elementary school teachers $762.

BETTER PAY MEANS BETTER SCHOOL.

"Wherever a high grade of efficiency has been reached in the schools of a city it has been because high class teachers remained for long periods in positions where high class work was encouraged. This result is obtained in one way only—by salaries sufficiently high to attract, retain, and encourage good teachers to do good work. In municipalities where such conditions have been realized the process has been, first, the increase of the wages of certain teachers by resolution; second, the adoption of regular schedules of salaries, with provision for a fixed increase for merit and time of service."

TEACHERS' WAGES.

President Felmley of the Illinois State Normal University, in an address recently delivered on the subject, "Scarcity of Teachers," said:

The statement of this question presumes that the prevailing scarcity of qualified teachers is a matter of common knowledge. It is certainly known to superintendents charged with the selection of teachers. In more than one county in Illinois school houses are standing empty because a suitable teacher cannot be found. County superintendents have been obliged to lower their standard of requirements for admission to the profession, to reject fewer applicants for certificates. One county superintendent reports that last year he rejected only two, while two years before he turned away forty-three. The upper classes in the State Normal schools are depleted by the constant calls for teachers. They have not been able to meet one-fourth of the demand made upon them during the school year. Fewer students enter the State Normal schools. Why need they? The schools must be provided with teachers. All who can pass muster with the county superintendent are reasonably sure of employment, while he in turn must level his requirements to the ability of the available candidates. The writer recalls four seniors in one village high school that in May arranged to enter the State Normal School at Normal in September. September found them all teaching. The opportunity to earn money for themselves was too tempting. Yet a high school graduate is well up in the ranks. Superintendent Bayliss reports 4,428 teachers last year without any high school education.

All these facts point to one conclusion. Teachers are growing scarce. An examination of the roll in any particular county will show that many of the best teachers are leaving the work; the men to farm, to study law or medicine, to become insurance agents and traveling salesmen, or to enter the

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government service; the women to marry, to become trained nurses, stenographers, responsible bookkeepers and saleswomen. There has always been this outflow from the profession; but just now it is greater than before; fewer young people are ready to fill the vacant places; and I think we must all agree that in view of the needs and responsibilities of modern education, too few are looking seriously to a career in this profession and making adequate preparation for it.

Why are teachers scarce? The economic law is that labor drifts from one occupation to another according to the relative inducements offered in each. At all times teachers have been drawn to their vocation by a variety of considerations. The social position and public respect accorded to worthy teachers is no mean inducement. People who love knowledge for its own sake, not merely for the uses to which it can be put, usually find delight in sharing their treasures with others. Many, too, are attracted to the school-room by a genuine love of children. To most of us, I take it, teaching is more than an occupation; it is a veritable calling; there has been something of a spiritual summons; an ideal of bettering the world through the ministrations of the school, an ideal whose urgency has brought us to the teacher's desk. Along with these inducements has been the salary, which we have valued nearly as much as a mark for the public respect accorded us as for the material comforts that it commands.

Now as compared with other occupations it seems to me that the moral or spiritual inducements to become a teacher are as potent as ever. But the question of salary is becoming in every sphere of activity a larger consideration than it has been in the past.

In spite of all the moralists may say in praise of the simple life, teachers know that to retain a due measure of respect in the eyes of the public, if not in their own, they must in dress, in style of living, pay some regard to the prevailing standards. The teacher, therefore, is not to be upbraided because he sometimes turns from his work to consider the question of pay.

Teachers' salaries in Illinois as a whole have undoubtely risen.

The average for men was $48.19 in 1874; $49.00 in 1884; $58.96 in 1894, and is now $67.33.

Women's average monthly wages have risen from $33.46 in 1874 to $49.35 in 1884, and $57.95 in 1904.

This is for the entire state. The increase, however, has been mainly in Cook county, employing one-fourth of the teachers, and in a few large cities outside. In thirty-six counties, the average monthly wages of men are lower than thirty years ago. In eighteen, women are paid less. There are still sixty-one counties in which the average salary of women teachers is less than $40 per month. Four in which it is less than $30. In ten, men are paid an average salary of less than $40 per month.

These low salaries prevail in the southern third of the state. And where the monthly salaries are lowest usually the school year is shortest, averaging only 6.2 months in the eleven counties further south. Furthermore, the teacher with the smallest monthly salary and shortest term has the most pupils to teach. In one of the best cities in that section the attendance averages seventy pupils to the teacher, salaries $40 per month.—Cook County School News, July, 1905.

BOARD OF EDUCATION.

Wednesday, September 13, 1905.

The following reports were adopted:

AWARD OF CERTIFICATES AS PRINCIPALS AND TEACHERS.

That the following named candidates, who were successful in the academic examinations of June 26 and 27, 1905, for certificates as principals and teachers in the Chicago public schools, and who have since passed the physical examination required under the rules of the Board of Education, be awarded certificates as indicated.

CERTIFICATES AS TEACHERS IN ELEMENTARY SCHOOLS.

Mattie M. Canfield, Bertha Clark, Mrs. Virginia B. Craver, Clara G. Darnell, Helen R. Gilding, Helen R. Gleason, Grace I. Grimes, Edith A. Hall, Caroline W. Hegner, Hulda Hollstein, Carrie Jones, Matilda Kellogg, Agnes Lonergan, Alice J. McCormac, Julia Meyer, Charles H. Moyer, Ella Janet Murray, Bessie Oshinsky, Elizabeth K. Parker, Jessie E. Richardson, Annette Wieser, M. Ella Yohn.

CERTIFICATES AS TEACHERS IN KINDERGARTENS.

Effie J. Cohen, Mary Edna Glendon, Emily Madeline Lawton, Marie E. Munson, Julia Grace Thompson.

CERTIFICATES AS TEACHERS OF THE DEAF.

Nora B. Knisely, Philomena Magan, Ruchiel Antoinette Merrieless, Anna Stopps Taylor.

CERTIFICATES AS TEACHERS OF HIGH SCHOOLS.

Anna Anderson, Lillian L. Smith, Bertha I. Vincent.

CERTIFICATES AS TEACHERS OF MANUAL TRAINING—HIGH SCHOOL.

Dennis W. Kelley, John Sherman McChesney, Harry Andrew Rea, Charles E. Riddell, John A. Toomey.

CERTIFICATES AS PRINCIPALS OF ELEMENTARY SCHOOLS.

Abigail Hunt, Martin E. Hurney, Thomas M. Jamieson, Thomas C. Johnson, Amos P. Spencer, Louise K. Stone, Jaroslaw Zmrhal.

CERTIFCATES AS FAMILY OFFICERS IN THE PARENTAL SCHOOL.

William H. Funk.

CERTIFICATES AS TEACHERS OF SEWING (ELEMENTARY).

Ada B. Johnson, Bertha Loeffler, Florence H. Rutherford.

CERTIFICATE AS TEACHER OF SEWING (HIGH SCHOOL.

Elizabeth H. Fullenwider.

AWARD CERTIFICATE AS TEACHER OF COOKING IN ELEMENTARY SCHOOLS TO MARY C. SCRIBNER.

That Mary C. Scribner, who passed the examination held on June 26 and 27, 1905, for teachers of cooking in the elementary schools and who has since passed the physical examination required by the rules, be awarded a certificate as teacher of cooking in the elementary schools.

AWARD ELEMENTARY TEACHER'S CERTIFICATE TO KATHERINE JACOBSON.

That Katherine Jacobson, who was successful in the academic examinations of December 30 and 31, 1904, for certificates as teachers in the elementary schools, and who has since passed the physical examination required under the rules of the Board of Education, be awarded a certificate as teacher in the elementary schools.

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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MARGARET A. HALEY, Editor,
814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

SEE PEACE IN SCHOOLS.

OFFICIALS AND TEACHERS PIN FAITH TO NEW REGIME NOW IN SADDLE.

Jane Addams Will Help—Her Appointment to Important Post Expected to End the Strained Relations.

Satisfaction pervaded pedagogical circles yesterday over the reorganization of the board of education, officials and teachers alike professing faith that an "era of peace" has dawned with the advent of the new regime. President Tilden's appointments to the school management committee formed the chief topic of interest, the strong representation given the new element being taken as an omen of changes.

There will be no seismic disturbances, however. The new committee will not formulate a definite policy for several months to come, and when the policy has been elaborated it will be put into effect quietly and gradually in order that the classroom forces will not be shaken up too rudely. The selection of Miss Jane Addams of Hull House as chairman of the most important committee of the board, the body that determines the principles on which the schools shall be run, brought favorable comment from trustees and teachers. Members of the board declared that the appointment would put an end to the bickerings and misunderstandings between the teachers and the board.

FEDERATION SEES GOOD.

Members of the Teachers' Federation asserted that it would not only put a stop to contention, but it would eventually enable a development that will place the Chicago public schools on a higher plane.

During the fifteen years Miss Addams has been head of Hull House she has become internationally famous. In a quiet way the settlement has been conducting classes in which more than 7,000 men, women and children are enrolled. The best educators have been obtained and the most advanced educational principles have been put into force. Few persons in Chicago are aware of this classroom work of the settlement, but it is noted the world over among students of sociology.

As chairman of the school management committee Miss Addams will have as aides Dr. Cornelia B. DeBey and Mrs. Emmons Blaine, both of whom for years have taken a prominent part in educational affairs. Mrs. Blaine has contributed more than $1,000,000 to the cause of education, while Dr. DeBey has been associated with the schools as an instructor in the normal school and later as a champion of the most advanced pedagogical ideas.

HARMONY IS GOOD.

The committee will seek to bring harmony into every part of the school system. It will co-operate with Superintendent Cooley in his plans, and will indorse the work he has so far done for the public schools.

The principles on which the trustees seem to be united so far are as follows:

No half-day sessions. A seat for every pupil in the elementary grades.

More teachers in the lower grades. At present there are one-third more teachers in the high schools than in the elementary in proportion to the number of pupils.

Classroom results, experience and aptitude for work to be made the basis for promotions.

Restoration of the old salary schedules.

Reorganization of the Parental School in such a manner that the superintendent will be free from the responsibilities of business management and may give his attention to the instruction of the incorrigible truants.

Expansion of the child-study department.

Reorganization of the Normal School with a view to making it a training center for teachers from all parts of the country.

Miss Addams and the new members refused yesterday to discuss the problems that confront the new committee and the remedies that will be applied. It is a matter of general knowledge at the boardrooms, however, that the entire board of education is unanimous in the belief that the reorganization of the Normal School is the most immediate of the questions with which the school management will have to deal.—Chicago Record-Herald, Sept. 1, 1905 (News Column).

HARMONY AND PROGRESS IN OUR SCHOOLS.

When Miss Jane Addams, Mrs. Blaine and Dr. De Bey were appointed school trustees The Record-Herald remarked that any board of education would be strengthened and honored by the accession of such public-spirited, capable and enlightened women. There is further cause for satisfaction and thankfulness in the developments that have taken place since those appointments were made.

The election of Mr. Tilden as president of the board was a victory for stability, harmony and common sense, and the committee appointments announced by him the other night spell concord and progress. The manner in which the important business of the first "annual meeting" of the new board was disposed of is a gratifying indication. There is evidently to be co-operation and earnest attention to the needs of the system in place of friction, cross purposes and confusion.

A remarkable event in the history of the Chicago public school system is the appointment of Miss Addams to the very responsible and high position of chairman of the school management committee. Remarkable, we mean, from the standpoint of the student of the advance of women in modern society, but altogether natural and appropriate from a personal point of view. Miss Addams has displayed administrative and executive abilities of a

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high order, the admirable management of Hull House, with its numberless educational and uplifting activities, having excited admiration among all those that are familiar with the splendid institution. To convictions and the courage of them she joins tact, practical sagacity and tolerance.

It will be recalled that Justice Brewer in an interview on the future of women in the political and social spheres paid a warm tribute to Miss Addams and "nominated" her for Mayor of Chicago. We cannot make Miss Addams mayor in the present state of the law of Illinois, but the people of the city can congratulate the school board and themselves on her appointment to a public position hardly less useful and distinguished, and this they are undoubtedly doing in their hearts.—Chicago Rec-Herald, Sept. 1, 1905 (Editorial).

MRS. ELLA FLAGG YOUNG.

Mrs. Young succeeds Arnold Tompkins as principal of the Chicago normal school at a salary of $5,000. This is due primarily to the presence of Mrs. Emmons Blaine, Jane Addams and Dr. Cornelia De Bey on the board of education. It is proof positive that Mr. Cooley is to accept the situation, and is to work in entire harmony with them hereafter. This is a glorious outcome of the conditions. There will be peace at the normal school hereafter, and there will be peace between the superintendent and the board of education.

* * *

Mr. Cooley was eminently wise to accept the situation, and he has done it ardently.

Mrs. Young began her professional career as a primary teacher in the Scammon school. Her eminent fitness led Superintendent George Howland to appoint her as principal more than twenty years ago. It was eighteen years ago that he took me personally to visit her school because, as he said, "She is one of the best principals in the city." An incident in her school at that time so impressed me that I have told of it hundreds of times on the platform.

Mr. Howland selected her as his first woman assistant, and she was the most distinguished of all the assistants until in the days of Supt. E. Benjamin Andrews, six years ago, she peremptorily resigned because her individuality and initiative were interfered with. She was at once offered a position on the faculty of Chicago University. When John Dewey left a year ago she withdrew from active work in the university, and has spent the year in travel and study.

At the Boston meeting of the N. E. A., Mrs. Young made one of the notable addresses of the week at the meeting of the National Federation of Teachers in Chickering hall.

Her scholarship, administrative ability, sympathy with grade teachers, professional ideals, personal initiative, and independence mark her as a leader of rare power. Mrs. Young has never sought a position or promotion in her whole career. She now has as responsible a professional position as has ever been occupied by an American woman. The honor and responsibility are equally great, and her future will be watched with keen interest.—Journal of Education Aug. 31, 1905.

HOW NORWAY VOTED "YES" FOR DISUNION WITH SWEDEN.

Letter from Margaret A. Haley.

I have just come from the polling places where the voters of Christiania have been voting on the question of ratifying the action of the Norwegian Storthing. It has been intensely interesting. I inclose a ticket of the kind used. There was no official ticket, but each voter was obliged to furnish his own before going in to vote, and the election officials gave each voter an official envelope in which he placed his ballot first retiring to a booth as we do.

Outside, for blocks, men were standing with little boxes containing these ballots, which were given the voters as they passed by. I asked for one and got it at each polling place I visited. Over each distributer's hat was a piece of paper like an old-fashioned dunce-cap—only not sharp at the top—cylinder-shaped—on which was written "JA",—"YES"—in large letters. In smaller letters were the words, "Vielsker dette lander" (We love this land). Nowhere was any one to be seen with ballots marked "NEI," or "NO."

FLY NORWEGIAN FLAG.

We have just come home. It is nearly 4 o'clock and the diningroom in the hotel is so crowded we cannot get dinner for at least half an hour. I am in the writing room, facing the street, and at just this moment a street car is passing, decorated elaborately with flowers its entire length.

The trolley pole is entirely covered with green and everywhere that a Norwegian flag could be stuck there is one. The stores are decorated with the national colors, red, white and blue; from the royal palace floats the Norwegian flag—the Swedish color is no longer in it.

Men, women and children wear the long streamers of red, white and blue, but, except for the elaborate display of colors and crowds, crowds everywhere you go, there is no demonstration in the fashion in which we make ours.

VOTERS ARE INTELLIGENT.

There is no shouting, no discussion, but, after watching the voters for two hours at voting places in different parts of the city, I am struck with the silent intelligence of the voters. Every one seems to know his mind. No one tries to find out how another voted or to persuade him. Those who know the situation best say the people are unanimously in favor of "Ja."

Later—It has taken us so long to get dinner that I can stop only to tell you a little more, for we go soon to see the national play. "Josalefer," at the theater, which opens to-night for the first time this season.

FAMILIES AT POLLS.

Well, voting began at 8 o'clock this morning, then ceased at 10 o'clock for two hours, to give people a chance to go to church, and will close at 9 o'clock to-night.

It was intensely interesting to watch the men coming to the polling places, all of them, almost without exception, accompanied by ladies—their wives, mothers, sisters and others' sisters. Whole families turned out in holiday garb.

The first voting place was in the military gymnasium which stands on the corner of a great public square, once the courtyard of a castle. From the

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stand in the square a military band played the national airs and the crowd stood in groups about. Whole families went up to the polling place, which was quite commodious, and there the man left them while he went in to vote. In a few minutes he was out again and they all moved off toward the music.

DISPLAY OF DEMOCRACY.

All the wealthy people who have been out of town at their summer places have returned to vote. But let me tell you a more practical illustration I saw of Norwegian democracy. Two university professors came in to the polling place and, haughtily passing the line, walked up to the clerks, but were promptly told by the soldier in charge to return to the end of the line. Soon afterward an old man wearing a Salvation Army badge came in and started to take his place in the line when a man escorted him to the front and the guard let him vote at once.

I must not forget to tell you that this is the first time in the history of Norway that a question has been submitted to the whole people.

I saw the voting place in the working class district. It was in the gymnasium of a public school house. The ballot box was draped in the national colors and the room decorated profusely with flowers and the national colors. There was the same silence but also the same evidence of intense interest as prevailed elsewhere. A band was discoursing martial music in the park near by. The women and children were all out with the men.

WANT WOMEN'S VOTE.

The people, that is, the men, are sorry the women cannot vote on this question and so make the vote larger. The women now vote for all officers except members of parliament.

10:30 P. M.—We have just come from the theater. It was a scene never to be forgotten. All the national pride had been aroused by the play, which is a glorious one, but I shall never forget the scene at the close.

As the curtain went down the people rose and sang the national hymn, the orchestra playing. Then Bjornson, the son of the author of the play, arose and from his box announced that the latest returns from the vote was 64,360 for "ja" and 33 for "nei."

GREAT DEMONSTRATION.

The house rose in one long shout. Women cried and so did men. The long silence of the day was broken, the pent up torrent let loose. Outside the people are assembled by the thousands in front of the parliament building where the returns are being reported.

This has been a glorious trip. But I like Norway better than Denmark. It is much more like America. They eat and drink all the time in Denmark, turning night into day and day into one continuous meal. But it is interesting. Monarchy is being absorbed in Denmark. It is not being overthrown.

Christiania, Aug. 13, 1905.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, September 16, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, September 19, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

(Continued from page 3.)

AWARD HIGH SCHOOL TEACHER'S CERTIFICATE TO BLANCHE M. BUTLER.

That Blanche M. Butler, who was successful in the academic examinations of June 27 and 28, 1904, for certificates as teachers in the Chicago high schools, has since passed the physical examination required under the rules of the Board of Education, and recommends that she be awarded a certificate to teach in the Chicago high schools.

ELECT MARGARET N. RYAN HEAD ASSISTANT OF PRESCOTT SCHOOL.

That there is a vacancy in the position of head assistant at the Prescott school, and that Margaret N. Ryan, now a teacher in that school, be elected to the position of head assistant.

PLACE NAMES OF GEORGE J. KURZENKNABE AND FRED W. BUCHHOLZ ON LIST OF TEACHERS RE-ELECTED LAST JUNE.

That the names of the following persons were accidentally omitted from the list of persons recommended for re-election at the meeting of the Board of Education held June 21, 1905; and recommends that the names be added to the list: George J. Kurzenknabe, Parental school; Fred W. Buchholz, Normal school.

TEACHERS PLACED ON LIST FOR APPOINTMENT.

That the following named former teachers who hold valid certificates be placed on the list for appointment in accordance with the rules: Minnie Carr Sellar, Grace Willett Dillon, Anna M. Kelley, Franklin Raber, Edna C. Swiney, Anna Smith Fischer, Carrie M. Olson, Elizabeth Hally McLeod, Virginia B. Benson.

RESIGNATIONS OF TEACHERS RECEIVED AND ACCEPTED.

The Superintendent of Schools respectfully reports that he has received and accepted the resignations of the following named teachers:

Resignations.

HIGH SCHOOLS.

Ida N. Darling, Wendell Phillips; Edward E. Darrow, Wendell Phillips; James M. Elliott, Waller; Hattie C. Hartman, Marshall; George A. Mulfinger, Wendell Phillips; Clara von Otterstedt Rehtmeyer, Lake View; Winifred Snow, South Chicago.

ELEMENTARY SCHOOLS.

Elizabeth (Mau) Archer, Greene; Wm. B. Baker, Parental; Minnie B. Baker, Parental; Minnie J. Barthel, Hamilton (Prin.); Clara Mason Brown, Healy; Alice Costello Bruce, Beidler; Alice E. Burgess, Harvard; Catherine A. Byrne, Mark Sheridan; Alma C. Clarke, Hammond; Jennie (Rue) Colby, Lloyd; Beth Connor, Blaine; Margaret I. (Clowry) Corrigan, Coonley; Frances J. Edwards, Gresham; Joanna N. (Nash) Flatley, Manierre; Nellie A. Gray, Yale; Mary E. (Kehoe) Hendley, Kinzie; Harriet A. Holland, Chase; Lillie E. Kelly, Seward; M. Mabel Kempe, Lowell; Helen C. Kennedy, Brown; Effie (Smallen) Kimball, Schneider; Clara C. King, Wadsworth; Jessie Lewis, Agassiz; Olivia L. Litchfield, Lowell; Kathryn L. Long, Mulligan; M. Agnes Long, Manual Training; Lena R. Lovell, Bass; Lizzie (Veatch) MacGregor, Gresham; Celia Manley, Plamondon; Clara W. Murphy, LaFayette; Selma Nachman, Sherman; Helena A. O'Connell, Holden; Winifred J. Oyen, Stowe-Lowell (Kgtn.); Lulu M. Perkins, Montefiore; Elsie Kirstine Poulsen, LaFayette; Mabel (Hallock) Pugh, Pickard (Kgtn.); Alice T. Ready, Marsh; Katherine (Yirsa) Reynolds, Burns; Addie A. (O'Brien) Ross, Bancroft

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(Kgtn.); Mary C. (Dohney) Ryan, Dewey; Ethel M. Shader, Bryant; Elizabeth E. Short, Montefiore; Mary Raymond Spring, Marquette; Mattie M. (Welch) Tarbox, Burns; Carrie Thomas, Drummond; Flora M. (Butler) Towner, Beale; Elizabeth (Vanderpoel) Van Dorn, Burns; Eugenia Winchell, Brentano; Sarah E. Woodcock, Bowmanville.

AUTHORITY TO MAKE NO REDUCTION FOR RELIGIOUS HOLIDAY.

That Monday, October 9, 1905, is a Jewish sacred holiday, and that, following the usual custom of the board, no deductions be made from the salaries of teachers absent on this day for the observance of this religious holiday.

OPEN EVENING SCHOOLS.

The Superintendent of Schools respectfully recommends that the following evening schools be opened on October 16, 1905, and continue for a term of eight weeks, closing on December 8, 1905, with the principals named:

EVENING HIGH SCHOOLS.

Crane, Albert R. Robinson; Englewood, James E. Armstrong; Medill, Edward C. Rosseter; Northwest Division, Franklin P. Fisk; Phillips, Spencer R. Smith; Pullman, Daniel R. Martin; South Chicago, Charles I. Parker; South Division, William J. Bogan; Waller, Oliver S. Westcott.

ELEMENTARY EVENING SCHOOLS.

Burley, Cephas H. Leach; Burr, Frank L. Morse; Chase, A. Esther Butts; Crane, Albert R. Robinson; Dante, William J. Black; Englewood, James E. Armstrong; Fallon, James E. McDade; Foster, Mary B. Catelain; Franklin, Mary Boughan; Froebel, William J. Bartholf; Garfield, Hiram B. Loomis; Hamline, William H. Campbell; Harrison, William C. Payne; Jirka, Francis M. McKay; Jones, Cora Caverno; McAllister, Helen J. Walsh; Medill, Edward C. Rosseter; Northwest Division, Franklin P. Fisk; Phillips, Spencer R. Smith; Pullman, Daniel R. Martin; Scammon, William R. Hornbaker; South Chicago, Charles I. Parker; South Division, William J. Bogan; Waller, Oliver S. Westcott; Walsh, Samuel B. Allison; Washington, Peter A. Mortenson; Wells, John H. Loomis.

The Superintendent further recommends that he be given authority to assign evening school teachers from the list of persons holding valid certificates to teach in the day schools of Chicago, the assignments to be reported to the Board of Education at the next meeting after they are made; and that he be given authority to remove at once any teacher who is reported for dismissal by the principal of a school and whose removal appears to the Superintendent to be for the interests of the service, also that the regulations adopted October 1, 1902, with regard to schedule of salaries, membership of classes, and subjects taught be re-adopted.

The Superintendent further recommends that the evening schools named in the above list be opened for the registration of pupils on Thursday and Friday evenings, October 12 and 13, 1905, and that the principals and such teachers as the Superintendent of Schools shall think necessary be present on these evenings, with pay, for the enrollment of pupils.

The Superintendent further recommends that no teacher be assigned to the evening school in the Newsboys' Home, as he is of the opinion that it is unwise to supply teachers to schools located in private institutions.

Employes.

ASSIGNMENTS, SEPARATIONS, ETC.

ASSIGNMENTS.

Frank Adamczyk, fireman, Chicago Normal School; Patrick Frost, office boy, Architect's Department; Henry Christiansen, office boy, Superintendent's Department.

TEMPORARY ASSIGNMENTS.

Thomas Connors, substitute assistant engineer, Chicago Normal School; George Reinke, substitute fireman, Chicago Normal School; Edward Durkin, substitute engineer, John Worthy School; George H. Lane, stenographer, Supply Department; William T. Howley, stenographer, Architect's Department; Lela B. Hyndman, stenographer, Parental School; George J. Thompson, business agent, Chicago Parental School.

SEPARATIONS.

Edward Durkin, substitute engineer, John Worthy School Building.

LEAVES OF ABSENCE.

Joseph Benton, office boy, Architect's Department; Nellie Corcoran, bath room attendant, Hendricks School.

REINSTATEMENTS.

Jerry Hagerty, clerk, Supply Department; Arthur McCracken, assistant engineer, R. T. Crane M. T. High School; John Kelly, fireman, R. T. Crane M. T. High School; Owen McInerney, fireman, R. T. Crane M. T. High School; James P. Jennings, assistant engineer, Englewood High School.

RESIGNATIONS.

George Broll, office boy, Superintendent's Department.

DISCHARGED.

Wilfred J. Bowman, stenographer, Supply Department.

A PROTEST.

To sin by silence, when we should protest,
Makes cowards out of men. The human rack
Has climbed on protest. Had no voice been raised
Against injustice, ignorance and lust,
The inquisition yet would serve the law,
And guillotines decide our least disputes.
The few who dare must speak and speak again
To right the wrongs of many. Speech, thank God,
No vested power in this day and land
Can gag or throttle. Press and voice may cry
Loud disapproval of existing ills:
May criticize oppression and condemn
The lawlessness of wealth—protecting laws
That let the children and childbearers toil
To purchase ease for idle millionaires.
Therefore I protest against the boast
Of independence in this mighty land.
Call no chain strong which holds one rusty link.
Call no land free that holds one fettered slave.
Until the manacled slim wrists of babes
Are loosed to toss in childish sport and glee.
Until the mother bears no burden, save
The precious one beneath the heart, until
God's soil is rescued from the clutch of greed,
And given back to labor, let no man
Call this the land of freedom.

—Ella Wheeler Wilcox.

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A. W. MUMFORD, Publisher
203 Michigan Avenue, CHICAGO

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, SEPTEMBER 22, 1905. No. 32.

THE CHILDREN OF IMMIGRANTS IN THE PUBLIC SCHOOLS.

By Hortense M. Orcutt.

(Reprinted from the "Outlook," Sept. 9.)

"And these children, when they are grown, are to take their places in the Commonwealth; these are citizens of the United States in the making." It is a reflection that comes again and again with ever-increasing force as year after year one faces a class-room of East Side children without a name among them that suggests American ancestry or American traditions. Eastern Europe, with all it means of ideas foreign and inimical to democracy, confronts us. One meets with these ideas at every turn. A mother enters the kindergarten with a toddling three-year-old clinging to her skirts, and asks that the child be taken into school. You explain carefully that children under four years old are not permitted to enter public kindergartens. "But you take her in. I give you a fine present." And at the emphatic shake of your head, "How much you want —five dollars?" It is Eastern Europe's idea of a public official—a person to be bribed. The question to the mother is merely one of being able to make the bribe large enough, and when she goes away the refusal has not made her understand. But the child *must* understand some day, or where shall we be?

It is not, however, this obvious clash of ideas that is to the thoughtful teacher the most disturbing aspect of the situation. It is those subtle, unconscious, inherited tendencies that sometimes seem to baffle our best efforts in the attempt to train toward American ideals. The safety of the American state lies in the intelligence, the integrity, the independence, of the individual citizen. Two things are comparatively easy to get with any group of East Side children—a mob or military discipline. Neither is educative in our American sense. Neither condition offers opportunity for the growth of intelligence, integrity, independence. To many a young teacher confronting for the first time a primary class of from forty-five to sixty-five children, it seems necessary to have order at any cost, and she has military order before she quite knows what has happened. She had a mob. Now she has obedient children that will line up at the first signal—heads behind heads and eyes in front, in a manner appalling to the thoughtful lover of children or the institutions of our American Commonwealth. She is praised for her control and her discipline, and she is liked and respected by the children. So an official despot should behave; it feels right to the children of Russia and Poland, and they respond. Thus the teacher in our East Side school fosters, often all unconsciously, those tendencies that are native to the children with whom she is dealing, but foreign to the ideals of the country in which they are to grow up.

At election time one hears the "better element" bemoan the power of unscrupulous politicians to "whip the people into line." But do we stop to consider that, in the main, our public schools are helping to make it possible for them to do this by eight or nine years of training in "whipping into line?" We deal with masses because the masses present themselves and organize at our command, because it is easier to deal with masses than with individuals, and too often, alas! because, given the class of children that the East Side offers, and given them in such numbers, it is impossible to do anything else.

The evils of the situation are so apparent as to make any elaboration of them seem almost puerile; but the definite illustrations of the evil are always as interesting as they are deplorable. Take one of the evils that is first apparent; namely, the tendency of this system of mass discipline to crush or mar the best ability, the finest material in the class. But to illustrate:

One morning the writer was crossing the "boys' yard" at an hour when the children were all supposed to be in their class-rooms, and she came upon a small Italian boy who had been recently promoted from the kindergarten to the 1 A.

"Good morning, Leonardo! Oughtn't you to be in your class-room?"

"Yes," said Leonardo.

"Well, run on."

"I'm not going back there."

"And why not?"

"I hate it."

"Why do you hate it, Leonardo?"

"Can't do anything; the teacher kills everybody," and his dark Italian eyes had a look in them not good to see in eyes of any age or any nationality.

Now let us give Leonardo's kindergarten record, that we may understand why we account him good material. Up to the time of his arrival we had never had any child come into this particular kindergarten and *use* it. The children, without exception, had had to be taught to use it. Leonardo arrived. He saw a sand tray and a shovel, and without more ado he fell to work. He saw blackboard and chalk tools to his hand, balls made for his play, and all this

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without invitation on the part of the teacher and without effrontery on the part of Leonardo. When he needed the teacher to help him out, he used her too. Of course he needed suggestion and direction, and this was always accepted in a sweet spirit—even an eager spirit. From the first he used the kindergarten as a man might use his club, and he was not particular about arriving on the hour. Tardiness, of course, could not be permitted. After telling him a number of times that he must come at a given hour and punishing him when he came late, it occurred to the kindergartner that this method was not accomplishing the desired end. Then she remembered that Leonardo was an intelligent being, so the next time he came late she said to him: "Leonardo, do you know that you miss a good deal every time that you are late?"

"What do I miss?"

"Well, to-day you missed a new song about a galloping horse, and a very good story about a little boy who went to seek his fortune."

"Tell it to me now."

"No, now it is too late, but if you come in time to-morrow you will hear it."

He came; and for a month no more tardiness. Then there came a day when Leonardo dropped in an hour and ahalf late.

"Leonardo! what is the matter?"

"My baby was lost." Perfect assurance; any reasonable being would see that the importance of hunting a lost baby was greater than of arriving at kindergarten on the hour.

"Is she found?" (humbly.)

"Sure!" and Leonardo fell to work.

Leonardo was in the kindergarten a year, and it was a year of steady growth. He worked hard and he played hard. He always had ideas, and he found the medium for their expression at hand; his English steadily improved; his spirit was always sweet; he was at home in a good world. It is needless to say that he was a leader among the children, though he had a great respect for other people's rights; there was uncommonly little of the boss in his attitude. In short he was the sort of small boy for whom we prophesy a future; and here he was, at the age of six, rebellious, defiant, already a little embittered. The rest of the boys in his class were "whipping into line." Leonardo's growing being repudiated militarism. Where did the trouble lie! The least of it with the teacher, though we have seen a teacher with sixty small children maintain a free republic and conditions of individual education, but we accounted it genius, as indeed it is, and that too of the rarest kind. To the average good teacher such a feat is impossible; militarism is her only resource.

The second type of child that suffers greatly is the child of a shy and sensitive nature. In the large number he is almost entirely lost sight of; he gives no trouble, and it is easy to forget his existence. All the defects of this child's nature are being emphasized by the training he is getting; he grows more shy, often secretive; he is shrinking, and easily imposed upon.

It is obvious that the very dull child suffers as well as the unusually bright child. Who, then, thrives? Those children who would have made the best soldiers to the Czar, had they remained across the sea. But America has little use for the type they represent; she has rather every reason to deplore its multiplication.

What is to be done about the matter? First and foremost, there must be fewer children for one teacher. Or, since the number of children on the East Side is never less, but always more, there must be more teachers, a great many more teachers. Classes must be divided, and even subdivided, that work may be done in groups small enough to allow for individual attention and the consequent freedom from militarism.

I know all the objections we have to face; the hue and cry of economy, meaning always economy of money, and never for a minute the economy of human intellect and human character that in the end serve the state more profitably than any fiscal scheme, however shrewd and far-reaching. We have to face the question of finding suitable housing quarters in which this business of education may go on; and in the crowded districts of this great city it is a question that presents a very real difficulty, one that will take, not alone great sums of money, but a considerable length of time for the tearing down of old buildings and the rearing of new school-houses.

But in the meantime the great cry is to have a seat for every child of school age, with very little regard for what sort of educational feast he is invited to sit down to. In too many cases it is a feast that gives him not plain intellectual indigestion, but rather intellectual and moral anæmia. It is an open educational question whether he would not be better off on the street. The street, with all its evils, still is on the whole a quickening and not a stultifying environment; it is a place where a child may have a certain range of individual freedom, where he is bound to get many experiences, most of them actively educative; and if some of them are bad, many of them are good. The alternative presented is a crowded class-room with an atmosphere of repression and drill.

* * * * * * * *

This matter of semi-annual promotion, which has just now come into our theme incidentally, has really a direct bearing upon a problem of more than a little importance. Particularly with the little children, it is very disastrous to change teachers every six months, almost as disastrous as it would be to change mothers. If the children must be promoted in February and June, let the teachers be promoted too. In some instances this has been done, and with very gratifying results. It is only through close and intimate knowledge of the particular children with whom she has to deal that the teacher can render the best educational service; and even a full school year from September to July is all too short a time for the child to get the full benefit of the personality of his teacher and the force of that teacher's method. For children under twelve years of age two years with one teacher would do much toward abolishing that tendency to deal with a class only in the mass, and would help to bring about those social conditions favorable to the growth of individual development The objection will be offered that this plan is desirable only when the teacher is of commanding personality; and for no district in the city is it so important that teachers be chosen with these qualities in mind as for the East Side schools. Children in the better sections

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of the town have home and church influences, friends and acquaintances native to this country, while on the East Side the teacher is too often the one being who interprets to the children the ideals and the spirit of American life.

When we get in our East Side public schools small classes of boys and girls taught by men and women of culture and fine personality; men and women who wish to avoid militarism in the classrooms as much for their own sakes as for the children's, to avoid it because the joy-giving art of their work lies in the development of character, and is killed by a system which reduces all character to type form—when we get these things, we can know that we are a long way toward settling those questions of municipal corruption and social evils that are the themes of pulpit and press and that are the earnest concern of every loyal American.

In speaking thus frankly of the failure of our public school to meet the educational needs of the children of our immigrant population, I would not be accounted among those persons who refuse to recognize the immense difficulties to be met; neither would I be ranked with those who fail to appreciate the very important advances that have been made in these same schools toward the solution of the very problems that we have endeavored to present. Chief among these great gains are the kindergarten and manual training; the kindergarten because it offers, not a system of definite instruction, but a mode of life; because it tests its work by the all-sided development of the children with whom it deals; because it endeavors, not only to interpret the environment in which the child finds himself, but to develop in him proper reactions upon that environment; and, above all, because it aims to develop his will and his activity in such a way as to make him the fullest measure of a human being that his possibilities allow.

Manual training is to be ranked among the important advances because its purpose, too, is human development, the increasing of the power "to do," and because its methods are both rational and purposeful. The work in the shop is especially valuable, for it is conducted with comparatively small groups of children, and under free conditions; and it aims to develop individuality.

The writer was recently greatly impressed by seeing thirty or forty coat-hangers, no two of which were alike in curve or in span because each boy had made his to the measure of his own shoulders, to fit his own coat. It is a little thing or a tremendous thing, according as one has power to see its underlying educational values. The work offered in both the kindergarten and the shop "involves the culture of hand and eye and of the brain-centers back of hand and eye, which is a large part of organic education."

There is a popular tendency to decry all these phases of "organic education," and even from high places comes the cry of "fads and frills." It is an old tendency—the tendency of ignorance to deride what it does not understand. The kindergarten and the special departments have come to stay, because they meet human needs and advance progress; because they are educational in the truest sense. But these things, being so good, serve to throw into sharper contrasts those evils which it has been the purpose of this paper to present.

IMMIGRATION: A FIELD NEGLECTED BY THE SCHOLAR.

Convocation Address at the University of Chicago.

By Jane Addams, LL. D.

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It is, perhaps, well to rid myself at once of some of the implications of this rather overwhelming title by stating that it is not the purpose of this short address to enter into a discussion concerning the restriction or nonrestriction of immigration, nor to attempt to analyze those astounding figures annually published from Ellis Island; neither do I wish to charge the scholar with having neglected to collect information as to the extent and growth of immigration in the United States, nor in failing to furnish statistical material as fully perhaps as the shifting character of the subject permits. Such formal studies as we have on the annual colonies of immigration in American cities, and of the effect of immigration in districts similar to the anthracite coal regions, have been furnished by university men; indeed, almost the only accurate study into the nationalities and locations of the immigrants in Chicago has been made by a member of this university.

But in confining the subject to a scrutiny of the oft-repeated statement that we as a nation are rapidly reaching the limit of our powers of assimilation, that we receive further masses of immigrants at the risk of blurring those traits and characteristics which we are pleased to call American, with its corollary that the national standard of living is in danger of permanent debasement, a certain further demand may legitimately be made upon the scholar. I hope to be able to sustain the contention that such danger as exists arises from intellectual dearth and apathy; that we are testing our national life by a tradition too provincial and limited to meet its present motly and cosmopolitan character; that we lack mental energy, adequate knowledge, and a sense of the youth of the earth. The constant cry that American institutions are in danger betrays a spiritual waste, not due to our infidelity to national ideals, but arising from the fact that we fail to enlarge those ideals in accord with our faithful experience of life; and that our political machinery devised for quite other conditions, has not been readjusted and adapted to the successive changes resulting from our industrial development. The clamor for the town meeting, for the colonial and early-century ideals of government is in itself significant, for we know out of our personal experience that we quote the convictions and achievements of the past as an excuse for our inaction in moments when the current of life runs low; that one of the dangers of life, one of its veritable moral pits, consists in the temptation to remain constant to a truth when we no longer wholly believe it, when its implications are not justified by our latest information. If the immigration situation contains the elements of an intellectual crisis, then to let the scholar off with the mere collecting of knowledge, or yet with its transmission, or indeed to call his account closed with that still higher func-

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

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MARGARET A. HALEY, Editor,
814-816 Unity Building, CHICAGO

Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

EDUCATION AND IMMIGRATION.

The article on Education and Immigration and the public schools, recently published in the Outlook, and Miss Addams' address on immigration, bring so many important points before the public in so unusual and so strong a manner that both are here reprinted in part.

This failure to meet the conditions caused by unrestricted immigration, and the effect of this failure on the schools is seen, first of all, in overcrowding, that greatest of all evils in the development of the child in regard to its ultimate usefulness as a citizen of the United States.

There is more than a local city question at issue. This problem of the immigrant child is one found equally as pertinent on the western prairie as in the eastern city, and the same complaint comes from the teacher in both localities, that because of overcrowding in the rooms justice is not done the child.

The economy which prompts a system to withhold funds for the erection of school buildings and for the employment of an adequate number of teachers and the proper paraphernalia for the individual development of the child is the most expensive luxury this country may ever be called upon to pay for.

It is a far cry from eastern Europe to citizenship in the United States, fraught as it is with ideals of social and civic democracy and individual responsibility. As a medium between them stands the public schools, the schools of the people, for the people, owned by the people. So far the people have refused the responsibility of the school and they have shirked the facts of immigration because they did not like to think what the results to this country would be.

It is in the end for the teachers to say what shall be done with the part of the problem coming under their particular observation. It is theirs to say that unless they can give the individual child the attention that child demands, the responsibility for the failure rests with others—the people.

CHICAGO TEACHERS' FEDERATION MEETING SEPTEMBER 16.

There was a large and enthusiastic attendance at the meeting of the Federation, which was held in the Masonic Temple, Saturday, the 16th inst. This was the regular September meeting, the first held since the close of the summer vacation, therefore the first opportunity the members had had to exchange congratulations on the encouraging outlook for the future. With the Board of Education counting among its members some of the most prominent educators of the day the teachers feel that the interests of children and teachers, always identical interests, will be safeguarded, and a long step taken toward the high ideals they cherish for our public schools.

A part of the morning was necessarily devoted to the work of re-organization for the winter's work, the announcement of standing committees, etc.

There was a very full discussion of professional questions and some important work outlined for the year.

SCHOOL COUNCILS.

In response to requests for information concerning the time of meetings of school, district and central councils, the time of election of representatives and other questions, we print in this issue the sections of the By-Laws covering these points.

BY-LAWS.

Meetings.

5. There shall be six regular meetings of the School Councils annually, in the fourth, tenth, sixteenth, twenty-second, twenty-eighth and thirty-fourth weeek of the school year.

6. There shall be six regular meetings of the District and High School Councils annually, in the fifth, eleventh, seventeenth, twenty-third, twenty-ninth and thirty-fifth weeks of the school year.

7. There shall be six regular meetings of the Central Council annually, in the sixth, twelfth, eighteenth, twenty-fourth, thirtieth and thirty-sixth weeks of the school year.

8. The day, hour and place of meeting shall be determined by the Executive Committee of each council.

9. Special meetings of any Council may be called by the Executive Committee of that Council.

Special meetings of all Councils may be called by the Executive Committee of the Central Council.

Time of Election.

10. Each Council shall elect all officers and representatives at its first meeting of the school year.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, October 14, 1905 ,at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, October 3, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

A Teacher wishes one or two others, who need additional income, to join her in work which can be done evenings and Saturdays. Women who have taught fifteen or more years preferred.

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(Continued from page 3.)

tion of research, would be to throw away one of our most valuable assets.

In a sense, the enormous and unprecedented moving about over the face of the earth on the part of all nations, is in itself the result of philosophic dogma, of the creed of individual liberty. The modern system of industry and commerce presupposes freedom of occupation, of travel, and residence; even more, it unhappily rests in a large measure upon the assumption of a body of the unemployed and the unskilled, ready to be absorbed or dropped according to the demands of production; but back of that, or certainly preceding its later developments, lies "the natural right" doctrine of the eighteenth century. Even so late as 1892, an official treaty of the United States referred to the "inalienable right of man to change his residence and religion." This dogma of the schoolmen, dramatized in France and penetrating under a thousand forms into the most backward European states, is still operating as an obscure force in sending emigrants to America, and in our receiving them here. But in the second century of its existence has become too barren and chilly to induce any really zealous or beneficent activity on behalf of the immigrants after they arrived, and those things which we do believe—such convictions as we have, and which might be formulated to the immeasurable benefit of the immigrants, and to the everlasting good of our national life—have not yet been apprehended by the scholar in relation to this field. They have furnished us with no method by which to discover men, to spiritualize, to understand, to hold intercourse with aliens and to receive of what they bring.

* * * * * * * *

It is surprising how a simple experience, if it be but genuine, affords an opening into citizenship altogether lacking to the more grandiose attempts. A Greek-American who slaughters sheep in a tenement-house yard on the basis of the Homeric tradition can be made to see the effect of the improvised shambles on his neighbors' health and the right of the city to prohibit him, only as he perceives the development of city government upon its most modern basis.

The enforcement of adequate child-labor laws offers unending opportunity for better citizenship, founded not upon theory but on action. An Italian or Bohemian parent who has worked in the fields from babyhood finds it difficult to understand that the long and monotonous work in factories in which his child engages is much more exhausting than the intermittent outdoor labor required from him; that the need for education for his child is a matter of vital importance to his adopted city, which has enacted definite, well-considered legislation in regard to it. Some of the most enthusiastic supporters of child-labor legislation and compulsory-education laws are those parents who sacrifice old-world tradition, as well as the much-needed earnings of their young children because of loyalty to the laws of their adopted country. Certainly genuine sacrifice for the nation's law is a good foundation for patriotism, and as this again is not a doctrinaire question, women are not debarred, and mothers who wash and scrub for the meager support of their children say sturdily sometimes, "It will be a year before he can go to work without breaking the law, but we came to this country to give the young ones a change and we are not going to begin by having them do what's not right."

Upon some such basis as this the Hebrew Alliance and the Charity Organization Society of New York, which are putting forth desperate energy in the enormous task of ministering to the suffering which immigration entails, are developing understanding and respect for the alien through their mutual efforts to secure more adequate tenement-house regulation, and to control the spread of tuberculosis, both of these undertakings being perfectly hopeless without the intelligent co-operation of the immigrants themselves. Through such humble doors as these perchance the immigrant may enter into his heritage in a new nation. Democratic government has always been the result of spiritual travail and moral effort; apparently even here the immigrant must pay the cost.

As we fail to begin with his experience in the induction of the adult immigrant into practical citizenship, so we assume in our formal attempts to teach patriotism, that experience and traditions have no value, and that a new sentiment must be put into aliens by some external process. Some years ago a public-spirited organization engaged a number of speakers to go to the various city schools in order to instruct the children in the significance of Decoration day and to foster patriotism among the foreignborn, by descriptions of the civil war. In one of the schools filled with Italian children, an old soldier, a veteran in years and experience, gave a description of the battle in Tennessee, and his personal adventures in using a pile of brush as an ambuscade and a fortification. Coming from the schoolhouse an eager young Italian broke out with characteristic vividness into a description of his father's campaigning under the leadership of Garibaldi, possibly from some obscure notion that that too was a civil war fought from principle, but more likely because the description of one battle had roused in his mind the memory of another such description. The lecturer, whose sympathies happened to be on the other side of the Garibaldian conflict, somewhat sharply told him that he must forget all that, that he was no longer an Italian, but an American. The natural growth of patriotism upon respect for the achievement of one's fathers, the bringing together of the past with the present, the pointing out of the almost world-wide effort at a higher standard of political freedom which swept over all Europe and America between 1848 and 1872 could, of course, have no place in the boy's mind, because it had none in the mind of the instructor, whose patriotism apparently tried to purify itself by the American process of elimination.

* * * * * * * *

As scholarship in the first half of the nineteenth century saved literature from a futile romanticism and transformed its entire method by the perception that "the human is not of necessity the cultivated; the human is the widespread, the ancient in speech or in behavior, it is the deep, the emotional, the thing much loved by many men, the poetical, the organic, the vital, in civilization," so I would ask the scholarship of this dawning century to save its contemporaries from materialism by revealing to us the inhert charm, and resource of the humblest men. Equipped as it is with the training and the "unspecialized cell" of evolutionary science, this

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ought not to prove an undesirable task. The scholar has already pointed out to us the sweetness and charm which inhere in primitive domestic customs and shows us the curious pivot they make for religious and tribal beliefs until the simple action of women grinding millet or corn becomes almost overladen with penetrating reminiscence, sweeter than the chant they sing. Something of the same quality may be found among many of the immigrants; when one stumbles upon an old Italian peasant with her distaff against her withered face and her pathetic old hands patiently holding the thread, as has been done by myriads of women since children needed to be clad; or an old German potter, misshapen by years, but his sensitive hands fairly alive with the artist's prerogative of direct creation, one wishes that the scholar might be induced to go man hunting into these curious human groups, called newly arrived immigrants! Could we take these primitive habits as they are to be found in American cities every day, and give them their significance and place, they would be a wonderful factor for poesy in cities frankly given over to industrialism, and candidly refusing to read poetry which has no connection with its aims and activities. As a McAndrews' hymn may express the frantic rush of the industrial river, so these could give us something of the mysticism and charm of the industrial springs, a suggestion of source, a touch of the refinement which adheres to simple things. This study of origins, of survivals, of paths of least resistance refining an industrial age through the people and experiences which really belong to it and do not need to be brought in from the outside, surely affords an opening for scholarship.

The present lack of understanding, the dearth of the illumination which knowledge gives can be traced not only in the social and political mal-adjustment of the immigrant, but is felt in so-called "practical affairs" of national magnitude. Regret is many times expressed that notwithstanding the fact that nine out of every ten immigrants are of rural birth, they all tend to congregate in cities where their inherited and elaborate knowledge of agricultural processes is unutilized, although they are fitted to undertake the painstaking method which American farmers despise. But it is characteristic of American complacency that when any assisted removal to agricultural regions is contemplated, we utterly ignore their past experiences and always assume that each family will be content to live in the middle of its own piece of ground, although there are few peoples on the face of the earth who have ever tried isolating a family on 160 acres or 80, or even on 40, but this is the American way, a survival of our pioneer days, and we refuse to modify it, notwithstanding the fact that the South Italians from the day of medieval incursions have lived in compact villages with an intense and elaborate social life, so much of it out of doors and interdependent that it has affected almost every domestic habit. Italian women knead their own bread, but depend on the village oven for its baking, and the men would rather walk for miles to their fields each day than to face an evening of companionship limited to the family. Nothing could afford a better check to the constant removal to the cities of the farming population all over the United States, than to be able to combine community life with agricultural occupation, affording that development of civilization which curiously enough density alone brings and for which even a free system of rural delivery is not an adequate substitute. Much of the significance and charm of rural life in South Italy lies in its village companionship quite as the dreariness of the American farm life inheres in its unnecessary solitude. But we totally disregard the solution which the old agricultural community offers, and our utter lack of adaptibility has something to do with the fact that the South Italian remains in the city where he soon forgets his cunning in regard to silk worms and olive trees, but continues his old social habits to the extent of filling an entire tenement-house with the people from one village.

We also exhibit all the Anglo-Saxon distrust of any experiment with land tenure or method of taxation, although the single tax advocates in our midst do not fail to tell us daily of the stupidity of the present arrangement, and it might be well to make a few experiments upon a historic basis before their enthusiasm converts us all. The Slavic village, the mir system of land occupation has been in successful operation for centuries in Russia training men within its narrow limits to community administration; and yet when a persecuted sect from Russia wishes to find refuge in America—and naturally 7,000 people cannot give up all at once even if it were desirable, a system of land ownership in which they are expert and which is singularly like that in vogue in Palestine during its period of highest prosperity—we cannot receive them in the United States because our laws have no way of dealing with such a case. And in Canada, where they are finally settled, the unimaginative dominion officials are driven to the verge of distraction concerning registration of deeds and the collection of taxes from men who do not claim acres in their own names, but in the name of the village. The official distraction is reflected and intensified among the people themselves to the point of driving them into the medieval "marching mania," in the hope of finding a land in the south where they may carry out their inoffensive "mir" system. The entire situation might prove that an unbending theory of individualism may become as fixed as status itself. There are certainly other factors in the Doukhobor situation of religious bigotry and of the self-seeking of leadership, but in spite of the fact that the Canadian officials have in other matters exhibited much of the adaptability which distinguishes the British colonial policy, they are completely stranded on the rock of Anglo-Saxon individualistic ownership, and assume that any other system of land tenure is subversive of government, although Russia manages to exert a fair amount of governmental control over thousands of acres held under the system which they detest.

In our eagerness to reproach the immigrant for not going upon the land, we almost overlook the contributions to city life which those of them, who were adapted to it in Europe, are making to our cities here. From dingy little eating-houses in lower New York, performing a function somewhat between the eighteenth century coffee-house of the Parisian cafe, is issuing at the present moment, perhaps, the sturdiest realistic drama that is being produced on American soil. Late into the night speculation is carried forward, not on the nice questions of the Talmud and quibbles of logic, but minds long

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trained on these, seriously discuss the need of a readjustment of the industrial machine that the primitive sense of justice and righteousness may secure larger play in our social organization. And yet a Russian in Chicago who used to believe that Americans cared first and foremost for political liberty and would certainly admire those who had suffered in its cause, finds no one interested in his story of six years' banishment beyond the Antarctic circle, and is really listened to only when he tells to a sportsman the tale of the fish he caught during the six weeks of summer when the rivers were open. "Lively work then, but plenty of time to eat them dried and frozen through the rest of the year," is the most sympathetic comment he has yet received upon an experience which at least to him held the bittersweet of martyrdom.

Among the colonies of the most recently immigrated Jews who still carry out their orthodox customs and a ritual preserved through centuries in the Ghetto, one constantly feels during a season of religious observance a refreshing insistence upon the reality of the inner life, and the dignity of its expression in inherited form. Perhaps the most striking reproach to the materialism of Chicago is the sight of a Chicago river bridge lined with men and women on one day in the year oblivious to the noisy traffic and sordid surroundings, casting their sins upon the waters that they may be carried far from them. That obsession which the materialism of Chicago sometimes makes upon one's brain so that one is almost driven to go out upon the street fairly shouting that, after all, life does not consist in wealth, in learning, in enterprise, in energy, in success, not even in that modern fetish, culture, but upon an inner equilibrium, "the agreement of soul," is here for once plainly stated, and is a relief even in its exaggeration and grotesqueness.

The charge that recent immigration threatens to debase the American standard of living is certainly a grave one, but I would invite the scholar even into that sterner region which we are accustomed to regard as purely industrial. At first glance nothing seems further from an intellectual proposition than this question of tin cups and plates stored in a bunk versus a white cloth and a cottage table, and yet, curiously enough, an English writer has recently cited "standards of life" as an illustration of the fact that it is ideas which mold the lives of men, and states that around the deeply significant idea of the standard of life, center our industrial problems of today, and that this idea forms the base of all the forward movements of the working class. The significance of the standard of life lies, not so much in the fact that for each of us it is different, but that for all of us, it is progressive, constantly invading new realms. To imagine that all goes well if sewing machines and cottage organs reach the first generation of immigrants, fashionable dressmakers and pianos the second, is, of course, the most untutored interpretation of it. And yet it is a question of food and shelter, and further of the maintenance of industrial efficiency and of life itself to thousands of men, and this gigantic task of standardizing successive nations of immigrants, falls upon workmen who lose all if they fail.

Curiously enough, however, as soon as the immigrant situation is frankly regarded as an industrial one, the really political nature of the essentially industrial situation is revealed in the fact that trade organizations which openly concern themselves with the immigration problem on its industrial side, quickly take on the paraphernalia and machinery which have hitherto associated themselves with governmental life and control. The trades unions have worked out all over again local autonomy with central councils and national representative bodies and the use of the referendum vote. They also exhibit many features of political corruption and manipulation, but they still contain the purifying power of reality, for the trades unions are engaged in a desperate struggle to maintain a standard wage against the constant arrival of unskilled immigrants at the rate of three-quarters of a million a year, at the very period when the elaboration of machinery permits the largest use of unskilled men. The first real lesson in self-government to many immigrants has come through the organization of labor unions, and it could come in no other way, for the union alone has appealed to their necessities. And out of these primal necessities one sees the first indication of an idealism of which one at moments dares to hope that it may be sturdy enough and sufficiently founded upon experience to make some impression upon the tremendous immigration situation.

It may further be contended that this remarkable coming together has been the result of economic pressure, and is without merit or idealism, that the trades union record on Chinese exclusion and negro discrimination has been damaging, and yet I would quote from a study of the anthracite coal fields made from the University of Pennsylvania: "The United Mine Workers of America is taking men of a score of nationalities—English-speaking and Slavmen of widely different creeds, languages, and customs, and of varying powers of industrial competition, and is welding them into an industrial brotherhood, each part of which can at least understand of the others, that they are working for one great and common end. This bond of unionism is stronger than one can readily imagine who has not seen its mysterious workings or who has not been a victim of its members' newly found enthusiasm. It is today the strongest tie that can bind together 147,000 mine workers and the thousands dependent upon them. It is more than religion, more than the social ties which hold together members of the same community." This is from a careful study by Mr. Warne, which, doubtless, many of you know, called "The Slav Invasion.

It was during a remarkable struggle on the part of this amalgamation of men from all countries, that the United States government, in spite of itself, was driven to take a hand in an industrial situation, owing to the long strain and the intolerable suffering entailed upon the whole country, but even then public opinion was too aroused, too moralized, to be patient with an investigation of the mere commercial questions of tonnage and freight rates with their political implications, and insisted that the national commission should consider the human aspects of the case. Columns of newspapers and days of investigation were given to the discussion of the deeds of violence, having nothing to do with the original demands of the strikers, and entering only into the value set upon human life by each of the contesting parties; did the union encourage violence against nonunion men, or did it really do every-

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thing to suppress it, living up to its creed which was to maintain a standard of living that families might be properly housed and fed and protected from debilitating toil and disease, that children might be nurtured into American citizenship; did the operators protect their men as far as possible from mine damp, from length of hours proven by experience to be exhausting; did they pay a sufficient wage to the mine laborer to allow him to send his children to school; questions such as these, a study of the human problem invaded the commission day after day during its sitting. One felt for the moment the first wave of a rising tide of humanitarianism, until the normal ideals of the laborer to secure food and shelter for his family, and security for his old age, and a larger opportunity for his children, became the ideals of democratic government.

It may be owing to the fact that the working man is brought in direct contact with the situation as a desperate problem of living wage or starvation, it may be that wisdom is at her old trick of residing in the hearts of the simple, or that this new idealism which is that of a reasonable life and labor must from the very nature of things proceed from those who labor, or possibly because amelioration arises whence it is so sorely needed, but certainly it is true, that while the rest of the country talks of assimilation as if we were a huge digestive apparatus, the man with whom the immigrant has come most sharply into competition has been forced into fraternal relations with him.

All the people of the world have become part of our tribunal, and their sense of pity, their clamor for personal kindness, their insistence upon the right to join in our progress, cannot be disregarded. The burdens and sorrows of men have unexpectedly become intelligent and urgent to this nation, and it is only by accepting them with some magnanimity that we can develop the larger sense of justice, which is becoming world-wide and is lying in ambush, as it were, to manifest itself in governmental relations. Men of all nations are determining upon the abolition of degrading poverty, disease, and intellectual weakness with their resulting industrial inefficiency. This manifests itself in labor legislation in England, in the Imperial Sick and Old-Age Insurance Acts of Germany, in the enormous system of public education in the United States.

To be afraid of it is to lose what we have. A government has always received feeble support from its constituents as soon as its demands appeared childish or remote. Citizens inevitably neglect or abandon civic duty when it no longer embodies their genuine desires. It is useless to hypnotize ourselves by unreal talk of colonial ideals and patriotic duty toward immigrants, as if it were a question of passing a set of resolutions. The nation must be saved by its lovers, by the patriots who possess adequate and contemporaneous knowledge. A commingling of racial habits and national characteristics in the end must rest upon the voluntary balance and concord of many forces.

We may with justice demand from the scholar the philosophic statement, the reconstruction and reorganization of the knowledge which he possesses, only if we agree to make it over into healthy and direct expressions of free living.

UNIVERSITY LECTURE ASSOCIATION IN CO-OPERATION WITH THE UNIVERSITY OF CHICAGO

LECTURE COURSES ANNOUNCED BY THE UNIVERSITY LECTURE ASSOCIATION FOR THE ENSUING YEAR ARE AS FOLLOWS:

NORTH SIDE CENTER—Monday Evenings, Lincoln Park Congregational Church, 707 Fullerton Blvd.

October 2nd–November 6th.—"From Social Utopias to Practical Politics," six lectures by John Graham Brooks, A. B., Professorial Lecturer in Social Economics.

November 13th–December 18th.—"Scenic Features of North America, from the Physiographic Point of View," six lectures by Dr. Wallace W. Atwood, Ph. D., Instructor in Physiography and General Geology. (Illustrated with stereopticon views.

January 8th–February 12th.—"Tragedies of Shakespeare: Approached Through Kindred Masterpieces," six lectures by William Norman Guthrie, A. M., Lecturer in General Literature.

February 19th–March 26th.—"Literary Reading as a Means of Biblical Study," six lectures by Richard G. Moulton, Professor of Literary Theory and Interpretation.

SOUTH SIDE CENTER.—Tuesday Evenings, Abraham Lincoln Center, Oakwood Blvd. & Langley Ave.

October 3rd–November 7th.—"Steps Toward Social Equality," six lectures by John Graham Brooks, A. B., Professorial Lecturer in Social Economics.

November 14th–December 19th.—"Other Worlds Than Ours," six lectures by Forest Ray Moulton, Ph. D., Assistant Professor of Astronomy. (Illustrated with steropticon views).

January 9th–February 13th.—"Shakespeare's Tragedies: Approached Through Kindred Masterpieces," six lectures by William Norman Guthrie, A. M., Lecturer in General Literature.

February 20th–March 27th.—"European Capitals and Their Social Significance," Pt. II, six lectures by Jerome H. Raymond, Ph. D., Associate Professor of Sociology. (Illustrated with stereopticon views).

WEST SIDE CENTER.—Thursday Evenings, Lewis Institute, Cor. Robey and Madison Sts.

October 5th–November 9th.—"From Social Utopias to Practical Politics," six lectures by John Graham Brooks, A. B., Professorial Lecturer in Social Economics.

November 16th–December 21st.—"American Literature," six lectures by Richard Burton, Ph. D., Professorial Lecturer in English Literature.

January 4th–February 8th.—"The Slavic World," six lectures by Edward A. Steiner, Professor of Applied Christianity, Iowa College.

February 15th–March 22nd.—"The Master Writers of the Bible," six lectures by Herbert L. Willett, Ph. D., Assistant Professor of Semitic Languages and Literatures.

March 29th–May 3rd.—"Other Worlds Than Ours," six lectures by Forest Ray Moulton, Ph. D., Assistant Professor of Astronomy. (Illustrated with stereopticon views).

CENTRAL CENTER.—Music Hall, Fine Arts Building, Thursday Afternoons, 4:15 O'Clock.

A series of thirteen lectures and recitals, beginning November 2nd, on "The World's Dramatic Masterpieces," by Professor S. H. Clark, Dr. Richard Burton, and William Norman Guthrie.

OPENING MEETING.—Music Hall, Fine Arts Building, September 29th, 8:00 P. M.

Address by John Graham Brooks, on "Some Hopeful Signs in American Life." Tickets can be secured free of charge at the Box Office, Fine Arts Building, or at the University of Chicago.

ADMISSION TICKETS.

Membership card, admitting two persons to all lectures given by the Association in the academic year, 1905-6, and one person to the Open Lectures at the University, Summer Quarter, 1906	$10.00
Family ticket (Associate Membership) good for twenty-four admissions in any combination	5.00
Package ticket, twelve single admission tickets in package	3.00
Course tickets, six lectures	1.50
Single admission Tickets	.25

Tickets may be secured at the lecture halls or at A. C. McClurg & Co., 215 Wabash Ave. Full announcements and information as to other lectures and as to conditions upon which University Credit may be secured will be sent upon application to Walter A. Payne, 58th St. & Ellis Ave.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, SEPTEMBER 29, 1905. No. 33.

THE SCHOOL CITY.

By Wilson L. Gill, LL. B.

(From Social Service.)

Philadelphia is a beautiful city in spots, but it has some awful slums. In one of those slums there lives a little boy whom we will call Tommy Jones. That is not his real name, but it is a real boy and a real circumstance that I am going to tell about. This little boy lives in an alley, not very far from the corner of Twenty-second street and Callow Hill. It is a very dirty alley, and there is a great deal of misery there. You would think that Tommy would rather go to school than be about there and the other places to which he goes. But Tommy did hate to go to school. It was misery. Just the nicest teachers that you can imagine are there, but he did hate to go to school. He was very frequently a truant; and when he did deign to go to school—the truant officer can force such a little fellow to go sometimes—he was very apt to be tardy.

Tommy was very careless as to his costume, and as to the condition of his face and hands. Tommy was a very troublesome boy, altogether. He had entered this school when about six years old, and now he was nine.

We changed that little monarchy—for school government in general is a monarchy. Have you ever thought what monarchy is? A little child is born, and that child does not know how to manage his own affairs. Somebody stronger in every respect has to govern it. The mother governs the little one, and that is parental government; and that is monarchy. The little child has no part in the government, except to do whatever the mother requires. Then, when he gets along a little further, the child goes to school, and there is more monarchy. We get still farther along, into college, and the thing has not been corrected yet. It is monarchy again. From the time the child is born, to the time he leaves the high school and university, the only government he comes in contact with, is a monarchy, the government to which he must be subject. He has no power whatever in making the rules and regulations and no part except to obey.

Tommy was a subject of this little monarchy in school, and one day I had the pleasure of changing that monarchy into a republic. The republic, in the form of a city government, was established, and each room of the school is a ward of the School City. These wards are made up of both girls and boys, and in each one of the wards the children nominate one boy and one girl to be members of the city council. After each ward has nominated its two members, then all the children of the assembled school have an opportunity to vote, and determine whether they will accept those who have been nominated by the children in each room.

As it happened, this dirty, mischievous, troublesome little boy was elected in one of the rooms to be a member of the city council. This was pretty nearly the first experience of the teachers of that school, with anything of the sort. They felt: Well, we have gotten over some things; but if the children are going to choose such a little rascal as that, to be a member of the city council, we fear for the little republic so far as our school is concerned.

The next day came, and the little fellow came to school. Instead of his clothes just hanging on by moral suasion, the buttons were tightened and he was slicked up. I do not know that they had ever seen the boy with his hair brushed and combed, but this morning his hair was all right, his hands were clean, his face was tolerably clean, and the boy was there on time. This was simply a revolution for that boy. The next day he was there on time, and he was just as neat as he was the day before; and this thing kept up. He did not play truant again. He picked up in his class, and instead of being at the very tail end, very quickly the little fellow came right up to the head of the class.

Six weeks afterward the teacher, going through the room, stopped at his desk and said: "Tommy, I am just delighted to see how nicely you are getting on. You have not been absent once, and you are never tardy any more. You are as neat as a little gentleman, and you have come up in your class. I am proud of you." The little fellow looked up and said, "You know they expect so much from a member of the city council." Now, I think from that you can see the spirit of the school city.

OLD CONDITIONS AND GROWTH OF LIBERTY.

When the colonists were greatly troubled over their condition—their subserviency to the English crown—three per cent of the people lived in towns and cities at that time, and ninety-seven per cent lived on the farms. The children went to school two, or at most three, months during the year. The rest of the time, the children were with their parents. From the time the child was born to the time he was grown up, he was undertaking such things as he could do. He was helping his father, and the girls were helping their mother; they were learning to spin and to weave, and all that sort of thing. They were coming in contact with grand people—with their parents, who had by just that same process gathered the experience and the training of centuries and passed on the growing desire for liberty and popular government. Thus they were getting a splendid moral education, a splendid

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civic education, a splendid religious education. They were learning to work. They were being trained, day by day, into the life that they were to live when they came to be adults. They went to school simply to learn the "three R's" and to get brushed up in a few things which they could not take care of conveniently on the farm. They were getting an all-round education, and their characters were developed splendidly.

Then came the war of the Revolution, to gain for our people the right to govern themselves; and that is the way they were prepared for it. They were farmers who won the battles of the Revolution. They were farmers who determined that we would be no longer subjects of the crown. That was the condition at the time and for some time following the Revolution.

DEVELOPMENT AND TRANSMISSION OF THE SPIRIT OF LIBERTY CEASED.

Now, forty-five per cent of the people are on farms, and fifty-five per cent are in cities, towns and villages under urban influences. These are very important figures, and they have the support of the census department. Thus you see that, for the great mass of our people, those influences that made the character of the colonists have been wiped out.

In the course of the development of the cities, the factories grew, the men were separated from their families, and all that moral, civic, industrial and religious influence of the former days was a thing of the past: the children were in the school, instead of being in contact with their parents. The schools of three months grew to be the schools of ten months, and instead of learning a little arithmetic, we are now getting a great deal of arithmetic, algebra, geometry and trigonometry; in place of a little reading we are getting a great many things, such as geography, physics, physiology, etc., and in place of writing, a whole lot of other things. We have nothing, except intellectual work, to take the place of this moral, civic, industrial and religious training that the people of the colonies received.

In the olden time, the government of a school was a monarchy. But it did not make very much difference; it was only for a little while. If it were a bad tyranny, it simply made children hate it.

That same sort of government has been continued in the schools of the republic, and now we have the child being trained by the schools for monarchy. The only government that an educated American comes in contact with while his character is being established, while he is forming the habits of his life, is that of a monarchy. He is being made intelligent; perhaps he is being made to understand a good many questions in relation to government and citizenship, but while he is being made intelligent in regard to these things, he is being compelled to form the habit of being a subject and of accepting a government in which he has no part whatever, except to obey.

POPULAR GOVERNMENT GIVES WAY TO MONARCHY.

In the city of Philadelphia, at the last two municipal elections, forty-five per cent of the people who were registered to vote, did vote. Fifty-five per cent of those who had the right did not vote. This forty-five per cent who did vote, and who go to the primaries, is made up largely of the men who work in factories and shops and on the streets, under the orders of foremen. Their whole business life is spent in taking orders and in carrying them into execution. They belong to political clubs, and there they are governed as in the shop. They are told what they shall do at the primary meetings, and they do it. They are told what they shall do at the polls, and they do that. They do not go to the primaries and the polls as independent American citizens, but simply as parts of a machine, under the orders of the officers of the bosses.

When we see who those fifty-five per cent are who do not vote in the primaries, and do not go to the polls, we find they are practically the entire body of those who have graduated from the colleges and universities; not absolutely, but practically the whole body of men who are at the heads of business, including professional men, and those who take the iniative in their daily business. All of these have been eliminated from municipal citizenship, in the city of Philadelphia; so that the bosses are left to use the machine, exactly as they see fit. Thus we have in Philadelphia—we do not call him King Durham, we call him "the easy boss"—but he is a king, just as much as any man in any country in the world was ever king. That same condition exists, to a less extent perhaps, in almost every city of the Union.

THE SCHOOLS ARE TO BLAME.

The educated people have been eliminated from American citizenship by the schools and colleges which have been built and are supported as the bulwarks of our liberties. They have in a measure wiped out our liberties and in no small degree destroyed popular government in the cities of the United States. I am not saying this as a harangue against our educational institutions. We need our educational institutions, to be the bulwark of our liberties. But they must change. They must stop subjecting our children to monarchy. They must liberate their minds. They must construct a republic, and they must give the people the habit and the character of citizenship. We have found out the way, and we are putting that method into operation which is actually making citizens, instead of subjects, out of thousands and thousands of children in that same city of Philadelphia.

Every school that organizes the "School City" government receives a charter from the Board of Education, under which they form a complete municipal government, a room corresponding to a ward. A mayor, board of councilmen, judges, policemen, and other officials are chosen by a majority vote of the scholars for a term of ten weeks. The children are not playing city government. There is no make-belief. The laws, together with the trials, convictions and punishments for their violation are all real, and the result of this real experience is a real training in civic responsibility, and the development of the civic spirit.

The following are the laws of the School City:

CHAPTER I.

The General City Law.

Do to others as you wish them to do to you. This is the natural law, without which no popular government can succeed, and it is the general law of this School City, to which all other laws and regulations must conform.

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CHAPTER II.

Things Prohibited.

Article 1. Do not to others that which you would not wish them to do to you.

Order.

Art. 2. Anything which disturbs the order in halls, classrooms, or in any place within the jurisdiction of the School City is prohibited.

Art. 3. Anything which is profane, rude, intentionally unkind or impolite is prohibited.

Cleanliness.

Art. 4. Anything which detracts from the neat and orderly appearance of our School City is prohibited.

Health.

Art. 5. Anything which detracts from the healthful conditions of our School City is prohibited.

Public and Private Property.

Art. 6. Anything which mars or destroys property in our School City is prohibited.

CHAPTER III.

Duties.

Article 1. Every citizen is in duty bound to call the attention of the authorities to any violation of the laws of this School City.

CHAPTER IV.

Punishments.

Article 1. Any citizen violating any law of this School City shall be subject to punishment not less than a reprimand, and not greater than a withdrawal of the rights of citizenship.

Art. 2. No punishment shall be carried into execution before it has been approved by the principal of the school, and then it must be put promptly into effect.

Note.—The children are free to accept, change or reject these laws, and to make additional laws as circumstances require. They invariably accept them without change and generally with much enthusiasm.

The age of the great stone monuments at Stonehenge had been a standing mystery until the great monolith fell and was set up again a month or so ago. Then, while excavations were being made about its base for the concrete bedding, many stone implements were found with evidence upon them of use for cutting and squaring the stones. Now, if bronze had been known at the time of the building of Stonehenge the builders certainly would not have used stone. When did Britain make acquaintance with bronze? The earliest suggested date is 1000 B. C. But the Phœnicians knew of the mineral wealth of Britain between 1500 and 1200 B. C., and if the Britons knew the use of tin it is obvious that they must have emerged from the stone age. Hence it is inferred that Stonehenge is about 3,400 years old at least, instead of being, as some aver, of post-Roman origin.

A tourist who was sailing upon Loch Erne once wished to test the alleged character of Irishmen for politeness. Now there was a regular squall on, and at a moment when the old boatman had all his energies bent to keep the little craft before the wind, the inquisitive one, leaning over to him, shouted in his ear, "Very little wind to-day." "Very little indeed," was the reply, "but what there is of it is mighty strong!"

FOREIGN-BORN PARENTS.

Chicago's public schools accomplish a wonderful work in making young Americans out of all the various kinds of material that come within their doors. After a few years of the instruction there provided the child of the immigrant and the child whose ancestors have been American for generations have the same educational equipment. They speak the language of the country equally well. They have the same interest in its institutions. One asserts his Americanism as loyally as the other.

But in too many families where the parents cling to the customs and the speech of the foreign country in which they were born and reared, the children who are growing up make the grievous mistake of feeling themselves superior to their elders. Contempt for the opinions of father and mother and impatience of parental restraint inspire not only disrespectful conduct but a hunger for more congenial companionship, which frequently leads to evil associations. This has caused sociologists to declare that members of the second generation in immigrant families are especially prone to turn out badly. The fact that children frequently outstrip their parents in acquiring the language and the customs of the country has a tendency seriously to impair the influence exercised by the latter over their offspring during the critical years which count so much in the formation of character.

In an address delivered yesterday before the pupils of the Normal School, Miss Jane Addams called attention to the importance of educating foreign-born parents, thus preventing their children from growing away from them. While the younger generation is being Americanized in the schools the elders also should be subjected to Americanizing influences. Miss Addams suggests that grown people of foreign birth be induced to attend public meetings, provided with lectures on America and other countries and in similar ways set to thinking along lines which will broaden and Americanize them. Unquestionably this sort of instruction is important, not only to the people so instructed, but especially to their children, who will not grow away from parents while the latter also are growing with moderate luxuriance.

Natives of foreign countries cling fondly to the tongue which they learned at their parents' knees and to the customs of the fatherland. Still, it is a duty of parenthood not to let slip from it that proper influence which it should have over the actions of the child. It should join with the latter in becoming imbued with the spirit of the adopted country.—Chicago Daily News, Sept. 16, 1905.

AMERICAN.

The London house which Thackeray built for himself, and now known as 2 Palace green, Kensington, was put up for sale recently by the son of the auctioneer who sold it—for the first time—thirty-seven years ago. It is a red brick mansion, screened from the road, and the lease, which has forty-one years to run, is held direct from the crown. Many people thought that Thackeray, when he decided to build his own house in its own grounds, was putting too great a strain on his pen. But events have shown that the speculation was a sound one, for the other day the house was sold for $75,000.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

MARGARET A. HALEY. - - - - - - - - - Editor
ESTHER TABER. - - - - - - - - Managing Editor

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THE FEDERATION BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by the Chicago Teachers' Federation.

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Business office hours, 9 a. m. to 5 p. m. Phone Central 3904.

THE BULLETIN.

With this number the Bulletin assumes a somewhat larger scope than it has held in the past. The new situation in Chicago has created conditions that encourage a development of the field which the Bulletin alone has covered in the educational world, and with the larger outlook it has been deemed wise to increase the editorial staff. This is done because the larger field makes it imperative that more time should be given to the Bulletin. There has never before been a time when the demand for a paper advocating and upholding democratic principles in education, both in the administrative and educational departments, was so urgent as it is now. All through the country there is a feeling of unrest and dissatisfaction with the conditions existing in the public schools. It is the province of the Bulletin to voice this unrest by showing as far as possible the causes and suggest known remedies.

This larger aspect of what has hitherto been a local question will be considered in the magazine number of the Bulletin published the first of each month.

It will be the aim of the Bulletin to advance the cause of the teacher, to state the facts and to encourage teachers in their efforts to make the "practice of education" coincide with the theory that to be a teacher is the greatest privilege in the world.

To those who are becoming interested in the educational problems in their newer relations to citizenship and the opportunity opened to the public school as a social and democratic center, the Bulletin will be of inestimable value, as special attention will be paid to the schools in their relation to the neighborhood and as a social center for co-operative action.

The responsibility of the parent to the school will also be discussed and the mutual relations of the parents' clubs and the local school district to the central boards of education.

We ask the help and co-operation of the members of the Federation in our efforts to make the Bulletin of vital service to those all over the country who hold the same ideals, in our future work as we have had it in the past.

IN MEMORY OF ERNA VOGELER.

Born June 29, 1881. Died, June 14, 1905.

Erna Vogeler was born in Chicago, attended the public schools here and graduated from the Chicago Normal School in the class of 1901.

To her teaching was a most noble and responsible profession, and with earnestness and a firm resolve to do her duty in it, she gave to it the strength and power of the last years of her life.

Those who knew and loved her know that their lives will be purer and better because she has lived to help show them the way.

TO THE MEMBERS OF THE FEDERATION.

In enlarging the scope of the Bulletin it is the earnest desire of the editors to make it of more value to the Federation than ever before. More time and thought will now be given to it and through the magazine number we will reach teachers all over the country engaged in the same struggle we are engaged in, viz., to further the cause of education by securing better conditions for teachers.

The managing editors, on assuming the responsibility of conducting the paper, feel the necessity for close co-operation between the readers and the paper. We should be glad of criticisms and suggestions. We would make this paper the paper of the teachers and to do that we must have their warm support and interest, and we should be glad to receive the names of teachers or others who it is thought would be interested in the Bulletin that a copy may be sent.

THE ARBITRARY ENGLISH LANGUAGE.

We'll begin with box, and the plural is boxes,
But the plural of ox should be oxen, not oxes;
The one fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese;
You may find a lone mouse, or a whole nest of mice,
But the plural of house is houses, not hice;
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
The cow in the plural may be cows or kine,
But the bow, if repeated, is never called bine;
And the plural of vow is vows, never vine.
If I speak of a foot, and you show me your feet,
And I give you a boot, would a pair be called beet?
If one is a tooth, and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?
If the singular is this, and the plural is these,
Should the plural of kiss be nicknamed keese?
Then one may be that, and three may be those,
Yet hat in the plural would never be hose;
And the plural of cat is cats, and not cose.
We speak of a brother, and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his, and him,
But imagine the feminine, she, shis, and shim.
So the English, I think, you all will agree,
Is the greatest language you ever did see.

Truths are first clouds, then rain, then harvests and food. The philosophy of one century is the common sense of the next.

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OFFICE DAYS OF VICE PRESIDENTS.

DISTRICT NO. 1.

Maude M. Kolloch. Second Tuesday of each school month. John J. Audubon, James G. Blaine, Bowmanville, Augustus H. Burley, John C. Coonley, Eugene Field, Wm. C. Goudy, Horace Greeley, Alex. Hamilton, Nathaniel Hawthorne, Jas. B. McPherson, Robert Morris, Louis Nettelhorst, Ravenswood, Rose Hill, George Schneider.

DISTRICT NO. 2.

Emma Stevens. Second Thursday of each school month. Louis J. R. Agassiz, Louise M. Alcott, Isaac N. Arnold, John T. Headley, John Kinzie, John J. Knickerbocker, Rene R. C. S. de LaSalle, Abraham Lincoln, George Manierre, James A. Mulligan, W. L. Newberry, William B. Ogden, Wm. H. Prescott, Edwin H. Sheldon, George H. Thomas.

DISTRICT NO. 3.

Frances Northcott. Fourth Wednesday of each school month. John Q. Adams, Philo Carpenter, Benjamin Franklin, Edward Jenner, Thaddeus Kosciusko, John L. Motley, James Otis, Elizabeth Peabody, Johann C. von Schiller, James A. Sexton, Henry M. Stanley, Mancel B. Talcott, George Washington, Wm. H. Wells.

DISTRICT NO. 4.

Kate C. Curtis. Third Thursday of each school month. Hans C. Andersen, Jonathan Burr, Salmon P. Chase, Christopher Columbus, Thomas Drummond, Johann W. Goethe, M. Jean de LaFayette, Knud Langland, John A. Logan, Ellen Mitchell, Casimir Pulaski, Winfield S. Schley, Wicker Park.

DISTRICT NO. 5.

Margaret Finnegan. Third Wednesday of each school month. Avondale, George Bancroft, Hiram H. Belding, Carl O. E. L. von Bismarck, Lorenz Brentano, Daniel R. Cameron, Charles R. Darwin, Patrick Henry, Irving Park, Jefferson Park, Carl von Linne, Jas. Russell Lowell, James Monroe, Bernhard Moos, Wm. Penn Nixon, Nobel, Norwood Park, Harriet B. Stowe, Frederick Von Humboldt, Richard Yates.

DISTRICT NO. 6.

Mary C. Hyland. Third Monday of each school month. Austin Grammar, Jacob Beidler, Wm. Cullen Bryant, Wm. H. Byford, John Calhoun, Thomas Chalmers, Ralph Waldo Emerson, Robert Emmet, John Ericsson, Samuel S. Hayes, Julia Ward Howe, Francis Scott Key, Victor F. Lawson, John Marshall, Samuel B. Morse, Henry H. Nash, Martin A. Ryerson, Herbert Spencer, Charles Sumner, Alfred Tennyson, G. W. Tilton.

DISTRICT NO. 7.

Anna G. Baer. First Friday of each school month. Daniel Brainard, William H. Brown, John Crerar, Crippled Children, Alighieri Dante, John C. Dore, Wm. E. Gladstone, Grant Goodrich, Ulysses S. Grant, Washington Irving, Andrew Jackson, Thomas Jefferson, William H. King, Jacques Marquette, John McLaren, Moses H. Montefiore, Jas. Y. Scammon, Mark Skinner, Samuel J. Tilden.

DISTRICT NO. 8.

Serena Hogan Hayes. Second Monday of each school month. Robert Burns, George C. Clarke, Peter Cooper, Daniel J. Corkery, David G. Farragut, Frederick Froebel, Chas. G. Hammond, George Howland, Frank J. Jirka, Cyrus H. McCormick, Joseph Medill, Josiah L. Pickard, Ambrose Plamondon, John G. Rogers, John M. Smyth, John Spry, John G. Whittier, John Worthy.

DISTRICT NO. 9.

Rose Murphy. Fourth Thursday of each school month. Thomas Brenan, John H. Foster, James A. Garfield, Oliver Goldsmith, Carter H. Harrison, Luther Haven, William Jones, Joseph Jungman, John A. Komensky, Mark Sheridan, David Swing, Amos G. Throop, Walsh, Elihu B. Washburne.

DISTRICT NO. 10.

Mary V. Synon. Fourth Monday of each school month. Philip D. Armour, John C. Burroughs, Chicago Lawn, Edward Everett, William Fallon, Nathaniel Greene, Edward Hartigan, Robert Healy, Charles N. Holden, Henry W. Longfellow, Horace Mann, Wm. K. McAllister, Geo. B. McClellan, James Shields, James Ward, Daniel Webster.

DISTRICT NO. 11.

Mary E. Murray. First Wednesday of each school month. Zenos Colman, George Dewey, Charles W. Earle, Robert Fulton, Alexander Graham, John H. Hamline, Winfield S. Hancock, James Hedges, Thos. A. Hendricks, Oliver W. Holmes, Lake Grammar, Arthur A. Libby, Francis Parkman, Wm. H. Seward, Wm. T. Sherman, Jesse Sherwood.

DISTRICT NO. 12.

Kate Tehan. Second Wednesday of each school month. Auburn Park, Alice L. Barnard, Perkins Bass, William G. Beale, Chas. S. Brownell, Geo. Wm. Curtis, Fernwood, Walter Q. Gresham, Harvard, Joshua Dawson Kershaw, Lewis-Champlin, Richard Oglesby, Hermann Raster, Thomas Scanlan, Peter Van Vlissingen, West Pullman.

DISTRICT NO. 13.

Louise Zweifel. Second Friday of each school month. Myra Bradwell, Ambrose E. Burnside, Wm. W. Carter, Henry Clay, Paul Cornell, John Fiske, Kenwood, Chas. Kozminski, James Madison, William Mavor, James McCosh, Park Manor, Pullman, William H. Ray, Paul Revere, Phil. Sheridan, Douglas Taylor, James N. Thorp, James Wadsworth, Joseph Warren.

DISTRICT NO. 14.

Isabel Richman. First Thursday of each school month. Edmund Burke, Edmund A. Cummings, J. R. Doolittle, Jr., Stephen A. Douglas, John B. Drake, John Farren, Herman Felsenthal, Forestville, Melville W. Fuller, Elbridge G. Keith, John L. Marsh, Flavel Moseley, Oakland, Parkside, Johann Heinrich Pestalozzi, Benj. W. Raymond, Walter Scott, Wm. Shakespeare, Wm. K. Sullivan, Frances E. Willard.

BOARD OF EDUCATION.

Wednesday, September 27, 1905.

The following reports were adopted:

AWARD CERTIFICATES.

CERTIFICATES AS TEACHERS IN ELEMENTARY SCHOOLS.

Maud J. Black, Mary B. Boulter, Catherine Dore, Tessa R. Murray.

CERTIFICATES AS PRINCIPALS OF ELEMENTARY SCHOOLS.

Helen C. Maine, Harry Sheldon Vaile.

CERTIFICATES AS TEACHER OF THE DEAF.

Alexina E. Young.

CERTIFICATES AS TEACHER IN HIGH SCHOOLS.

Angelina A. Bergey.

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AWARD CERTIFICATES AS PRINCIPALS AND TEACHERS IN PUBLIC SCHOOLS, UPON PASSING PHYSICAL EXAMINATION.

CERTIFICATES AS PRINCIPALS IN ELEMENTARY SCHOOLS.

Virginia Huguenin, William Lynn Smyser, Hannah L. Touhy.

CERTIFICATES AS TEACHERS IN HIGH SCHOOLS.

Angelina A. Bergey, Mary Roth, Emilie B. Wright.

SUSPEND RULE AND AWARD CERTIFICATES TO THREE GRADUATES OF NORMAL SCHOOL UNDER NINETEEN YEARS OF AGE.

That Julia H. Pines, Lillian E. Weber and Beatrice M. Dawson, three of the graduates of the Chicago Normal School, who finished the course in June, 1905, and who are under the age of nineteen years be awarded certificates.

FORMER TEACHERS PLACED ON THE LIST FOR APPOINTMENT.

Eleanor (Horsch) Wetz, Carrie R. Smith, Grace Graham, Minnie D. Kaufman, Selma Vognild, Clara Rauch.

ASSIGNMENTS AND TRANSFERS OF TEACHERS.

ASSIGNMENTS.

Ahern, Lucy G., Walsh; Ahern, Stella, Jenner; Bally, Helen, Lowell; Barkell, Lillie Smith, Jackson; Barton, Lillian Mae, Lowell; Becker, Otto M., Morse; Bendixen, Lillian O., Schley; Blair, Florence Burns, Harvard; Buckley, Mamie, Goodrich; Burns, Grace E., Skinner; Burns, Margaret H., Chase; Beers, Hulda P., Jungman; Brahany, Gertrude H., Bryant; Callahan, Winifrede A., Lowell; Cazalet, Victoria R., Chase; Chambers, Helen E., Jenner; Chivington, Rosalie B., Jackson; Clark, Elizabeth, Newberry; Colburn, Mary B., Dante; Collins, Helen C., Andersen; Collins, Sara Farwell, Sumner; Cowan, Bertha, Skinner; Cox, Honor, Dore; Cummins, Agnes B., Smyth; Curtin, Lyda M., Dante; Daly, Elizabeth M., Hayes; Day, Alice, Lowell; Dunn, Elizabeth M., Smyth; Dyson, Ada, Hammond; Edwards, Katherine L., Smyth; Enander, Hilma L., Agassiz; Faulkner, Mayme, Dore; Fellows, Mary C., Gresham; Fischer, Anna Smith, Plamondon; Ford, Deborah, Schneider; Forschner, Cora M., Chase; Friedenthal, Hulda, Holden; Fullenwider, Elizabeth H., Van Vlissingen; Galusha, Millie R., Bryant; Bebhart, Ethelyn W., Bryant; Glavin, Emma A., Harrison; Goodnow, Clara M., Bryant; Graves, Elma, Chicago Lawn; Gray, Edith, Wicker Park; Hampton, Flora J., Brentano; Hassett, Katherine L., Peabody; Hegan, Eugenia, Fuller; Hellgren, Adla A., Goldsmith; Henning, Alvina E., Gresham; Hickey, Lenore W., Peabody; Hull, Laura E., Kenwood; Hunting, Edith, Drummond; Johnson, Etta, Cameron; Johnson, Riley O., Mulligan; Kiess, Frieda E., Prescott; Kimball, Janette F., Mulligan; Ladd, Lenna Gertrude (Atwood) Rose Hill; Loeffler, Bertha, Komensky; Lowell, Emma, Brown; Lutke, Elfreda, Froebel; Lynch, Susanne, Jenner; Manning, Mary, Hammond; Martin, Gertrude E., Nixon; McClelland, Alice E., Spry; McCormick, Flora, Goodrich; McCillen, Agnes M., Foster; McLaggan, Mary J., Spry; McLeod, Elizabeth H., Kosciusko; Mines, Ella M., Jackson; Mitchell, Julia D., Garfield; Mooney, Anna, Jones; Murray, Josephine, Medill; Myall, Charles A., Smyth; Morris, Mary J., Montefiore; O'Brien, Julia J., Lowell; O'Brien, Margaret A., Dante; O'Brien, Mary E., Bismarck; Olson, Carrie M., Montefiore; Palmer, Ida M., Tilden; Peck, Luther H., Lloyd; Petreck, Rose, Rogers; Quilty, Mary G., Brown; Regan, Alice M., Jenner; Riggs, Ora M., Otis; Roberts, Helen, McLaren; Robson, Julia Louise, Jones; Rea, Myrtle, Kinzie; Ryan, Lizzie G., Brown; Sloan, Lelia E., Ryerson; Sullivan, Clara G., Mulligan; Speer, Mabel P., Auburn Park; Sladek, Rose C., Farragut; Springe, Melvina, Schley; Sullivan, Ella C., Jackson; Thane, Agnes, Parkside; Thompson, Olive M., Stowe; Wallenberg, Ella V., Nixon; Weck, Frederick, Curtis; Weddle, May, Kinzie; Weiger, Adelaide, Lafayette; Woltman, Helena C., Schiller; Woodruff, Effie DeP., Rogers.

KINDERGARTEN TEACHERS.

Gammon, Medora D., Chase; Jagger, Mary C., Montefiore; Reed, Eva H., Franklin; Scribner, Mary C., Longfellow; Selover, Julia M., Headley.

TRANSFERS.

Aldrich, Ella M., Fiske to Wadsworth; Alexander, Hedwig, Spry to Forestville; Anderson, Adah M., Otis to Spencer; Andrus, Anne, Yale Practice to Shakespeare; Armstrong, Ida I., Tilden to Marshall; Ash, Annie E., Earle to Wadsworth; Atkinson, May V., Ryerson to Key; Bally, Helen, Lowell to Burns; Barker, Evangeline, Scanlan to Fiske; Barrett, Katherine N. G., Chalmers to Sumner; Bassett, Lucius M., Newberry to Earle; Benham, Etta M., Hammond to Holmes; Bird, Ethel E. Graham to Lake Grammar; Blackwell, Mabel E., Bismarck to Rose Hill; Bowlby, Daisy, La Salle to Raster; Brennan, Margaret E., Walsh to Pickard; Brennan, Margaret A., Jenner to Henry; Burke, Lilly A., Chase to Oglesby; Burrows, Martha, Wells to Brown; Byrne, Georgia, Emerson to Dante; Chott, Bessie A., Smyth to Henry; Clancy, Margaret F., Scammon to Beale; Conroy, Lillian M., Kosciusko to Cooper; Cronin, Agnes M., Brentano to Lawson; Cunningham, Sarah L., Jenner to Henry; Curtin, Marie, Jackson to Lowell; Danielson, Ellen T., Froebel to Gallistel; Deeley, Catherine M., Jones to Bass; Dignum, Jennie, Henry to Irving Park; Doherty, Florence, Jirka to Whittier; Doniat, Theola, Otis to Greene; Eastholm, Mary E., Goodrich to Washburne; Fitzsimons, Rose, Montefiore to Libby; Flanagan, Susan, Wentworth to Earle; Fletcher, Agnes J., Burnside to Raster; Forkin, Alice, Brown to Yale Practice; Fox, Isabel, Bass to Scanlan; Freelove, Bessie, Curtis to Harvard; Gehan, Eleanor J., Drummond to Burns; Gere, Mary B., Libby to Kershaw; Guilfoyle, Mary A., Hammond to Ward; Grainger, Mary L., Peabody to Brown; Grill, Elizabeth, Agassiz to Bowmanville; Haisman, Louise V., Pickard to Corkery; Hall, Nellie B., Dante to Howland; Hansen, Mabel J., McLaren to Corkery;; Hedberg, Hilma, Lowell to Taylor; Heldman, Louise F., Froebel to Farren; Henning, Alvina E., Gresham to Lake Grammar; Henry, Helene L., Lafayette to Plamondon; Henry, Marguerite, Raster to Marsh; Hepburn, Mabel, Von Humboldt to Bass; Hof, Minnie A., Lafayette to Yates; Howard, Sarah, Lafayette to Shakespeare; Huggard, Margaret A., Mulligan

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to Henry; Jaynes, Gertrude, Bryant to Spencer; Jager, Gunnell J., Clay to Mavor; Johnson, Agnes, Bass to Libby, Johnson, Anna M., Garfield to Dewey; Keegan, Statia P., Greene to Holmes; Kingsley, Mary A., Otis to Washburne; Krieger, Elise, Wadsworth to Kozminski; Lackner, Adele, Normal Practice to Lewis-Champlin; Leal, Rose B., Logan to Coonley; Lederer, Lillian, Goodrich to M. Sheridan; Lowrance, Eva M., Graham to Lake Grammar; Leonard, Julia F., Rogers to Beale; Maine, Mabel, Walsh to Wentworth; Mann, Hermine, Goudy to Agassiz; Marnell, Anna T., Komensky to Scammon; Martin, Hiram E., La Salle to Lewis-Champlin; McCredie, Emma M., Komensky to Oglesby; McGowan, Nellie T., Brown to Healy; McKay, Ethel, Smyth to Bass; McKay, Margaret V., Bass to Auburn Park; MacPherson, Alice J., Jackson to Beale; Meany, Mary A., Skinner to M. Sheridan; Mohan, Mary A., Jenner to Henry; Mullen, Mary A., Spry to Pickard; MacCarthy, Anna G., Curtis to Kozminski; Mullin, Mary E., Jackson to Burns; Murphy, Anna M., Dante to Webster; Murphy, Kathryn, Bismarck to Mitchell; Murphy, Rose A., Washburne to Lawson; Nash, Mary T., Schiller to Manierre; Nicholson, Mabel E., Yates to Bismarck; Nielsen, Othilie K., Lawson to Sherman; Nisbet, Nellie M., Gallistel to Fiske; O'Connor, Alice, Montefiore to Lafayette; O'Connor, Laura, Peabody to Wadsworth; O'Connor, Margaret, Jungman to Howland; O'Neill, Mary C., Walsh to Pickard; Osborne, Alice M., Andersen to Worthy; Peaslee, Flora B., Farren to Gresham; Peerstone, Cora B., Henry to Irving Park; Peickert, Frances, Foster to Pickard; Perry, Serepta, Shakespeare to King; Phillip, Florentine, Bryant to Marshall; Prendergast, Katherine, Langland to Otis; Richelson, Laura M., Stowe to Goethe; Riley, Mary A., Pickard to Marquette; Rogers, Margaret, Libby to Greene; Rowan, Mary I., Graham to Lake Grammar; Rueff, Katherine, Bancroft to Austin Grammar; Ryan, Margaret M., Wicker Park to Sheldon; Scanlan, Lucy M., Ward to Earle; Schnitzer, Lillian, Dante to Haven; Schiffer, Wilhelmine, Shakespeare to Jenner; Scholz, Clara A., Burley to Greeley; Shapiro, Nettie, Mulligan to Farren, Sloan, Leila, Brainard to Gladstone; Schnitzer, Lillia, Douglas to Dante; Smith, Harriet H., Key to Yale Practice; Snitjer, Agnes R., Kozminski to Smyth; Snitjer, Agnes R., Smyth to Spry; Stanton, Mary F., Smyth to Ericsson; Spinks, Alice M., Chase to Curtis; Sullivan, Mary E., La Salle to Holden; Tull, Zula, Jones to Tennyson; Twohig, Anna A., Marquette to Goudy; Vanderpoel, Julia M., Dante to Burns; Wasserman, Richard, Curtis to Gresham; Watts, Cora B., Bismarck to Monroe; Weber, Mary E., Schiller to Washburne; West, Emily, Goldsmith to Wentworth; Whittlesey, Molina M., Key to Beidler; Wilson, Ida, McC., Henry to Coonley; Willson, Susie E., Smyth to Burns; Williams, Catherine M., Hayes to Healy; Williams, Ellen L., Brown to Wells; Woulfe, Nellie T., to Talcott; Wright, Mary E., Kinzie to Sexton.

KINDERGARTEN TRANSFERS.

Bridge, Princess, Pickard to Holden; Doherty, Mary A., Sherman to Holden; Jewett, Maude, Otis to Earle; Munger, Sarah V., Schneider to Sherman;; Roginson, Maude, Jirka to Burr; Schule, Julia S., Medill to Prescott; Stahl, Ida R., Hammond to Mulligan; Weed, Elma, Pickard to Parkside and Bradwell.

TEACHERS TRANSFERRED TO DEPARTMENT OF MANUAL TRAINING AND HOUSEHOLD ARTS.

MANUAL TRAINING.

Ernest C. Bishop, Yale Practice School; Florence E. Booth, Smyth School; William C. Waterstradt, Normal School, assistant curator.

SEWING.

Helen C. Collins, Andersen School; Florence H. Rutherford, Forestville School.

COOKING.

Kathryn Barry, Talcott School; Ella J. Mendsen, Goodrich School.

UNASSIGNED LIST.

Barthel, F. W., North-West Division High; Brayton, Laura T., Hyde Park High; Anderson, Cora C., Cooper; Byrne, Anna D., Van Vlissingen; Crabb, Florence S., Healy; Dickinson, Sheldon L., Manual Training; Ellsworth, Grace W., Haven; Gazzolo, Edith M., Goethe; Hauch, Maude L., Lowell; Hazle, Maria F., Shakespeare; Hoskins, Ella C., Parental; Howard, Blanche L., Park Manor; Jewell, Claire C., La Salle; Kennedy, Esther S., Bass; Knight, Grace A., Oglesby; Langendorf, Alice (Maguire), Kinzie; Lelewer, Sylvia, Farren; McCall, Anita B., Linné; McGowan, Olive S., Forestville; McKelvey, Louise K., Lewis-Champlin; Morrison, Margaret, Earle (Kindergarten); Packer, Everetta P., Franklin (Kindergarten); Reuter, Bertha, Thomas; Richardson, Nellie E., Washburne; Robinson, Mary H., Dore; Schrock, Mabel (Stark), Mitchell; Somers, Maude E., Marshall; Thompson, Agnes, Dante; Waterman, Richard (Prin.), Emmet; Williams, Ada B., Sherwood; Yorker, Nora K., Burns.

LIST OF LEAVES OF ABSENCE GRANTED FOR STUDY.

Coddington, Arch. O., Goudy; Cooper, Jeannette, Brown; Craney, Mary E., Lawson; Dammarell, Ida M., Lafayette; Earle, Ella E., Nettlehorst; Firth, Emma M., Yale; Gore, Elizabeth R., Parkside; Hagen, Louise K., Taylor; Hutchinson, Jean, Lewis-Champlin; Hynek, Birdie W., Gladstone; Johnson, Ada B., Forestville; Lacy, N. Maye; Nixon; Leonard; Leila C., Wadsworth; Marshall, Flora M., Curtis; Ropp, Theresa, Irving Park; Shoyer, Alice, Ecrisson; Van Meenen, Josephine E., Washburne; Wangeman, Anna L., Shakespeare; Young, Alice S., Yale Practice; Darrow, Helen K., Phillips High.

RESIGNATIONS OF TEACHERS ACCEPTED.

Belden, Grace, Kenwood; Bronson, Isabelle W., Taylor; Davey, C. B., Crane; Downey, Lucinda W., Spry; Hempenius, Nellie A., Hammond; Hill, Louise D., Ravenswood; Iredale, Bertha Smart, La Salle; Langmore, Meta Voshell, Cameron; McCurdy, Maud M. (Duguid), Cooper; McKenney, Elsie H., Pullman; Montgomery, Nellie M., Brentano; Mullen, Sarah J., Pickard; Peary, Ida M., Corkery; Reilly, Caroline Lynch, Kershaw; Schmidt, Lillian (Habig), Englewood High; Smith, Ceceilia V., Jenner; Smith, Margaret A., Yale Practice; Waterman, Grace M., Prescott; Westberg, Elizabeth Broman, Wentworth; Woods, Elizabeth R., Holmes.

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TEACHERS MARRIED.

School.	Name before marriage	Name after marriage.
Adams	Anna G. Gavin,	Anna G. Shea.
Avondale	Persis E. Young,	Persis E. Wright.
Bancroft	Camille B. Richards,	Camille R. Bailey.
Burley	Julia Sulzer,	Julia S. Griffith.
Burns	Helen Fincham,	Helen F. Reedy.
Burns	Helen I. Britsch,	Helen B. McCarthy.
Calhoun	Mary E. Davis,	Mary E. Yorks.
Clarke	Maggie C. Upton,	Maggie Upton Martin.
Drake	Ella A. Cory,	Ella C. Reynolds.
Emmet	Evelyn Boylan,	Evelyn B. Espey.
Ericsson	Margaret Lonergan,	Margaret L. O'Donnell.
Fernwood	Alice E. Cullum,	Alice C. Whyte.
Field	Louise F. Ely,	Louise E. MacWhorter.
Foster	Emily L. Joyce,	Emily J. Ford.
Garfield	Georgia Chalifoux,	Georgia C. Fallon.
Goudy	Frances Lyons,	Frances L. Elliott.
Hawthorne	Caroline M. Young,	Caroline Y. Searles.
Holden	Phoebe Rothfuss,	Phoebe R. Campbell.
Holmes	Catherine R. Doran,	Catherine D. McGuire.
Lake View High	Flora B. Andrews,	Flora A. Hosick.
Logan	Lilla S. Young,	Lilla Y. Pabst.
McLaren	Anna F. Cull,	Anna C. Glackin.
Marquette	Mollie C. McGrath,	Mollie Patchell.
Medill	Elizabeth Goodman,	Elizabeth G. Porter.
Pullman	Sara J. McCurdy,	Sara Butcher.
Ryerson	Katherine P. White,	Katherine W. Watson.
Ryerson	Florence M. Ashwell,	Florence A. Stitely.
Spry	Olive Andrews,	Olive A. Morawski.
Spry	Lulu M. Watson,	Lulu W. Welch.
Taylor	Gertrude E. Martin,	Gertrude M. Morse.
Walsh	Mary A. Hackett,	Mary H. Code.
Ward	Ray M. Weinberg,	Ray W. Jackson.
W. Pullman	Mary A. Tarbill,	Mary T. Shisler.
Yale	Theresa Exselsen,	Theresa E. Hack.

Elect Hiram B. Loomis to the principalship of the Hyde Park High School.

Elect Lucy Benson head assistant at the Lake Elementary School and fix her salary.

Elect Kate A. Russell head assistant of Spencer School and fix her salary.

ELECTION OF HEAD ASSISTANT OF THE RAVENSWOOD SCHOOL.

That Miss Agnes McIllhon, one of the teachers in the Ravenswood School, be elected to the position of head assistant of the Ravenswood School.

Accept resignation of Esther M. Butts as principal of Chase Evening School and elect Rufus M. Hitch to fill vacancy, and elect G. A. Osinga principal of Thomas Evening School.

EMPLOYES.

ASSIGNMENTS, SEPARATIONS, ETC., OF VARIOUS EMPLOYES.

TEMPORARY ASSIGNMENTS.

Thomas L. Byrne, substitute engineer, Edward Jenner School.

LEAVES OF ABSENCE.

Patrick R. Riordan, engineer, Edward Jenner School; James Sweeney, fireman, Parental School; Amanda McDonald, Truant Officer.

LAY OFF.

Terence Rodgers, florist and gardener, Chicago Normal School.

The meeting adjourned.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, OCTOBER 6, 1905. No. 34.

THE SCHOOL AS A FORCE ARRAYED AGAINST CHILD LABOR.

BY JAMES H. KIRKLAND,

Chancellor of Vanderbilt University, Nashville, Tenn.

The list of the social forces that are arrayed against child labor, as presented on the program of the annual meeting of the National Child Labor Committee seems so overwhelming as to lead us to suppose that the duration of this evil must be but brief. Yet, when we remember the universality of greed, the persistence of poverty, and the helplessness of childhood, we realize that this fight will not be so speedily won and that we have need of every force that can be utilized for the conflict.

If ever we, as Americans, lose enthusiasm with regard to the form of our government and its administration, it is when we see the slowness of the steps by which educational and moral reforms are secured, the difficulties in the way of securing legislation that has the universal approval of men of thought, and when we further consider the unsatisfactory administration of such laws as have been enacted. It is impossible, under our form of government to secure by one enactment such legislation as seems necessary for the protection of our children. As the chairman of our meeting has indicated, it is not our hope to secure federal legislation on this matter; we realize that we must plead our cause not before one tribunal, but before half a hundred. In Germany it was possible for Bismarck to bring together the distracted units of Germany; one Cavour made possible a united Italy; but in America we must rally a multitude of leaders before we can bring about a reform of any kind. We therefore appeal to public opinion. We are organized to influence public opinion; we desire to present our claims to the thoughtful men and women of the country, and through them we hope to secure in every state such legislation as we believe necessary.

Within the past year we have traveled far in our ideas of the state. We no longer believe that government to be best that governs least. We no longer believe in the state whose seal of authority is the badge of the policeman, whose temples are its jails and penitentiaries,whose sole duties are to protect life and property, and secure the enforcement of the commandments, "Thou shalt not kill" and "Thou shalt not steal." We realize that a government has no higher duty, at certain times, than the preservation of its own existence by whatever force may be necessary to make secure that existence; but we believe it is the duty of the state to guard its higher life as well as its lower life, and that in guarding its higher life, there are some things better than armies and navies, and that schoolhouses and churches and books are no less necessary instrumentalities for national existence than gunpowder and dynamite. Representing, therefore, the school, we represent our nation and the country's government—for the school is the state, after all, in its parental capacity. We believe in popular education, in universal education. We do not claim that this is a panacea for all ills or a remedy for all wrongs. We do not expect to see all men made wise, or just, or good. We realize that the best we can do there will be some failures in life. On every sea some bark must go down. But we take the position that an opportunity must be given to everyone, and that every child must have the privilege of working out his own life, of developing the best that is in him—and, therefore, we believe that every child must have the chance of an education. We are opposed to child labor because it shuts out that opportunity and makes education impossible.

Therefore no legislation on this subject can be satisfactory if it ignores the educational requirements of the child. The demand for an age limit in child labor is justified by hygienic laws, but a deeper philosophy lies underneath such enactments. Our problem is not merely to keep the child under sixteen out of the factory or mine, but to keep the child at work in school. The factory is better than the slums; it may be that the factory is a better place than the home, but it is never better than the school; and it is just where parental obligation has failed, just where the home has disappeared from the life of the child, that the school must step in as another home and the teacher must take the place of the parent who has deserted his charge. The school must provide for that child a new opportunity, a new life. It is by no means sufficient to have an enactment saying the child must be able to read and write before being allowed to go to work in the factory or the mine. It is not unnatural for the child, after he has gone to work, to forget all that he has learned and to drift back into the class of hopelessly illiterate. Reading and writing is a very small requirement, when it stands as an educational test between childhood that must be protected and manhood that should look after itself; and yet, in every state in the Union, I suppose, there are children at work under the age of sixteen who can neither read nor write.

The United States Department of Commerce and Labor last year issued a bulletin making a special study of 1,381 children at work in thirteen

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different states. In ten out of these thirteen states there were found children at work who were unable to read and write. Mind you, taking only that small group of states—and they were not selected especially to hunt illiteracy—in ten of them there were found children that were wholly illiterate, and New York was one of them. Examining the statistics further to see whether there were children at work who had never been to school, it was found that there were some, likewise in ten out of the thirteen states, who had never been to school before entering upon work; while there were also a number of children who had attended for only one or two years. I must acknowledge with regret that of the states whose record was shown up in that examination four of the thirteen belonged to the South, viz., North Carolina, South Carolina, Georgia and Alabama. There were 341 children that fell to those four Southern States. Of that number 146 were wholly illiterate, 57 had never attended school, while 198 others had attended for less than three years. That means only about fifteen months of school attendance in all, for the average term in these states is only about half an ordinary school year. It is unnecessary to remind you that a child can learn but little at school in one year of five months. It takes a good many of those terms to give enough information to become a permanent asset, a permanent part of the child's character. The little knowledge gained in that short time at school passes away in a few years after the child has left the school, and such children are destined to be entirely illiterate after spending a few years at work in the factory.

But the Southerners are not sinners above all. Let me remind you of one of our pamphlets containing information obtained by the Pennsylvania Child Labor Committee, which shows that in the city of Philadelphia alone there are 16,000 children under the age of thirteen who are not in school, although the law says they shall be there. These children are at home waiting until they are old enough to secure work, or at work with certificates that are falsified, or perhaps, even, without certificates.

From the standpoint of the school we urge three contentions in our consideration of this subject:

1. We contend that there should be always a definite educational requirement in every child labor law. The mere establishment of an age limit is insufficient, and the requirement that the child shall be able to read and write is pitifully small. A law requiring that a child shall attend some school while at work is some improvement, but is open also to very serious objection, and in practical operation is seldom found satisfactory. A child cannot work in a factory six or eight hours a day and do intellectual work at night; and a law permitting children to work during the vacation period puts a premium on long vacations and short school terms.

2. The second principle for which we contend is that those who are interested in the education of the child shall have some voice in the execution of the law that guards that education. The making out of certificates should not be placed in the hands of notaries who are to get their fees for this operation, nor should such certificates be made out on the unsupported affidavit of parents, who may be unscrupulous in their desire to secure gain from the child's labor; but the responsibility should be placed in the hands of the men and women who are interested in the child and in its education.

3. The third point I would make is a plea for better schools and more of them. I speak on that point as a Southern man. Of all our problems, this is the problem that is most far-reaching.

We have another problem called peculiarly the Southern problem, but in my opinion the race question is not so universal a problem, not so serious a menace to our general prosperity as is the distressing fact of illiteracy and our insufficient educational opportunities. There are many living in the South who know little of any race problem through personal experience. There are many communities where peace and good will reign and the two races are living side by side working out their tasks with mutual sympathy, forbearance and friendship. But there is no State in the South, no community that is not struggling with the problem of providing better educational facilities.

We of the South are grateful for the co-operation and sympathy that has been extended to us by other sections in working out this problem. In such a task men are brought close together. The bitterness of former differences will be most quickly forgotten by those working together in a great and holy enterprise. The founder of the institution with which I am connected—himself a citizen of this city—in writing about its mission used these significant words:

"If Vanderbilt University shall, through its influence, contribute, even in a small degree, to strengthening the ties which should exist between all geographical sections of our common country, I shall feel that I have accomplished one of the objects that led me to take an interest in it."

In that feeling of common interest and in that spirit of sacred enterprise all sections of our country must unite to promote the work of education and to repress the evils of child labor. This is a task neither for sect nor section. The cause of childhood is the cause of humanity. We lay, therefore, on the nation's heart the burden of American childhood, ignorant and helpless to-day, but of infinite possibilities for to-morrow.

JUSTICE THE HIGHER LAW.

Address of William Lloyd Garrison, at the twenty-fifth anniversary dinner of Henry George's "Progress and Poverty," Hotel Astor, New York city, January 24, 1905, in response to the toast: "Its Plea for Justice."

With all my heart I respond to the toast allotted me. Holding with the newly elected governor of Missouri that "where no principles are involved there is nothing to fight for," I contend that the paramount, overshadowing issue underlying the teachings of "Progress and Poverty" is the clear principle of human justice. However eloquently and wisely Henry George had discoursed upon the fiscal perfection of his scheme, without his insistent, lofty plea for equity his book would now be gathering dust on neglected shelves.

Because it touched the primal need of man's nature, basing its plea upon the sense of abstract right in every enlightened soul, it has entered into the

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vital circulation of the world's thought. Never more alive than to-day, it is as fresh in spirit and matter as at the hour of its birth. Criticism has not withered nor censure staled its regenerating truth. Unlike the economic writings which pour from the printing press in showers that neither warm nor moisten, "Progress and Poverty" needs no revision for adjustment with new facts or circumstances. Its spirit thrills the reader as of yore. Its statement of social conditions in 1879 is verified by those prevailing in 1905. Its prophecy of a progressive decivilization while land monopoly holds sway has been fulfilled to the letter. Its law of parallels stands intact; for while material progress has marched with accelerated stride, poverty, close as the shadow to the substance, has held an equal pace.

The benefactors who live in the minds of men long after their generation placed their reliance upon the moral forces of the world. The permanence of justice and the transient nature of evil laws and institutions are revealed to such by inspiration. They revive the Gospel of Jesus when religion is smothered in formalism and the dead churches are absorbed in the worship of material gods. Like an evangel, "Progress and Poverty" revived despairing faith and awakened disciples. Illumination poured into darkened minds. To many overshadowed lives came a glory like the flush of dawn. Hope revived and uplifting activities resulted. The lone voice crying in the wilderness a quarter of a century ago now finds its multiplied echo in Tolstoy, who urges the gospel of Henry George upon the unwilling ears of the Czar.

Benevolence is a safety valve for kindly natures, and Charity, in the sense of almsgiving, is a fashionable and convenient virtue. Both seem to be compatible with injustice. Certainly they find signal exemplars among the men and classes powerful through ill-gotten wealth. Yet while the most unexampled giving to libraries and universities goes on, public morals are at their lowest and democratic government trembles in the balance. The magnitude of gifts to institutions is equaled only by the unblushing abjectness of recipients. Tainted money finds no lack of respectable outstretched palms.

With what fine scorn did Henry George view the costly efforts to lessen the suffering victims of legal injustice. Monuments of civic pride to the unthinking, to him they revealed ulcerous social conditions, evidences of shame and humiliation. To pluck a few brands from the burning, while adding fuel to the flames, to succor individuals while impoverishing the masses—what is it but insensate folly?

Amateur economists or retained professionals find public favor, because squarely confronting the obvious they fail to see it. They study and catalogue minutely every growth of social evil, but for the poisonous root they have no eyes. Henry George lacked genius for circumlocution. His mind sought truth straight as a line of light, and what so disturbing to a world of pretense resentful of plain speech? Hence he was

> Fanatic named, and fool, yet well content
> So he could be the nearer to God's heart.

It is natural for lovers of darkness to hate light and the light-bringers. When "Progress and Poverty" revealed the hidden predatory forces at work upon society, alarm was immediate. The monopolist saw only vested interests threatened, tariff licenses for general pillage revoked, private toll-gates controlling natural fields of production challenged. The disturbing reformer saw only the poor and disinherited sacrificed to unholy greed. The cries of the helpless and betrayed would not let him rest.

We celebrate an event which marks the beginning of a new and far-reaching agitation. It will be a favorite subject for future historians, this unknown and dauntless youth challenging the constituted authorities on political economy, clothing with flesh its dreary skeleton and "creating a soul under the ribs of death." Fearless of the powerful privileges he assailed, undisheartened by public indifference or private bitterness, Henry George made his "grand appeal of Truth to Time." Academic critics flouted his theory, or noticed his monumental work with all the condescension of littleness. He took both in the same unwavering mood.

Sentiment aside, what, in the white light of events, can give the single taxers cheer? How can this boasted influence of "Progress and Poverty" be demonstrated? Apparently a fly exerts more power upon a wheel than this philosophy upon social welfare. Is protection dead? Its iron grip was never more painful. Is the landlord's domination weakened? He still seems Lord of all. Have the folly of war and the grinding burdens of naval and military establishments abated? Behold the country of Henry George vying with the kings and kaisers in foreign conquests of weaker peoples.

When our leader was living lip service was paid to the traditions of liberty. Where now are the national ideals, the Declaration of Independence, the wisdom of the fathers? In the dust heap with the Decalogue! The force of reaction has gone so far since his death that peace and justice have been eliminated from Christianity and the moral law placed in the category of myths. Some who have worn priestly garments are now professing to have lost the ethical Deity they worshipped. Where once they pictured him with awful clearness on Mount Sinai, they see only a vanishing vagueness. Again "Great is Diana of the Ephesians" and moral standards are impertinent.

Nevertheless, the times are full of cheer for the followers of Henry George. "Among the faithless, faithful only he" when the cause started amid universal unbelief. He refused to accept the gospel of mud and kept his vision fixed upon the stars. They in their courses do fight against moral transgressors and the reformer who hitches his wagon to a star has a sure guide.

We are not dismayed because the expected is happening. Confusion and social upheaval? Have we not steadily pointed out year after year that such consequence must follow land monopoly? The overruling power for righteousness that is making itself manifest confirms faith and banishes distrust. The most powerful monopolies on record must shake the continent in their expulsion. Such times of readjustment are common throughout history. Old prophecies recur and signs of confusion in the ranks of the mighty mark the advent of a new order. The thieves are by the ears and frenzied charges and countercharges hurtle through the air. We are ignored in the fray that makes for the destruction of privilege, a disability we suffer with joyful resignation. Trouble has come to its own, and the morning light is breaking.

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

MARGARET A. HALEY. . . . . Editor
ESTHER TABER. . . . . Managing Editor

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CHILD LABOR AND THE SCHOOLS.

The agitation which is being aroused all over the United States in regard to child labor has an educational aspect that is generally lost sight of in its more general industrial interpretation.

The child is usually regarded as an embryo workman or as a future citizen and the training necessary to make him enter the one or the other is considered as an isolated portion of his development unrelated to a large extent with his future life.

Until a few years ago the child was regarded as something to be rarely seen and never heard. Then he passed through a period of experimentation and study and psychological dissection until the consciousness has arisen that he has his rightful place in all community life.

To-day the school and the workshop are entering into closer and closer competition for the youth or the child at that period in his development when he is first awakening to a consciousness of the possibilities of power lying within his grasp. It is this consciousness or realization on the part of the child of himself that makes him eager to leave the school and enter active life.

With the stricter conformity of the compulsory education and the child labor law and the raising of the minimum age limit at which children can engage in any gainful occupation, the higher grades of the schools will be taxed. It has already been shown that since the Illinois child labor law went into effect there has been an increased attendance in Chicago of 7,000 in one year. This law means two more years of school life to the child in the city, more teachers and more schools, and to the state an ultimate saving in expense from premature decay from overwork and disease among its citizens.

The school claims the child during its childhood as the lawful agency through which a certain rudimentary knowledge considered necessary to civilization may be obtained; it further considers that it has a duty toward the child in its later relationships with the world. And with this duty devolves a guardianship from all alien influences lasting through the child period of life, which the school is only beginning to realize. When the school realizes that in allowing a half finished product to be taken from its hands by an industrial power for purposes of inordinate gain the responsibility for the incompleteness of the product rests largely with itself through not having asserted its guardianship, one of the strongest factors in the country will be awakened; a factor which the manufacturer will find it difficult to combat, for popular education in the public schools is the pride and boast of America.

COMPULSORY SCHOOL LAW IN CHICAGO.

The new law compelling parents to do their duty in sending their children to school regularly has proven successful. Reports have been received from principals and from truant officers stating that the prosecution of parents has been a potential factor in promoting school attendance in every district. Seventy-five per cent of the truancy and juvenile delinquency in the city has been caused by incompetence, indifference and intemperate parents. The child labor law shuts children of premature working age out of the factories, and punishes employers who violate it; the Juvenile Court and Parental School laws punish the habitual truant and delinquent, but the compulsory education law is the only one that imposes a penalty on parents, and parents are, in most instances, the real culprits that cause so many boys and girls to go wrong. The state, country, and city could build and expand juvenile corrective institutions without end, and all of them would be overcrowded with juvenile offenders in the future, as in the past, if nothing were done to strike at the root of the juvenile evil—the negligent parent. The prosecution of the parents brings them to a realization of their duty to their children, and also proves a source of benefit to children paroled from corrective institutions. These children of circumstances paroled back to environments from which they came would sooner or later be likely to violate their paroles, if indifferent parents did not realize that the new compulsory education law held them responsible to assist in giving their children a moral and educational uplift in life.

If permitted to run the streets the truant would develop into a delinquent, and in later years would become an adult criminal—a menace to life, to society and property. Enforcement of the compulsory education law means less crime in Chicago in the future.

The crusade against truancy in this city during the past year, made possible by new and better laws, has materially increased the average daily attendance at the schools. In May, 1903, before the compulsory education and child labor law went into effect, the average daily attendance at the public schools were 207,377. In May, 1904, one year after the enactment and enforcement of these laws, the average daily attendance was 221,291, a gain of 14,814. With deduction for increased enrollment a marked gain in daily attendance is due largely to compulsory education laws, according to reports received by principals.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, October 14, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, October 17, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

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FOUR SCORE YEARS.

Dedicated to Dr. A. W. King.

A full four-score of years has told
Its rosary of hours to-day,
And one stands on the threshold now
Who, looking backward o'er the way

Counts up the gifts the years have brought,
The gains and losses, joys and pains
And knows that each was needed there
As Nature needs sunshine and rain.

Looks backward o'er these eighty years
And sees what marvels have been wrought.
Earth's secrets wrested from the depths,
Where they remained so long unsought.

How man has won from earth and air
The secrets of that hidden power,
That since creation's dawn were meant,
When he grew fit, to be man's dower.

In conq'ring these has learned his strength
To work along that higher line,
Whereon each brave and steadfast soul
Proves its kinship to the divine.

So, evermore is gaining power
That strife, those with clear eyes can see,
E'en with defeat and grief and pain,
Shall soon or late set each soul free.

And as for him who looks to-day
Upon the changes time has wrought,
Will he, think you, regretful say
That they have been too dearly bought?

Ah! no. The lesson he has learned
That pain and sorrow, strife and blood
Have helped to make the strong cement
Of every structure that has stood.

And we who know him know full well
How he has helped the world along.
Such lives make us, above Earth's moan
Still hear its glad triumphal song.

Facing life's battles with a smile,
A sturdy soldier, strong and brave,
When bruised and bleeding in the strife
Stooping some weaker soul to save.

Because such men as he have been
The bulwarks of our time and race,
We in our century's history
Such glorious records now can trace.

Standing to-day just at the door
Of a new year whose path's unknown
Go bravely on and trust to find
Each pathway there with sunshine strewn.

May He who's guarded you thus far
And who will guard you ever more
Grant you in health and strength to pass
Another century's open door.

FLORENCE E. TENNERRY.

(Continued from page 3.)

Though Justice is dethroned in the market place her reign in the universe is unshaken and unshakable. Henry George has passed from the petty judgment of his day into the secure possession of history which duly rights contemporary wrong and crowns the genuine king. The soul of our leader is marching on. The powers of thought unloosed by him have gathered strength and numbers, a host to be reckoned with by tyranny as the conflict grows.

With our substantial cause for jubilation let there be no compromising concessions, no ceasing to demand full and ultimate justice. We have to reaffirm the grand declaration of "Progress and Poverty," "to beg no question, to shrink from no conclusion, but to follow truth wherever it may lead—if the conclusions run counter to our prejudices, let us not flinch; if they challenge institutions that have been deemed wise and natural, let us not turn back."

"If we trust Liberty and follow her," no evil can befall us or our movement. But before even Liberty, Justice is essential and to that highest court of appeal known to humanity, "grander than Benevolence, more august than Charity," we submit our sacred contention.

A WELL KEPT SECRET.

How The Keeper Managed the Church and Town Hall Clocks.

The old watchmaker of a small town in the west of England recently retired, and the contract for keeping the church and town hall clocks in order was given to his successor. Unfortunately from the start the new man experienced a difficulty in getting the clocks to strike at the same time. At last the district council requested an interview with the watchmaker.

"You are not so successful with the clocks as your predecessor," he was told. "It is very misleading to have one clock strike three or four minutes after the other. Why, before you took them in hand we could hardly tell the two were striking. Surely you are as competent as Mr. H."

"Every workman has his own methods, gentlemen," replied the watchmaker, "and mine ain't the same as H.'s were."

"I'm decidedly of the opinion that it would be for the general good if they were," remarked one of the councilors.

"Very well, sir; in the future they shall be," came the reply. "I happened to write to Mr. H. last week about the trouble I had with the clocks, and —but perhaps," he added as he produced a letter and handed it to the chairman, "you'd like to see what he said."

"Dear Sir (ran the letter)—About them clocks. When you get to know what a cantankerous lot of busybodies the council consists of you'll do the same as I did for fifteen years—forget to wind up the striker of the town hall clock, and the silly owls won't be able to tell that both clocks ain't striking together."—Tit-Bits.

Teacher—Robert, can you tell me where the Declaration of Independence was signed?

Robert—At the bottom, I suppose.

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THE "KEEP-A-TRYIN'" SIGNBOARDS.

Roy Farrell Greene.

"My boy," said Uncle Hiram, "you'll soon be starting out,
To drive o'er Life's long roadway, and oft a bit of doubt
Will puzzle you completely, as to which you'd best pursue
Of branching ways, when roads fork out, as they're inclined to do.
Each bears the equal marks of well-worn travel, like as not,
And so, one's undecided which he'd better choose to trot;
But I've learned the route, my boy, and thus much I'll confess—
The 'Keep a-tryin'' signboards mark the highway to Success.

"Success is such a pretty town—to reach it all men strive;
You'll find the crowd, though, growing less, the farther on you drive—
For many, seeking shorter cuts through Dilly-dally Lane,
Get so far off the highway that they find it ne'er again!
You'll be allured, as on you go, by finger-posts that say—
'Take Chance's Road, past Waitingville, it's far the better way;'
But I this safer route would fain upon your mind impress—
The 'Keep a-tryin'' signboards mark the highway to Success.

"The road that runs through Waitingville has prospects bright and fair,
When first you start, but, farther on, it leads through swamps of Care,
And, after that, you'll have to climb the weary hill of Debt;
Then, still beyond, there looms in view the tollgate of Regret.
And so, my boy, when starting on the road of Life, alone,
The road your Uncle Hiram chose I trust you'll make your own,
And heed his plain directions, if you'd quite avoid distress:
The 'Keep a-tryin'' signboards mark the highway to Success." —Success.

NOT TUBERCULOSIS.

A certain widow who lives in New York state is very desirous of having her congressman use his influence in securing a pension for her.

The member received a letter from this constituent several days ago, again calling attention to the fact that she wants recognition. At the end of the letter there was this indignant paragraph:

"I want you to know that my husband died of regular, old-fashioned consumption, contracted in the service. There is somebody writing to the Pension Office trying to keep me from getting the pension, who says John died of tuberculosis."—Washington Star.

AN ACCENTED SPEECH.

It was in 1847, when the Free Soil state convention was held at Herkimer. There was a great gathering of Free Soil Democrats and abolitionists. In the ballroom of the hotel—it was called a tavern in those days—before the opening of the convention were gathered the leaders, who were constructing the new party platform, slating the officers and committees and doing other preliminary work. In a chair tilted against the wall was Prince John Van Buren running over the manuscript of the great speech he was to deliver. Occasionally he arrested the work of his associates with an invitation to listen to a paragraph which he considered especially good. His readings each time produced laughter and applause. Finally he read a passage which excited shouts of laughter and applause. When this had died away somebody said, "John, you ought to have that part printed in italics." Prince John affected surprise at the suggestion. "Gentlemen," he said, "I want you to understand that this speech is all italics!"

HIGHER CHINESE EDUCATION.

Many of our people think of China as a land of ignorant coolies who are so inferior to ourselves as to rise scarcely to the plane of human beings. The fact is that China contains a greater number of educated and cultivated people than any other country in the world. Their culture is not like ours, but it is based upon long study of literature, ethics and philosophy, and it has been transmitted through many generations. The Chinese have not well learned how to act together. Otherwise we should never have dared to treat them recklessly and unfairly.—Review of Reveiws.

AN OLD TIMEPIECE.

An interesting exhibit at the Smithsonian Institution is an old German clock that was ticking about fifteen years before the birth of the great American republic. It keeps good time and is 140 years old. It is made of hard wood and the work was all done by hand. Every piece of the mechanism is highly polished, and it is put together with hand-wrought rivets of brass. The parts show very little wear and the timepiece is so carefully constructed that it does not vary a second in time during twenty-four hours.

A satisfying breakfast in the poor quarters of London is made up of farthing's worths. Bill of fare: Bloater, quarterpenny; margarine, quarterpenny; bread, quarterpenny; coffee, quarterpenny. Or for the bloater and margarine the hungrier may substitute a farthing rasher of bacon and a farthing kippered herring. For a dinner the diner may have three ounces of steak or chop, costing a halfpenny, two potatoes at a farthing and a farthing's worth of bread. One can buy a farthing's worth of coal, but for that one gets only a pound of the worst quality of fuel, and the price works out at something like $10 a ton.

Train a boy in the way he should go, and he will depart from it in the days of his manhood.—Sphinx.

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WHAT HE DIDN'T KNOW.

A retired Irish major sold his horses and carriage and bought a motor-car; but instead of engaging a chauffeur he determined to send his faithful old coachman to a Dublin firm of engineers for a course of lessons in small repairs.

"You will go through a two months' training," he explained to Pat, as he handed him a check for his expenses, "during which time you will make yourself thoroughly familiar with the engine and all its works."

"Yes, sor," was Pat's reply.

"You will note every wheel and crank, and learn what they are for and what they have to do, so that when you return you will be equal to any emergency."

"I will, sor," said Pat, and, having stowed the checks away down in his trousers pocket, he took his departure.

In two months' time he returned with the conqueror's look in his eye.

"Well, Pat, have you succeeded?"

"I have, sor."

"And you know everything about a motor?"

"I know all, sor, from the big lamp in front of the little number behind—except one thing," the new chauffeur added, as he nervously plucked a few hairs from his new bearskin coat.

"And what is it you don't know?" demanded the major.

"Well, I don't quite understand yet what makes the blessed thing move without horses."—Tid-Bits.

"Where's your daughter Mary living now, Mrs. Murphy?" inquired one of the neighbors. "The two of them is living in a suit uptown." "What's a suit?" inquired the other. "A suit," said Mrs. Murphy, slowly, "is one o' thim places where the parlor is in the bedroom, and the bedroom is in the kitchen, and the closets is down in the cellar, and the beds is piannys, or organs, and—well, it's one o' thim places where iverything is something else," concluded Mrs. Murphy.—Justice.

An Irishman who had been out of a job many weeks found in the river that flowed through his town the body of the keeper of the railroad drawbridge. He immediately betook himself to the superintendent of the division and applied for the vacant job, saying that he had seen the body of the former keeper in the river. "Sorry,' said the superintendent, briefly; "the place has been filled. We gave it to the man who saw him fall in."—Harper's Weekly.

Rich Caller (who is making the round of the tenement districts)—Well, I must go now. Is there anything I can do for you, my good woman?

The Other (of the submerged)—No, thank you, mem. Ye mustn't mind it, mem, if I don't return the call. I haven't any time to go slummin' meself. —Chicago Tribune.

The Outsider—Be there much wurruk about a political job, Mike?

The Insider—Not after yez get it, Pat.—Puck.

"You're not a pessimist, are you?"

"Oh, no. Merely an ex-optimist."—Puck.

CATALOGUE OF ECONOMIC LITERATURE.

There has just been issued by The Public Publishing company, First National Bank building, Chicago, the first edition of a descriptive catalogue of the books it publishes and sells. This attractive pamphlet, with index to titles and authors, lists a remarkably interesting collection of books. They are books about which every man and woman who wishes to come in touch with the spirit of democracy in the fundamental sense of that word, or desires real political and economic freedom, will be glad to know.

The catalogue describes, with concise comment, the works of Henry George, often called the economic torch-bearer and pathfinder of democracy, and books about him and his work; the works of Tolstoy, that marvelous novelist, humanitarian philosopher and unique Christian, now recognized as first among living writers and the foremost citizen of the world, and books about him; the writings of Walt Whitman, the great American poet of the democratic spirit; of Henry George, Jr.; of Louis F. Post, including back volumes of his weekly review, "The Public"; of Ernest Crosby, Bolton Hall, Henry Demarest Lloyd, John P. Altgeld, Clarence S. Darrow, Thomas E. Watson, Prof. Frank Parsons, Edwin Markham, Lawson Purdy, William Jennings Bryan and others. There are books about Thomas Jefferson, his life and writings; about democracy, about government, both national and city; about taxation, about public ownership and operation of public utilities; about municipal corruption, and about trusts and monopolies, including the Standard Oil company. There are novels and romances, biographies, histories, poems, essays, sketches, addresses, letters, treatises, and other kinds of books, every one of present-day importance and interest. And all these books are lucidly described in the catalogue.

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Teacher—Did Columbus know that he discovered a new continent?

Class—No, he thought it was India.

Teacher—Correct. Why did he think he had found India?

Bright Boy—I s'pose it was 'cause the inhabitants was Indians.

"Johnnie," said his mother, who had been examining his school deportment report, "I am going to have your father whip you when he comes home to-night."

"Please don't mamma," replied Johnnie, penitently, "paw is allus so tired when he comes home."

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Chicago Teachers' Federation

Bulletin

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THE SCHOOL CHILD, THE SCHOOL NURSE AND THE LOCAL SCHOOL BOARD.

Elsie Clews Parsons.

The good people of the city of New York were last winter set agog by a statement about the great number of its underfed school children. Salvation Army breakfast and lunch stations were opened near some of the public schools. Kindly individuals sent out agents to canvass the sufferers and a committee of the Board of Education was appointed to investigate. This sudden excitement were truly a striking witness, if one were needed, of the persistence of the fact that one-half the people don't know how the other half live. *Underfed* was interpreted to mean *unfed*. Had it been taken to mean *badly fed* a much quicker start to meet the situation would have been made. Happily, however, the start, however roundabout, is made.

It is an interesting coincidence that a start, or rather a big new start—smaller local beginnings seem to have occurred long ago—was also made in England in the publication of the report of the inter-departmental committee on physical deterioration. Its account of the ill-nourished English child I found to be almost identical with that which any New Yorker familiar with tenement-house life would give of our own unfortunate child. The English committee's recommendations may therefore be suggestive in America.

Before discussing these recommendations, let us glance at the conditions which led to them; and first of all I will quote from an as yet unpublished study of twenty-four New York tenement-house families.

Ill-cooked cereals, fried meats and pickles, canned vegetables, condensed milk, enter largely into the dietary of the school children. There is an enormous consumption of tea by all members of the family. It is prepared in the morning and stands all day, hot water being poured from time to time over the tea leaves. It is dark and muddy and undoubtedly poisonous. Coffee is also of the "long-standing" kind. The children drink vinegar because "sour things taste good." Milk is bought in tin pails at four cents a quart. The cover is taken off the pail and the milk is exposed. There is entire ignorance about preserving the purity of milk. Sometimes the child goes to school without his breakfast, because the mother is not up in time or because he has overslept. Were he to wait for breakfast he would be late and "teacher" would send him home. Sometimes a child buys candy and pickles for lunch to save the trouble of cooking. Or when the mother goes out to work the child has only such food as could be prepared before leaving home. Sometimes the father cooks, or the children themselves fry the pork chops. Supper is served at irregular hours; the children eat the heavy supper of the adults, the mother preparing it according to the wants of her husband. In fact, as soon as the child is weaned, it gets "everything on the table." In one case a mother gave her baby whisky "to make her strong."

I pass on to the statements of the English blue-book. In most cases tinned milk is the only expedient among the poor. * * * The vessel once opened is exposed to every kind of bacterial contamination, and by the time it is exhausted all sorts of foul ingredients have been conveyed into the child's system. When tinned milk is not in use, highly diluted and probably sour cow's milk in which groats or bread have been soaked is employed instead. It is needless to say that in such circumstances the worst effects of malnutrition make themselves manifest very soon, and the condition of the unfortunate child is not improved by the practice begun very early in its career of encouraging it to eat whatever may be included in its parents' dietary. * * * Even when the milk supply is pure it may be rendered injurious by dirt in the house, the proximity of contaminating articles, the general ignorance, in fact, that prevails as to how milk should be stored and the conditions under which it is fit for use. * * * The tea used is in its most dangerous form, having been brewed in the morning and been allowed to stew throughout the day. An instance was given of a child who had died the victim of his parents' special kindness in this respect. The growing consumption of tinned foods and its coincidence with the decrease of cookery at home press with exceptional severity on the young. Few of the mothers in the poorer districts do much cooking; tinned foods or bad fried fish are the alternatives; and if the mother does do any cooking it is only for the father, and the children have to eat what he does. One witness described the regrets of the country holiday child for its "tasty" supper, which on inquiry proved to vary between bloaters and a half-penny saucer of pickles. It was the habit of parents to feed children off their own plates, and this would ordinarily include raw herrings, pickles, fried fish, and the like. "They live as we do." According to one witness the three circumstances, want of food, irregularity, and unsuitability of food, were, taken together, the determining cause of degeneracy in children. One of the London school inspectors estimated that 122,000 children, or 16 per cent of the elementary school population of London, were underfed.

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The inter-departmental committee did not stop short with the question of nourishment. That was only one factor, although perhaps the most important, in the neglect of children. "The fact of ignorance and neglect on the part of parents is undisputed. * * * It is not, perhaps, easy to determine how much of this neglect springs from ignorance and how much from callousness." * * * Overlaying is described as frequent and is the result of carelessness or drunkenness, the cases generally occurring between Friday night and Monday morning. * * * The instances in which children are left alone in a room with a fire unprotected by any guard are said to be very numerous. During the years 1899 and 1900 inquests were held on the bodies of 1,684 young children whose deaths had resulted from burning, and in 1,425 of these cases the fire which caused the accident was unprotected by a guard. * * * The lack of ventilation and ignorance of the value of keeping windows open have a very deleterious effect on child-life. * * * Clothing is badly fitted and insufficient. In many households there is no such thing as a needle and cotton and mothers made no attempt to mend their childrens' clothes. Weight was their only criterion of warmth. * * * A very common and noxous practice is the habit of giving infants India-rubber nipples. It has the effect of causing contraction of the roof of the mouth and the air passages at the base of the nose, which is prejudicial to proper breathing, and is also instrumental in introducing foul germs into the system by virtue of the dirt accumulated. * * * A great contributory cause of physical deterioration is the fact that the children do not get enough sleep. They are habitually up until very late at night. This was attributed by one witness more to parental carelessness than to the fact that the children would not go to sleep, even if they were put to bed, by reason of the noise and overcrowding. * * * Very little knowledge is found among mothers of the slighter illnesses to which children are prone, and precautionary measures are rarely taken until they have reached an aggravated stage.

Similar conditions in New York tenement-house families are described in *Family Monographs*: "None of the children gets enough fresh air." Sometimes an infant is taken out by an older sister for "an airing" or the mother takes the child with her if she goes on an "errand;" but there is no regularity about these outings. Nor do the children get enough fresh air in their rooms. The mother is usually afraid of opening the window; and the bedroom air is apt to be foul. * * * Frequently the children are not sufficiently warmly clad. They play on the streets, or run errands with a thin shawl to keep them warm. In some cases underclothes are almost lacking or rarely washed. Both over and underwear are frequently torn and ragged. The mother seldom does any regular sewing or mending. When the clothes are worn out she buys new. "They are cheaper than making them at home." * * * "Mothers' delights are in constant use. * * * The children rarely have a regular bedtime. Sometimes they go to bed very late. * * * Generally the physician is not called in until the child is seriously ill. It is not at all uncommon to find a mother ignorant of the cause of her infant's death.

The statistical witness to the foregoing facts is the infant mortality rate. The English report states that infantile mortality in England "has not decreased materially during the last twenty-five years, notwithstanding that the general death-rate has fallen considerably." In congested parts of London this death-rate reaches 223 to 1,000 births. In one district in Sheffield the rate was 234 and the report adds: "There is no doubt that, in parts of the country, during certain seasons of the year, such rates are vastly exceeded.

The infant mortality rate for New York city for the calendar year 1904 was, according to the statements of the Department of Health, 160. Unfortunately, however, the department does not keep records according to districts, so that this figure conveys no information in regard to the rate in the tenement-house population.

As Jevons once remarked, such an animal sacrifice as the English rates represent—if the facts were known the New York rates would undoubtedly indicate the same sacrifice—is tantamount to the infanticide practices of savage man. Moreover, this modern method of checking population is much harder on civilized man, or rather woman, than was the primitive method on primitive woman. The savage infant is generally killed within the first minutes or hours of life if killed at all. In modern life the sickly or diseased life of the short-lived, ill-fated infant is a severe drain upon both mother and older children. This strikes us more forcibly if less logically when we turn from the bare bones of statistics to individual cases. English witnesses stated as follows: In Dundee "it was quite a common thing to find a woman who had as many as thirteen children, and had lost eleven or twelve out of that number, in some cases the whole of them." In Sheffield "one woman I know has buried seventeen out of eighteen children, another has had sixteen sons, of whom only six are living." Among a certain number of mothers questioned in Hanley and Longton, it appeared that thirty-eight per cent of the children born to them had died in infancy. In Burnley one woman is said to have had twenty children and buried sixteen, all having died between one and eleven months of age.

In the records of *Family Monographs* we find that in one family of eight children "one was stillborn, one died a few minutes after birth, one died at the age of fifteen months from a sunstroke while playing on the roof, one died at the age of five from the effects of burns, her dress having caught fire while she was playing near the kitchen stove, one is a hunchback from falling out of her seven-year-old sister's arms when she was fifteen months old, one is 'foolish' from falling down stairs before she was a year old, and one has been very delicate since infancy because of poisoning by lye (not to speak of subsequent 'home remedies,' brandy, etc.) swallowed when a year and a half old from a cup on the kitchen table."

The English committee does not confine its inquiry to the home conditions for which parents are directly responsible. It examines the general subjects of the dearth of anthropometric and health data, urbanization, overcrowding, housing, parks, pure food and milk supply, conditions of factory work and particularly the effects of factory work on mothers and infants, the midwife system, alcoholism, insanity, syphilis, etc.; medical inspection of school children, juvenile courts, etc.; and it pro-

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ceeds to make recommendations covering all these subjects. We shall confine ourselves particularly, however, to its recommendations on the care of children in their homes or of children deprived of home care through parental culpability, for I take these recommendations to be the really novel and significant part of this government report.

These recommendations may be classified according to the object proposed as follows: 1, provision for children that can not be reached through their parents because of the latters' absolute incapacity or incorrigibility; 2, training of actual parents; 3, training of potential parents.

1—The committee recommended the establishment of municipal creche wherever thought desirable because of employment of married women in factories or of other reasons. It also recommended the establishment of public nurseries for the children of persons who have proved themselves from whatever cause incapable of independent existence, and who are therefore to be segregated in state labor colonies. "With a view to the enforcement of parental responsibility the object would be to make the parent a debtor to society on account of the child, with the liability, in default of his providing the cost of a suitable maintenance, of being placed in a labor establishment under state supervision until the debt is worked off."

In view of the fact that a large number of children habitually attend school ill-fed, and in view of the consensus of opinion submitted to the committee that the time has come when the state should realize the necessity of insuring adequate nourishment to children in attendance at school, the committee concurs in the opinion of an earlier governmental commission that "the preparation and cooking of these (school) meals, where it is found necessary to provide them, ought to be regarded as one of the charges incident to school management." The committee reviews the means that have been adopted in various cities in England to meet this problem and concludes that the wisest plan, except for children that are especially "retarded" because of undernourishment, is for the school authority to supply and organize the machinery and private philanthropy to furnish the material. Retarded children should be placed in special schools where feeding would form an essential feature. In all cases parents should be made to feel responsible and held to account for the proper support of their children. "The committee deem that by these means the community may be protected from the consequences of the somewhat dangerous doctrine that free meals are the necessary concomitant of free education." The committee also states that it looks primarily to social education, *i. e.*, the education of the parent, as the ultimate solution of the underfed child problem.

2—"Impressed with the enormous sacrifice of infant life due to insufficient or improper feeding," the committee recommends the general issue to mothers of leaflets on the rearing of babies. This distribution of leaflets on the care of children is already carried on by private societies in several places in England. The committee suggests that it might also be done by the municipality. The committee also suggests that the enforcement of the Midwife Act of 1902 will do much towards disseminating knowledge about the care of infants. By this act "every midwife is made responsible for the cleanliness, and is enjoined to give full directions for securing the comfort and proper dieting, of mother and child during the lying-in period, * * * a period of ten days after delivery."

The committee notes with approval the work of the health visitors of the Public Health Society of Manchester. It was stated that the mothers "seemed to take it as quite reasonable that the medical officer of health should prescribe for them what they might and might not do, and to be impressed with the fact that what their mothers did before them would no longer be allowed to be their guide in their treatment of their children."

3—The committee recommends the establishment of "continuation classes for domestic instruction * * * at which the attendance of girls who have left school should be made obligatory twice a week during certain months of the year. The courses of instruction at such classes should cover every branch of domestic hygiene, including the preparation of food, the practice of household cleanliness, the tendance and feeding of young children, the proper requirements of a family as to clothing—everything, in short, that would equip a young girl for the duties of a housewife."

The committee suggests that the members of these continuation classes might visit from time to time the municipal crèches referred to above and receive instruction in them on infant management. It also recommends that physical exercise of a recreative character be included in the curriculum of such continuation classes as a means of adding both to their value and their popularity. The committee adds: "There is no reason why a judicious discretion should not be permitted in the enforcement of compulsory attendance at such classes: girls in domestic service, for example, might properly be exempt, as the committee were informed that comfortable homes are, as a rule, to be found among the working classes where the wives have had the advantage of this training; factory operatives are, on the other hand, said to make the worst wives, and to facilitate their attendance at such classes some modification of the hours of work might be introduced."

Compulsory continuation classes were also recommended for boys in military drill and physical exercise.

Bearing in mind that in England "charity" is to a certain extent popularly associated with state schools, and that in this country, on the other hand, there is an extremely healthy sentiment against any such association, together with a remarkable alertness to organize private associations for the public good, there are, nevertheless, certain suggestions in these recommendations which we New Yorkers would do well to consider. * * * There is a need of a far greater number of day nurseries in New York. A day nursery should be found in the immediate neighborhood of every public primary school. Although conducted as private enterprises, there should be in the eyes of the neighbors some relation between them and the school. How this may be brought about we shall consider shortly. * * * Discussion of the labor colony scheme would take us too far afield. A strict enforcement of the recent family desertion legislation will be helpful in this direction. As the framers of the act doubtless realized, there are a wretchedly large number of

(Continued on page 6.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation,

MARGARET A. HALEY. . . . . Editor
ESTHER TABER. . . . . Managing Editor

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A PROTEST AGAINST IRON FENCES AROUND OUR PARKS.

One of the greatest features of our park system has been the evident freedom given to the people by the inviting openness of it all. We recall the feeling of disappointment we experienced on a visit to Central Park, New York city, to find a high iron fence barring our entrance, warning us not to enter, as it were, rather than receiving us with open arms and cordial, generous welcome. We felt, too, a sense of civic pride that our city had not done this thing, when lo! we are threatened with the same barriers, fearing some people will persist in doing irregular, dishonorable things, and a few thieves will seek escape through our parks, or a few suicides will throw themselves in the lagoon. Why must we all suffer for the mistakes of the few? Why not place an abundant supply of arc lights in the many dark, sheltered places and add a force of twenty-five new officers for police protection?

If a few people were arrested for breaking through the beautiful shrubbery, the offense would soon be done away with. We got rid of the spitting nuisance in short order, when the chief detailed officers enough to make it a most risky thing for the offender to even try it. Why not give the same attention to the park offenders? Nor does it seem to us that the end desired will be attained by the iron fence, for while the officers are attacking on one side the criminals may escape on the other, the fence adding protection rather than taking it away. Now the offenders run the chance of being discovered by civilians in the park. Should the fence be raised they will be all the safer, for they will seek out places unfrequented by the people.

I hope every teacher will feel it her duty to be a committee of one to protest in every possible way against this undesirable barrier.

Fewer people will go to the park when entrance can only be gained at stated intervals, and the appearance will be that of a prison; it will give a sense of loss of freedom which is now the greatest beauty of our parks.

HARRIETTE TAYLOR TREADWELL.

4556 Ellis Avenue, Chicago, Oct. 5, 1905.

South Park Commissioners:

Gentlemen:—I, even as a little citizen of the south side, enjoy the freedom of the parks, to which people can come and go when and how they please.

With the help of a few arc lights and some active policemen, disreputable conduct could be easily avoided, and would cost less than such a high fence around such a vast stretch of land.

If we must have fences, let them be around vacant lots that people try to make like parks.

Although I am a school boy, I hope you will consider the above. Yours respectfully,

LEWIS J. BERGMAN.

1217 Garden Street, Hoboken, N. J.,
September 29th, 1905.

To the Editor:

Sir.—Pursuant to a resolution adopted at the last meeting of the New Jersey State Teachers' association, a commission of inquiry has been appointed to study the whole question of teachers' annuity and pension systems in the United States (with the view of strengthening our New Jersey plan) and to report at the December meeting of the association. In connection with this study, the undersigned has undertaken to discover what has been accomplished along these lines. It is intended to embody the findings of our commission in a report (which will be at the disposal of educators generally) to be issued immediately after January 1st, and which it is expected will cover everything that has been achieved in this direction—whether state, municipal, or mutual. We hope, also, to include a review of what has been done in Canada, Great Britain, France and Germany. To make our investigation really thorough, we propose to study the failures as carefully as the successes.

On the questions involved, we wish to evoke the broadest possible expression of opinion, and to this end we bespeak your kindly co-operation by giving space in your esteemed journal to this letter, our questionnaire, and the synopsis of the New Jersey law.

Your readers are earnestly requested to reply to the questionnaire, by query numbers; to ask questions of us, to make suggestions. Correspondence is cordially invited with any who are interested in the subject.

With thanks in anticipation, I am,

Very sincerely,

ELIZABETH ALLEN,

Secretary of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey.

Questionnaire in Re Public School Teachers' Retirement Annuity and Pension System.

1. Do you believe in the principle of a retirement annuity or pension system for aged and invalided public school teachers?

2. Will you kindly state, briefly, your reasons pro and con?

3. Who, in your opinion, is the greater beneficiary of a retirement annuity system that relieves the schools of teachers of impaired efficiency? Is it the schools—i. e., the people, the state, the community—or the teachers themselves? Your reasons.

4. Should the pension fund be provided by the teachers, or the state, or the school district? In other words, ought the fund to be a charge upon the teachers or upon the people at large? Or should it be contributed by both teachers and people?

5. Who should be eligible to membership in such a fund? (This question does not mean "Who should be eligible to pension or annuity?" which matter is dealt with under queries 8-15, but what superin-

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tendents, supervisors, teachers, teacher-clerks, etc., ought to be privileged to join the fund?)

6. Should membership in the fund be voluntary, or ought it to be compulsory on all teachers, including superintendents, assistant superintendents, supervisors, principals, special teachers and teacher-clerks?

7. What percentage of salary ought members to contribute?

8. How should amount of annuity be regulated? What ought to be its amount? Fixed by what standards? What minimum? What maximum?

9. On what conditions ought annuity to be granted? For disability? For age? For period of teaching service? For age and teaching service combined? etc.

10. Should a minimum of service combined with mental or physical incapacity (to teach, to earn a sufficient livelihood?) be conditions precedent to retirement on annuity?

11. Ought the rules to permit a teacher to be retired on annuity on his or her demand after a specified term of service? or at a certain age combined with a certain term of service? If so, what should these ages and terms of service be:

For men?

For women?

12. Should retirement for age be compulsory? If so, at what age, and conditioned on what term of service:

For men?

For women?

13. Or, ought disability to be a condition in all cases?

14. Should retirement on annuity be voluntary or compulsory?

15. If in some cases voluntary, and in others compulsory, name the circumstances that ought to govern either method.

16. Do you favor a retirement system (as in New Jersey) applying to every public school teacher in the state; or a system for teachers in certain cities, or cities of a certain class?

17. If you favor the latter system, what provision is to be made for aged and invalided country teachers? How are the country schools to be relieved of instructors who, by reason of age or infirmity, are no longer able to render efficient service?

Kindly answer the foregoing questions by number, and send reply to (Miss) Elizabeth A. Allen, secretary, 1217 Garden street, Hoboken, N. J. As the period is brief in which our report must be prepared, an early compliance with our request will be greatly appreciated.

Main Feature of the New Jersey Public School Teachers' Retirement Fund Law—Enacted March 11th, 1896; First Annuity Granted Dec. 3rd, 1897.

Title—"The Board of Trustees of the Teachers' Retirement Fund." Administration—A board consisting of three members of the State Board of Education, the state superintendent, and three teachers elected by the State Teachers' association. The state treasurer is, ex-officio, treasurer. Membership is voluntary for any superintendent, supervisor, principal, teacher or teacher-clerk in the public or state schools of New Jersey. Dues are reserved from each salary payment and remitted monthly to the state treasurer. They are (1) All New Jersey teachers were given a certain time to join on a salary deduction of one per cent; (2) At present those who have taught not more than a total of ten years may join for one per cent; (3) Persons joining now who have served more than ten and less than fifteen years must pay two per cent; (4) Those who have taught fifteen years or more must pass a satisfactory medical examination before they may join on the two per cent basis. The law permits the fund to be augmented by donation, legacy, gift, bequest, device or otherwise. Annuities are half-pay (minimum $250, maximum $600; less one per cent reserved for the fund), subject to a pro rata reduction if at any time there shall not be sufficient funds on hand to pay in full, and are granted on disability after not less than twenty years' teaching in New Jersey. Before any annuity may be drawn, the beneficiary must have paid into the fund an amount equal to at least 20 per cent of one year's average salary for the last five years. Members whose applications for annuity have been granted by the trustees may make up the balance due in one payment. Any member who shall honorably resign from teaching in New Jersey, except as an annuitant, after contributing to the fund five years or more, may draw out one-half of the amount paid into the fund without interest.

One hundred and nine annuities have been granted (19 men and 90 women), to whom have been paid benefits amounting to $93,754.00; while a net surplus of $85,000.00 has been accumulated, which the teachers are trying to raise to $100,000.00 before January 1st.

BOARD OF EDUCATION.

Wednesday, October 11, 1905.

The following reports were adopted:

That Clara Louise Baur, a teacher in the Goethe school, be elected as head assistant at the Belding school.

That John H. Stube be elected principal of the Thomas evening school.

ELECT HARRIETTE T. TREADWELL PRINCIPAL OF THE WARREN SCHOOL.

That Harriette T. Treadwell, at present a teacher in the Forestville school, be elected to the position of principal of the Warren school, to fill the vacancy caused by the transfer of Patrick Haley to the Colman school, at the salary of the third group, first year, $1,200.00 per annum.

ASSIGNMENTS, AND TRANSFERS OF TEACHERS.

ASSIGNMENTS.

Barber, Heman J., Goethe; Beattie, Annie J., Burley; Benson, Virginia B., Lafayette; Burton, Lena, Belle, LaSalle; Connor, Agnes, Clarke; Cutler, Ida D., Lomensky; Dillon, Grace W., Pullman; Farr, Maude C., Monroe; Fluke, Antha L., Pullman; Forbes, Annie, LaSalle; Hall, Mabel P., Drummond; Hoenes, Louise E., Tilden; Johnson, Effie E., Bancroft; Kaufman, Minnie D., Libby; Kelley, Anna M., Thorp; Killeen, Margaret E., Lafayette; Leutwein, Victoria, Gallistel; Lewis, Lillian, Peabody; Miller, Janet, Gallistel; O'Hearn, Ella V., Jirka; O'Malia, Isabella, Marsh; Parker, Kate M., Goodrich; Purves, Hannah, Haven; Rauch, Clara, Brentano; Rice, Ethel V., Curtis; Robinson, Agnes G., Henry; Squiers, Mary P., Peabody; Smith, Carrie R., Farragut; Swiney, Edna C., Schley; Vognild, Selma, Andersen.

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TRANSFERS.

Barry, Kathryn R., from Jirka to Whittier; Brown, Elma R., from Tilden to Kenwood; Butler, Mabel R., from Clarke to Burr; Clark, Mary F., from Goethe to Brentano; Connell, Julia E., from Hartigan to Bass; Davey, Katherine A., from Monroe to Pullman; DeYoung, Richard G., from Thorp to Curtis; Dirschmidt, Elizabeth, from Logan to Parental; Duffy, Almira M., from Pullman to Willard; Glavin, Emma, from Harrison to Smyth; Henry, Marguerite, from Marsh to Taylor; Howe, Alice, from Gallistel to Fiske; Kochne, Leona E., from Libby to Park Manor; Laing, Lucy I., from Marquette to Yale Practice; Lodge, Anne L., from Kenwood to Emmet; Marnell, Mary E., from Pickard to Goudy; McClelland, Alice E., from Spry to Pickard; McDermott, Mary E., from Hammond to Earle; McKay, Margaret V., from Bass to Auburn Park; O'Sullivan, Minnie E., from Pullman to Sullivan; Potts, Catherine W., from Gallistel to Revere; Quealy, Margaret E., from Komensky to Scammon; Rhinesmith, Grace E., from Goodrich to McPherson; Richardson, May H., from Lafayette to Calhoun; Rohrer, Marie A., from Henry to Irving Park; Rothschild, Clara, from Scammon to Jefferson; Schwartz, Gertrude E., from Sullivan to Forestville; Yorks, Mary E. Davis, from Calhoun to Linne.

TRANSFERS DEAF DEPARTMENT.

Knox, Emma, from Hammond to Darwin; Lee, Barbara C., from Yale Practice to Froebel; Newlee, Clara W., from Beidler to Normal Practice; McKee, Margaret V., from Yale Practice to Normal Practice.

KINDERGARTEN TRANSFERS.

Bohn, Mary H., from Walsh to Cooper; Snyder, Edith E., from Coonley to Normal Practice.

UNASSIGNED LIST.

Allen, Grace H., Burr; Bond, Clara G., Burley; Brown, Daisy Dee, Mulligan (kdgn); MacDougal, Lydia A., Clay; Schwarm, Kate, Whittier; Summers, Cora, Bass; Thompson, Alma A., Mark Sheridan; Thompson, Jane, Auburn Park; Thurston, Henry W., Normal.

RESIGNATIONS.

Bellew, Eva C., Knickerbocker; Devlin, Anne M., Holden; Lait, Julia Alise, Burr; Latham, Melva, Normal Practice; Lordon, Margaret H., Jefferson; Sienank, Elsie F., Earl; Wentworth, Sarah Geer, Farragut.

CERTIFICATES AS PRINCIPALS IN ELEMENTARY SCHOOLS.

Virginia Huguenin, Hannah L. Twohy.

CERTIFICATES AS TEACHERS IN ELEMENTARY SCHOOLS.

Gertrude Caward, Elizabeth Wilson.

Transfer James E. Welsh from the principalship of the Colman school to the principalship of the Garfield school, and P. F. Haley from the principalship of the Warren school to the principalship of the Colman school.

AUTHORITY TO DROP TEACHERS FROM THE EVENING SCHOOLS WHOSE WORK IN DAY SCHOOLS IS BEING INJURED BY SUCH WORK.

The Superintendent of Schools reports that it has been frequently charged that the teachers who are employed in both the day and the evening schools neglect their day school work on account of the strain upon their energies. In the opinion of the superintendent, there is some justification for these charges in individual cases, and the superintendent, therefore, respectfully recommends that he be authorized to drop from the list of evening school teachers, without regard to their record there, all persons whose record in the day schools has fallen below the mark of 80, which is considered the lowest mark given to a good teacher.

The superintendent recommends that he be authorized to drop from the list of evening school teachers, without regard to his or her record there, any teacher whose day school work, in the opinion of the principal and district superintendent, is being injured by her work in the evening schools.

EMPLOYES.

ASSIGNMENTS.

Joseph J. Shane, office boy; Lillian A. Smith, stenographer; Daniel J. Farelly, truant officer.

SUSPENSIONS.

Michael Condon, engineer of the Wicker Park school, pending investigation by the trial committee.

REINSTATEMENTS.

Patrick Love, janitor, Schiller school.

LEAVES OF ABSENCE.

Mary A. Homer, janitress, Wm. Penn Nixon school; Lawrence Vaughn, driver supply wagon.

(Continued from page 3.)

fictitious "widders" in New York and perhaps a still larger number of wives and mothers who support by the most laborious and health-destructive work their husbands and children. * * * One witness in the English investigation suggested the establishment of self-supporting school restaurants in the vicinity of the schools where school children could obtain at the lowest possible cost a hot and nourishing dinner. I should like to see such a scheme given a good trial in New York by private enterprise. Such school restaurants, like the school nurseries, should be quite dissociated from "charity." By means of a ticket system, however, the children of temporarily destitute parents could, through settlements or relief agencies or school nurses, get free meals in these restaurants without the knowledge of either the restaurant manager or the patrons. * * * Our Department of Health already prints and distributes excellent leaflets on the feeding of infants. In our local school district we are arranging for the distribution of these leaflets through the school children, and this could be advantageously done throughout the schools. Simple leaflets on the general care of children, containing in particular dietaries for older children, might be printed and distributed in the same way. They should, of course, be printed in different languages.

Incidentally I should like to suggest that cooking classes for mothers might be arranged for in the late hours of the afternoon or in the evening in our schools. I know of one such class and it seems as if all the school kitchens might be used to the greatest advantage in this way. The suggestion in regard to compulsory continuation classes for boys and girls, particularly girls, merits serious consideration by our Board of Education. Arrangement for the indispensable object lesson in such classes, *i. e.*, the baby, the bedroom, or the kitchen, presents the chief practical difficulty; but this difficulty could be overcome through co-operation with private associations, hospitals, nurseries, settlements, etc., in different ways in different districts. Such an arrangement in the case of the nursery would also

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have the advantage of giving the connection in popular thought that we have already suggested was desirable between the public school and the private nursery.

There is a rather curious and unfortunate situation in New York which these home-making classes would tend to better. In many parts of the city boys and girls are club-crazy, so to speak. It is not uncommon for a young person to attend a club meeting or a dancing party every night of the week. Alienation from home life is the inevitable result. An unattractive home cannot compete with the social settlement, or the church sociable, the "racket," ball, etc. The most zealous partisans of the settlement idea must confess, I think, that the settlement especially is a disintegrating factor in home life, particularly in the case of the immigrant family where the gulf between the two generations is unusually broad and deep.

Throughout our discussion we have taken for granted the desirability of co-operation between public and private agents of education, etc. As the English committee states in a similar connection, "the system has the advantage of linking individual and philanthropic effort with municipal responsibility, in a way that regularizes the one while energizing the other, and appears to give to each its proper influence in dealing with social wrongs, at the same time tending to check the overlapping and misdirection so often characteristic of purely charitable impulse." As a matter of fact, very little co-operation of this kind exists at present in New York. Nor is the point of view necessary to insure it very general. There are, I think, two agents in our existing school system who may be counted upon in this connection and who, given certain changes in the popular notion of their functions, might become very important agents in our school administration. I refer to the school nurse and the local school board.

In 1902, at the suggestion of Miss Wald, head of the Nurses' Settlement, the New York departments of health and of education agreed to attach trained nurses to two or three of the schools to see to it that the orders of the "school doctor" were properly carried out, particularly in regard to contagious skin and eye diseases. At present every school is visited by the Board of Health nurse, and the nurse has begun to look after the child patient outside as well as inside the school building. Hitherto, however, her efforts in accordance with those of the school doctor have been more or less confined to caring for the child in cases of contagious disease.

Why should not the functions of the school nurse be enlarged? It seems to me that she may be a potent means of solving the problem of the underfed or neglected child. To this end she should attend to the physical, and as far as possible cultural, needs of the child at home and she should include the child below as well as the school age in her ministrations. We are beginning to realize that the first five or six years of childhood are the most important period of education, understanding education in its large sense, *i. e.*, nurture. To fulfill its educational purpose, therefore, education for citizenship, the state must begin its work of education at birth. It is the experience of all our settlement workers, and religious or relief society visitors, as well as that of the English witness whom we have cited, that the district nurse receives a welcome and a hearing when all other means of reaching a run-down family fail. The state should take advantage of this disposition.

The school nurse should be the state's most indispensable agent in keeping down its budget for its foundling asylums, hospitals, departments of health, juvenile courts, truant schools and reformatories, etc. Furthermore, and perhaps this is her most important task, her advice would undoubtedly be heeded, to a certain extent at least, in families of the independent, charity-shunning, but ignorant type.

The school nurse should be the agent, too, of all the private social betterment societies of a given neighborhood. She should be in herself a clearing-house of information for all the neighbors in regard to their opportunities. She should be a means of eliminating much of the present overlapping and waste of energy that goes on in the present more or less blind and futile tenement-house visiting, a saving of time and money to the societies and of temper and self-respect to the unwilling visited. To be able to do all this she must, of course, have something more and perhaps something less than the usual training of the professional nurse. She must have a special social training and she can dispense, perhaps, with part of the medical training. Her training should be just as long and as careful as that which she receives at present; but her curriculum should be somewhat changed. Could not the School of Philanthropy and one of our train-

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ing schools for nurses, particularly the training school of a maternity hospital, unite in planning such a curriculum?

In our local school boards I find another means in this work of reaching and improving the home conditions of the actual and potential school child. If the school nurse is to be the source of information in regard to neighborhood needs and opportunities, the local school board should be the promoter of means of filling these needs and enlarging these opportunities. The chief work of the local school board should be to make the school a true neighborhood center. Through the school nurse, and better still, through personal experience, the members of the local school board should be thoroughly familiar with the needs of its district, and should co-operate with public and private agencies for meeting these needs. It should be, so to speak, the executive committee of a village improvement society, the school district being the village. It should do much of the work for its neighborhood that the social settlement does now because there is no one else to do it. Incidentally, let me remark that the social settlement has always seemed to me a makeshift, or perhaps it is more appreciative to say, an advance agent for social experiments. From this point of view it fills, of course, something more than a temporary need, but to fill it well it must always have a lead on organized social activities. In spite of delusions to the contrary, it is, and from its nature must be, an exotic in its neighborhood. Its first achievement should consist in making the organized social life fuller and richer, not in usurping the functions of existing neighborhood institutions. I believe that, thanks largely to the settlements themselves, the time has come for them to entrust many of the tasks which they have been undertaking for the past ten years in New York city to the school organization of their neighborhood.

To take over the task of making their schools neighborhood centers, the local school boards must, of course, consist of experienced and competent persons. If the importance of local school board service were realized and if the appointing power—at present the borough president—were held responsible for his appointments, it would not be so difficult to secure this service as it may at first sight seem—From *Charities* of Sept. 23.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, October 14, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, October 17, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

Bill had a billboard. Bill also had board bill. The board bill bored Bill so that Bill sold the billboard to pay his board bill. So, after Bill sold his bill board to pay his board bill, the board bill no longer bored Bill.—Yale Expositor.

The rainbow is always in the distance. Don't neglect the present by chasing after the future.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, OCTOBER 20, 1905. No. 36.

NEEDS OF CHICAGO.

Speech of Mayor Dunne at Commercial Club Banquet Oct. 7, 1905.

"Chicago, in my judgment, is the greatest city of America, not in population nor in wealth, but in energy, activity, and vitalized ambition in both commercial and economic directions. It is the nerve center of America from which pulsates and throbs the advanced thought and energy of the American people. It is a city of palaces and of hovels, a city of churches and of charnel houses, a city of millionaires and mendicants, into which have poured the children of every race and clime upon earth, and it has been rapidly assimilating all classes of people into good American citizenship. It is the theater of political action. It is the center of political economic thought. It is a city of courage and determination.

CITY'S INCOME TOO SMALL.

"Chicago suffers from an economic standpoint in many vital particulars. We suffer sorely from an inadequate revenue to improve our streets, to police our city, and to give efficient fire and sanitary protection to our citizens, and in general to run the municipal government properly. Let me call your attention to a few figures to substantiate this statement.

"In the past we have been unable to raise sufficient revenue to run the municipal government properly. This is shown by the fact that the total debt per capita for the city of Chicago is a little over $28, while that of New York is $143, of Philadelphia $42, of St. Louis $39, of Boston $148, of Baltimore $75, of Cleveland $53, of Buffalo $51, and of Pittsburg $76. Of the ten largest cities in the United States the total debt per capita in Chicago is less than that of any, except San Francisco.

TAXES LOWER THAN ELSEWHERE.

"The general property tax per capita in Chicago in 1904 was $9.32, while that of New York was $19.36; of Philadelphia, $13.37; of St. Louis, $13.88; of Boston, $28.01; of Baltimore, $11.16; of Cleveland, $12.49; of Buffalo, $11.48; of San Francisco, $13.12, and of Pittsburg, $15.20. In other words, the general property tax of Chicago is less than that of any other of the ten largest cities in the United States. Is it at all surprising that, with such scanty revenue in the past and at present, the city of Chicago presents comparatively unclean and dilapidated streets to the strangers within our gates.

"Ought you reasonably to expect the police force of the city to protect your lives and property adequately when you are informed that there are only sixty-eight policemen in Chicago to every hundred miles of streets, while in New York there are 304, in Philadelphia 151, in St. Louis 128, in Boston 186, in Baltimore 79, in Cleveland 126, in Buffalo 118, in San Francisco 89, and in Pittsburg 106? Chicago should have at least 1,000 additional policemen to police the city properly.

"Ought you reasonably to expect to have as efficient fire protection in the city of Chicago as you would have in a city like New York, where they spend $1.57 per capita, or in Philadelphia where they spend 90 cents, or in St. Louis where they spend $1.41, or in Boston where they spend $2.21, or in Cleveland where they spend $1.47, or in Baltimore where they spend $1.74, or in San Francisco where they spend $2.74, or in Buffalo where they spend $1.47, or in Pittsburg where they spend $1.58? You know that it is unreasonable and that it cannot be expected.

SANITATION AND HEALTH.

"Have the citizens of Chicago the right to expect that its sanitary department could be managed efficiently and properly when the appropriation made per capita is 8 cents per annum, while New York spends 34 cents, Philadelphia 25 cents, St. Louis 24 cents, Boston 32 cents, Baltimore 18 cents, Cleveland 18 cents, Buffalo, 10 cents, San Francisco 27 cents, and Pittsburg $1.02? And yet, strange to relate, the death rate in Chicago is the lowest of any of the ten great cities in the United States.

"The crying need of Chicago at the present time is for an adequate revenue to enable it to have an efficient police force, an efficient fire department and well equipped bureau of health, an efficient department of public works, and a general adequate equipment of its other departments. This lack of revenue arises from two causes—first, the limitation upon our bond issuing power, and, secondly, from the fact that, for some reason or other, much of our property escapes taxation.

"Chicago needs greater revenue equitably distributed over its property owning citizenship.

PRIVATE USE OF PUBLIC PROPERTY.

"And yet, while Chicago has a much smaller revenue than any of the other great cities of the United States and while it is crippled financially, a large amount of public property is being used by private persons and corporations without compensation to either the city or the state, and when a demand is made by the city authorities to collect for the use of such public property from private persons or corporations, an outcry is raised by the parties interested as though an act of injustice was being perpetrated.

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"The use of public property by private persons and corporations without compensation has gone on in this city so long and so extensively that these private persons and corporations have reached the conclusion that they have the right by prescription to continue that abuse forever.

"Public property, the rental value of which annually would reach probably into the hundred thousands, has been and is now being used by private individuals and corporations without remuneration to the public. Chicago demands that this inequitable, unfair, and unjust use of public property without compensation shall cease.

SHOULD OBEY WILL OF THE PEOPLE.

"There is another need of Chicago to which I might advert. If Chicago is to be really great it must become morally and ethically great as well as commercially great. Not only should its citizens be willing to pay for the use of public property when they utilize it, and be compelled to pay for it if they are unwilling to do so, but the will of the people as expressed at the ballot box should be binding upon the conscience of the public. Our legislature has wisely enacted a law permitting the people to express their wishes upon questions of great public interest at the ballot box. In so doing the legislature recognizes that this is a republic and that the will of the people is supreme.

"A true republic is that in which all citizens have the right to be heard in the enactment of laws and the shaping of the policies of the government. In republics of small population this can be done in general councils of the people, which all the people may attend and at which they may record their votes. But in a great republic, such as ours, it is a physical impossibility for all the people to assemble and vote in person.

EXPRESSED AT BALLOT BOX.

"Our legislature, therefore, patterning after the republic of Switzerland, has devised a wise and honest method under which the people can express their views, not in conventions but at the ballot box. And when the people have so expressed themselves at the ballot box, it should be the duty of all good citizens to bow to the will of the people and carry out their behests in their city councils.

"If Chicago would become really great, it must become morally great enough to recognize that the will of the people as expressed at the ballot box must be obeyed until that will is changed or modified. So I say to you, gentlemen, that, to make Chicago the greatest city in the land, we must not only encourage trade within its gates, and trade towards its gates, but we must also provide for a revenue adequate to carry on its government efficiently, and secure just and fair distribution of taxation, but, in addition, recognize the binding force of the public will as expressed at the ballot box. All these things must and will come, and it is our duty, as citizens who love this city and heartily hope for its future continued development and prosperity, to wish that that time shall come as speedily as possible.

"That man that would retard the commercial growth of Chicago or fail to forward it, is a poor citizen. That man who would hamper it in the collection of its honest demands for revenue equally distributed is a bad citizen, and he who would thwart the will of the people, as expressed at the polls, or attempt to thwart it, is a dangerous citizen.

"Let us all work for the growth of the city's trade and commerce, for the equal enforcement of the laws, for good government, and for the preservation of the republican institutions in our city by obedience to the will of the people, as expressed at the polls. Thus will Chicago become really and truly great."

EXTENT OF EDUCATION.

The grand passion of the people of the United States is for education, not money. With them the educational microbe has done its perfect work. In their efforts for mental training Americans lead the world. The latest official and trustworthy figures, the only ones, in fact, are furnished by the United States Bureau of Education. Its last report deals with the school year of 1902-1903. When the report was closed the total, to be exact, was 18,187,918.

But even that vast total does not take in all the Americans who are striving eagerly to improve their mental condition, some of them with every ounce of energy they have left after doing their day's work each twenty-four hours.

For, entirely outside the 18,000,000, entirely unnoticed by the statisticians, come the students enrolled for instruction by the famous Chautauqua university, the 30,000 who are regularly taking the Y. M. C. A. courses, and the students of the correspondence schools, whose subscribers number thousands.

Uncle Sam's Educational Problem.

This country alone, of all the countries in the world, has manfully attacked, and for its own preservation much accomplish, the herculean task of operating constantly educational mills at such magnitude that they can accommodate 18,000,000 pupils and students from almost every race on earth.

The pupils of the "common" primary schools, including the city evening schools, make up 15,750,000 of the grand total of between 18,000,000 and 19,000,000 composing the American school army, as shown in the latest educational reports. These 15,750,000 are put through our educational mills without the cost of a penny to themselves for tuition, and in many states for books, even; each community paying the cost of its own schools in the main, the federal government educating only about 29,000 Indians, in round numbers, and 2,500 primary pupils in Alaska.

Now, what about the other millions in the educational army? Well, rather more than 1,000,000 are swallowed up by those primary schools that are supported by private means.

A Million for Higher Education.

Broadly speaking, considerably more than 1,000,000 of all the students who go to school in the United States are intent on some degree of the higher education. This is one in every eighty of the whole population (allowing that the 76,000,000 of 1900 have grown to 80,000,000 in 1905), by all odds a larger proportion than can be shown in the high schools, preparatory schools, colleges, universities, and professional schools of any other nation now or ever in history dwelling on the crust of the earth.

Not to imitate the pages of a gazetteer too closely, here are the exact figures showing how this army

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of higher educational students, in America itself larger than the the army of Japan in Manchooria, was divided up when the latest official figures were made:

High schools, academies, and preparatory departments (608,412 being public high school students)	776,635
Universities and colleges proper	125,834
Professional schools (law, medicine, divinity, etc.)	61,871
Normal schools	64,114
Total	1,028,454

That part of life covering the eleven years beginning with the age of 15 and ending with 25 may properly be considered the "college age," and, roughly speaking, the number of persons included in these ages in the United States when the last census was taken was 15,000,000. Extending the college age limit for those who may linger over professional and post-graduate studies to 27, the total would be about 18,000,000. Besides the million and more students in these high schools, colleges, and professional schools, there are about 150,000 young men and women (137,979 in 1903) attending business schools, and more than 50,000 studying art, music, and other subjects in miscellaneous schools—a total, say, of 200,000 in round numbers who are training themselves solely to earn a living and without the slightest pretentions to any aim at scholarship.

An Army of Teachers.

More than half a million men and women from college presidents down to plain schoolma'ams and schoolmasters are kept busy as teachers throughout the school year. The public school teachers alone numbered 449,287 in 1903—enough to people a city like Buffalo and have sufficient overflow to make a city as large as St. Joseph, Mo.

Everything in America, say the critics of America, must ultimately be figured down to the basis of the dollar. It is in order, then, to say that the total cost of carrying on the public schools in the country is more than a quarter of a billion a year (almost exactly that in 1903), and that the yearly expense of running the colleges and universities is rather more than one-tenth as much—rising above $27,000,000 in 1903. The yearly expense of carrying on all the other schools in the country has not been computed.

But there is no doubt that the total is a good deal more than $300,000,000, a sum so big that the wealth of a Rockefeller even would quickly melt if it were put to the test of meeting it as a yearly payment.

Including the students in the professional schools, and the faculties as well as the students in the colleges and universities, the division of the population which may here he lumped as college students numbered about 187,000 when the last educational report was got out. At the opening of the college semester this fall it must number more than 200,000, or, to make a military comparison, only a few thousand less than the entire military force of Great Britain and Ireland in time of peace.

The United States leads in number of colleges and universities as well as students, there being more than 600 in this country, as against less than 100 all told in Great Britain, Germany, and France.

SELF-GOVERNMENT IN THE PUBLIC SCHOOL.

Organized self-government of children by children for children, is in successful operation in many of the schools of New York, Philadelphia, and other localities. It ought to be introduced everywhere, for it has solved the problem of municipal politics, and has vindicated the wisdom of representative government, irrespective of sex. Like the system of "juvenile courts," as a substitute for ordinary police supervision, it has proved its superior efficiency, and has come to stay.

The first trial of the new system was made in a disorderly school of more than 2,000 pupils in one of the suburbs of New York. The whole discipline of the school was placed in the hands of the children themselves. They elect a mayor and council. Their teachers are present at the meetings of the council, and retain ultimate authority, but rarely exercise it. Formerly the constant presence of policemen was required on the playgrounds. Within a week, with the right and responsibility of governing themselves, the school became orderly and law-abiding.

In these miniature republics of boys and girls, governing themselves and each other by universal suffrage, holding their own courts, making and enforcing their own laws, no special legislative or private interest has any chance. There is no graft, no boodle, no collusion between their police and wrong-doers.

President Roosevelt has commended the teaching of civics by this admirable plan. Many eminent educators give it their enthusiastic approval. But if children, without distinction of sex, have thus demonstrated their ability to carry on government, how long will it be before the same principle will be applied to all citizens, men and women, with similar beneficent results?—Henry B. Blackwell in Woman's Journal.

AN OBJECT LESSON.

The Georgia Legislature has again refused to give any protection to the tiny children in the cotton mills. Little girls and boys of five and six years old may still be legally worked for eleven hours, and all night through if it pays the mill-owner to work night shifts.

The women of Georgia have labored earnestly for years to secure a child labor law, but the women have no votes. Is it likely that the legislators would have proved so deaf to the request of thousands of women, if those women had represented thousands of votes? It was a Georgia lady who said, several years ago, when this bill had been voted down, that the Georgia Legislature seemed to be in league with the Woman Suffrage Association to convince the women that they needed the ballot.

Georgia's child labor law is considered the best in the United States, and it is worthy of note that children cannot be worked to death with impunity in any state when women vote.

ALICE STONE BLACKWELL.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

MARGARET A. HALEY, - - - - - - - - - - Editor
ESTHER TABER, - - - - - - - - Managing Editor

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MEETING OF THE FEDERATION OF THE ILLINOIS FEDERATION OF WOMEN'S CLUBS, SATURDAY, OCTOBER 14, 1905.

The First District Federation held a meeting Saturday afternoon, October 14th, at the rooms of the Klio club. The vice president of the First District, Mrs. Catharine Story Westfall, presided. It was decided to invite the Illinois Federation of Women's Clubs, now meeting in Joliet, to hold their next meeting in Chicago.

The District was reminded that under the constitution of the Illinois Federation of Women's Clubs the First District would elect a vice president at the Joliet meeting.

The Chicago Teachers' Federation was represented at the District meeting by its president, Mrs. Harriette Taylor Treadwell, who, in speaking to the members of the First District, said in part as follows:

To the First District Meeting of the Illinois State Federation of Women's Clubs:

Ladies:—The Chicago Teachers' Federation, numbering thousands in its membership, is possibly the largest organized body of grade teachers in the world, banded together for the promotion and welfare of all the teachers of the city, and of all the teachers in our country as well.

We believe in true and pure democratic principles —not such as obtain under the name of democracy —as administered by party power and prejudice, but the democracy that means government of the people, *by* the people and for the people. Never have these prepositions "of," "by" and "for" meant more to any body in the world than they do to us to-day, us the teachers of the Chicago public schools, who are striving to make thinking, honest men and women out of the growing little ones entrusted to our care. In order to teach freedom, we must ourselves feel free that we may better know the powers and duties which must fall upon these young shoulders.

I believe, if we were all voters, we would better understand political needs and be a great help in eradicating the evils following graft and greed for party power.

The Chicago Teachers' Federation works in every way to promote the welfare and freedom of the teacher to-day, that the children may be brave, fearless, noble and true to-morrow.

This we do not achieve save slowly, for we, ourselves, are not free.

We believe that teachers ought to have large responsibility in the working of a school system, that the subject of text books, trials of accused teachers and many other matters of school administration ought to be the subject of the freest discussion, and that the judgment of the teachers should be esteemed as vital on these subjects.

We believe that every teacher should make herself the most cultivated, noble, broad woman possible, that our country may be the richer thereby.

We have been greatly criticised by our friends, the estimable news gatherers, for what we have NOT done as a general rule. We have to read the papers to find out the blackness of our motives, a blackness never conceived of by us. We are surprised at our new selves born in the newspapers so astonishingly.

We *could* be a dead body of teachers if we would. Then there would be nothing said against us. The dead are left in peace. But so long as we have power to think and strength to do we shall struggle on toward the light that we see in to-morrow, always just ahead, yet we know that surely "to-morrow" will mean "to-day."

HARRIETTE TAYLOR TREADWELL.

"HE GIVETH HIS BELOVED SLEEP."

July 21, 1905.

Eleanor F. Cushing of the George Howland, and formerly a member of the Goodrich school faculty, died on the twenty-first of July. The tears and devotion of her pupils attested their love for a teacher whose nobility of character had inspired them with a love for noble things.

Miss Cushing's simple, dignified manner had a like effect upon pupil and friend, that of winning the love and admiration of each. Her woman's soul seemed clear as crystal, exquisite and strong. If—to use one of her favorite quotations—"To live in hearts we leave behind us, is not to die," then she will always live!

To those who loved her, her whole life and her manner of meeting that one, unconquerable foe, will be an inspiration, teaching them how to live, and how, bravely, to die!

"Of all the thoughts of God that are
Borne inward into souls afar,
Along the Psalmist's music deep,
Now tell me, if there any is,
For gift or grace, surpassing this—
He giveth His beloved sleep."

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HEADS UP!

Don't kick and whine
Just get in line
  With fellows who've grit and pluck;
Don't frown and scowl,
Look glum and growl,
  Stop prating about ill luck.

Lift up your head,
Don't seem half dead,
  Stop wearing a wrinkled face,
Give smiling hope
Sufficient scope,
  And joys will come apace.

Out on the man
Whose little span
  Is full of grief and gloom,
Always dreary,
Never cheery,
  From trundle bed to tomb.

Give me the chap,
Who, whate'er may hap,
  Looks up, and is cheerful still,
Who meets a brunt
With a smiling front,
  And nerve, and vim, and will.

—Jay Bee.

BROOKLYN SCHOOL TEACHERS WIN SUIT.

Judge Gaynor in the Supreme Court at Brooklyn on Oct. 17 gave judgment to 3,334 Brooklyn school teachers in a suit they had brought against the board of education and New York City to recover back salaries due under what is known as the Pettingill schedule. A sum approximating $2,000,000 is involved in the litigation. The increase sued for was granted just before the Greater New York consolidation and the hitch in payment resulted in the merging of the borough boards.

Our patriotism must realize that the good of one life comes only out of the fullness of all life; that no power is safe which reposes solely upon the weakness of another; that no liberty is safe which depends upon the slavery of another; that no knowledge is safe or sound which bases itself upon the ignorance of another; and that no wealth has reached the fullness of its distinction and its happiness which depends for its existence solely upon the poverty of others.—Edgar Gardner Murphy.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, November 10, 1905. at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, October 31, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

CENTRAL AMERICA—GUATEMALA.

Educational Methods.

Consul-General Winslow, in describing methods of education in Guatemala, says:

The educational methods employed in the Republic of Guatemala are quite primitive, but there are few villages in the country where there are no schools. In the city of Guatemala of late much attention has been given to education, under the direction of President Manuel Estrada Cabrera, who has done more along this line than any of his predecessors. There are in the city of Guatemala 25 public schools, 8 institutes and 3 colleges.

During the last few months President Estrada Cabrera has given much attention to his pet scheme of establishing an industrial school for boys and girls at his own personal expense, aided by several of the more progressive citizens of Guatemala city, where the most improved methods of instruction are to be employed. The president has engaged two able educators from the United States, and proposes everything shall be up to date.

The Boys' Industrial College is in charge of Prof. Y. C. Pilgrim, a well-known educator of New Jersey, assisted by Prof. Bellingham and wife, who have charge of the languages, and Prof. Lorenzo de Clairmont, who instructs in gymnastics and military tactics. These are assisted by several native teachers. The boys are selected from the best families in the Republic and are limited to 50, and are all required to live in the dormitory. The college buildings are situated in a tract of land of about 60 acres, convenient to the city, with a campus where the boys are to be instructed in the modern sports and military tactics as taught at West Point, and all orders are to be given in the English language.

The Girls' Industrial School is in charge of Miss Alice Dufour, a prominent educator of New York City, assisted by several native instructors. This institution is located in the city and is to be conducted on the same high plan as the boys' college. The idea is to teach the principles on which the American home is founded.

President Estrada Cabrera means these institutions shall be the nucleus around which a solid and up-to-date system of education shall be built for this Republic. It is his ambition to firmly establish an educational system modified after that in use in the United States, where the watchword shall be industry, promptness and honesty.

EDUCATION IN KONGO FREE STATE.

The government has established school colonies, managed by Belgian Sisters of Charity, where the scholars acquire a practical, solid, professional training. From these institutions the government has acquired the services of capable employees, foremen and non-commissioned officers for the public force, the name by which the army of the Kongo Free State is known. The Belgians in 1885 had only 3 missions and 6 missionaries in the state. Today they possess 59 permanent missions and 29 traveling missions, attended by 384 missionaries and Sisters of Charity. There are 528 chapel farms, 113 churches and chapels, 523 lecture halls, 3 intermediary schools, 75 primary schools and 449 elementary schools. In the latter the natives themselves teach reading and writing. There are 7 poor asylums, 71 Christian villages and 72,382 converted

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Christians. The schools are meeting with success, and it is stated that the young Kongolese learn with ease and rapidity, speak French well and are apt for high education. Many go to Belgium, where, if they become acclimatized, which, it must be borne in mind, is not always the case, they follow various callings with a certain degree of success.

COMMERCIAL SCHOOLS.

Value of Elementary Education Questioned.

The Birmingham (England) Post is very much in doubt as to whether modern methods of education are not responsible to a large degree for the development of what it calls "a discontented race." The enormous increase in expenditures for public education is a question, the Post says, that calls for careful consideration on the part of those interested in the most successful development of social and economic conditions. It says:

"They have been multiplied to keep pace with the repeated introduction of new subjects, many of which were never conceived of as part of a public elementary education when the education act came into operation, and which it is alleged are now imposing such a strain both on the resources of the schools and on the intelligence of the child as seriously to threaten the efficiency of our educational system. Each subject in itself may be good even as part of the curriculum of a public elementary school—though that is a point that is by no means generally conceded—but the question that has arisen in the minds of many head teachers who are struggling to maintain the efficiency of the institutions of which they have charge, is whether a somewhat exaggerated importance is not being attached to fads by the more advanced educationists, as a result of which there is a serious danger of impairing the thoroughness of the school training in what are regarded as the essentials to a sound elementary education."

Thoroughness Sacrificed.

The Post places the responsibility for changes in elementary education, the value of which it questions. While it approves of manual labor, carpentry, cooking, etc., even for boys who may want to serve as cooks on boats, laundry, dairy and household work for girls, it doubts the wisdom of adding a long list of other studies such as are seldom, if ever, used by the lads and lasses in later life. Fault is found with the breaks in school work caused by the introduction of new lines. While saying nothing for a return to the three R's, enough is said to satisfy even a superficial reader that the Post does not favor all the new departures from the old system. It says they cause a sacrifice of thoroughness. Too little time is given to any one subject to secure anything like a mastery of it. Parties interested in so-called higher education "are, by their desire to convert the public elementary schools into nurseries of the universities, robbing elementary education of much of its commercial value. When it is pointed out that only a very small percentage can ever enter the universities or even high schools, the system appears to be anything but what is best."

A leading educator of Birmingham, after pointing out the disadvantages to poor children under a system that prepares the boys and girls, better situated, to become their rivals in seeking situations, says:

"I quite agree that we should provide facilities for the training of superior intellects, but one has to consider what is to become of the enormous number of boys and girls who are being educated to a pitch which qualifies them to occupy positions which it is utterly impossible for a large proportion of them to obtain. There are scores of young men being turned out of the universities even, who, with all their excellent qualifications, are compelled to accept inferior situations at absurdly low salaries in order to earn a living at all. If we are producing men who are qualified for high positions which they can never hope to fill, then we are creating a race of dissatisfied men, and a discontented people is a serious danger to the state."

Public Instruction in Handicrafts.

Consul-General Guenther reports that the commissioner of education of Mannheim spoke on the importance of national development and the benefits of giving instruction in handicrafts to boys at the public schools. He said that within the last few years the number of participants in this class of instruction in Mannheim increased from 80 to 1,280. The conditions of the Empire require the teaching of handicrafts, for a staff of skilled workers and artisans is only possible under such a system, and these will improve Germany's industrial products. The eyes, hands and muscles must be trained at an early age.

Another delegate, Dr. Pabst, the director of the seminary at Leipzig, speaking of the handicrafts in the schools of the United States, said that handicraft instruction forms the actual basis of American education, thus explaining the predominance of technics in the economic life of America.

"Technicaal training in the United States," he said, "begins at a stage where ours ends. Instead of the useless ballast of mental knowledge received by German boys, they should get practical instruction; otherwise America will push us to the wall, for the United States has emancipated itself from German machine tools. Ere long other countries will follow suit."

In the matter of machine tools, it is a notorious fact that the Germans of late years have vastly improved their manufacturing ability by using American machine tools and reorganizing their works on the American system.

On coming home from church on Sunday Archie's mother asked him how he liked it, and Archie said it was fine.

"What do you like most in the church?" asked the mother.

"Well, the best part is where they pass around the money," and, turning to his father, said: "How much did you get? I got a dime."—Independent.

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A HOMELY CRITICISM.

"Uncle Joe Cannon is sometimes too homely and direct and harsh in his comments," said a young journalist. "I was not at all pleased with the remark he made to me while I was speaking at the X banquet.

"Of course, I am not an experienced speaker. I can't rattle off words like the veterans of the senate and house. I admit that I began my address in a faltering way. I began, if I remember:

"'Gentlemen, my opinion is that the generality of mankind in general is disposed to take advantage of the generality of ——'

"Here Uncle Joe interrupted me.

"'Sit down, son,' he said. 'You are coming out of the same hole you went in at.'"

When the late Dr. Bartlett of Woburn was pension examiner under the Cleveland administration he was one day examining witnesses. He asked one of them: "Terrence McCartey, do you swear that you know the applicant, Michael Murphy, who has made application for an increase of pension?"

"You may well say that I do," said Terrence. "Me and him were shot in the same leg at Antietam."—Boston Herald.

A school commissioner was trying to elicit the name of the weapon with which Samson killed the Philistines. The children were dense. "What is this?" he suggested laying his hand on his cheek. They caught on in a moment. "The jawbone of an ass, sir."

Some years ago Philips Brooks was recovering from an illness, and was denying himself to all visitors, when Robert Ingersoll called. The bishop received him at once. "I appreciate this very much," said Mr. Ingersoll, "but why do you see me when you deny yourself to your friends?"

"It is this way," said the bishop; "I feel confident of seeing my friends in the next world, but this may be my last chance of seeing you."—Argonaut.

"Your bookkeeper seems to be a bright young woman."

"Yes, but she has some very eccentric ideas."

"Yes?"

"Yes. She enters our messenger boy's wages as 'running expenses.'"—Philadelphia Press.

President—About this man who asks for a situation as bookkeeper. Is he competent?

Director—They tell me he never was known to make a mistake in his books.

"That settles it. A man who's as expert as that is not to be trusted."—Boston Transcript.

"You say the magazine editor wouldn't accept your poem?"

"No; I think it was too good."

"Too good?"

"Yes; I think he was afraid it would distract attention from the advertising pages."—Philadelphia Ledger.

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Chicago Teachers' Federation

Bulletin

Vol. IV. CHICAGO, OCTOBER 27, 1905. No. 37.

SHALL THE UNIVERSITY BECOME A BUSINESS CORPORATION.

By Henry S. Pritchett.

The American university, whether supported by private gift or by the state, is conducted under an administrative system which approximates closer and closer as time goes on to that of a business corporation. The administrative power is lodged in a small body of trustees or regents, who are not members of the university community. Their chief point of contact with the university (that is, with its teachers, students, and alumni) is through the president, whose power is often autocratic.

In other countries, as in Germany for example, the university, so far as its internal control and administration is concerned, is a free association of teachers and scholars. Its chief executive officer is elected by the faculty itself from their own number. The question of the choice or the dismissal of professors is not brought before any outside body. The faculty and students together form a self-governing democracy, and an officer with the autocratic power of an American college president would seem to them intolerable. It is an interesting fact that in Germany, a country which is politically governed by an autocrat, the representative institution of learning is a republic, while in America, where we pride ourselves on our democracy, our representative educational institution is administered upon autocratic, not upon democratic lines.

For the sake of clearness let us sketch briefly the two systems of administration. The European university must always be considered from two standpoints, first that of a state establishment, second as a self-governing body of scholars. As a state institution the university is under the control of the ministry, which furnishes the budget, keeps account of the finances, and conducts the routine business connected with the financial side of the institution. As an institution of learning, however, its fundamental idea is freedom: freedom of teaching, freedom of learning. The teacher has a freedom which no officer or student may invade; the student, on the other hand, has a freedom of learning which no teacher and no officer may invade. The faculty elect their own officers. When a new member of the faculty is to be elected he is nominated by the faculty, and freedom of teaching is guaranteed to him in the noble words of the German constitution: "Die Wissenschaft und ihre Lehre sind frei;" Science and its teaching are free. And that freedom is sometimes carried to a length which we in this country would consider impossible. For example, it is not an unknown thing for a university professor to stand in his place in the national parliament and attack the educational policy and the educational appropriations of the ministry.. How long would a professor in a state university hold his place if as a member of the state legislature he opposed the appropriations to his own university?

A similar freedom of learning is offered to the student. He may choose not only what he will study, but also when and how he will study; and most important of all, he may have his choice, even in the same university, of the professors under whom he will study a given subject. There is no more interesting sight at the beginning of the semesters in the German university than the "lecture tasting" for ten days, when the students try this professor and that, to see whom they prefer. And the fact that the students' fees go to the professors, not to the institution, brings about in Germany a competition between men rather than between institutions.

That this freedom, whether on the part of the professors or the students, has its dangers no one can deny, least of all the German. He frankly admits that there is no theory, however absurd, which cannot find its advocate amongst German professors. He will as frankly admit that the student freedom carries with it great dangers to the student himself.

His reply is that all freedom carries with it its dangers, its sacrifices, its losses, but that only in freedom is to be found the self-control and steadfastness of character which the student must somewhere find. The abuses of this freedom and the losses which come from it are the price paid, in his judgment, for this power and this self-control.

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In comparison with this administration, whose watchword is freedom, the American university has tended more and more to conform in its administration to the methods of the business corporation. In the organization of a railroad the government consists of a president and a small board of directors, who choose officers, promote or dismiss them, and determine the absolute policy of the corporation. The administration of the university has assumed practically the same type. The board of trustees, even in our older colleges and universities, is chosen almost entirely from business men and on the basis of business experience. It is no longer considered necessary that the president should be a scholar. The board of trustees, with the president as its chief executive officer, passes upon the entire policy and administration of the institution. It appoints professors, promotes them, or dismisses them, it engages them to carry out specific pieces of work at specified times, as a business corporation employs its officials; the tenure of office of the professor is at the will of the corporation, as is the tenure of office of a business employee. Under this arrangement the powers of the president are enormously increased, and the action of the corporation is in nearly all cases his action. He possesses an autocratic power which would not for a moment be tolerated in a European institution. From him the same administrative system reaches down through the institution. Professors employ their assistants for specific duties at specified times; students are required to undertake specific work in a prescribed way and at a fixed time. A large share of the energy of the organization is given to ascertaining whether the work has been done at such times and in such way as the regulations prescribe. Reaching from the corporation and the president down to the student just admitted, the administration is one which partakes in its nature and in its operation of the methods and oftentimes of the spirit of the business corporation. It has the compactness and the directness of responsibility which the business organization carries with it. Its machinery is complete in prescribing for each officer and for each student his specific duty, and in bringing to bear upon him the power of the organization if he fails to carry out the implied contract under which he is employed or the implied conditions under which he is admitted. The watchword is no longer freedom, but accountability to the administration.

It is worth while to note some of the consequences of this administrative attitude upon the life and upon the work of those who make up the university. One of the most direct consequences is that the professor in the American university is charged not only with the work of a scholar, but with a large amount of routine administrative work as well. Just as the railroad official is under the pressure of his superior officers—a pressure which he can equalize only by a similar exercise of authority upon those beneath him—so the professor is under the pressure of the administrative system in which he works. It is fair to say that much of the difference in productive scholarship between German and American universities is due to the fact that so large a share of the energy of the American professors is by our administrative system devoted to the work of detail, not to the work of scholarship.

A part of this burden is the load which the professor carries in the effort required to take through a given course and to graduate a number of men who are indifferent or below the average capacity. America is among the few civilized nations which undertake in their higher institutions of learning to graduate whole classes of men who are indifferent to the scholar's life and to the scholarly spirit. The burden which this entails is a far greater one than most men realize. It is not too much to say that from six to twelve per cent of the entire school year is devoted to examinations whose main purpose is to spur on the laggard and the indifferent.

Furthermore, while our machinery of administration holds the student to certain forms of responsibility, these have little to do with cultivating the taste, still less the thirst of the scholar. Success for the student means adaptation to the machinery and consequent graduation; success for the institution means the same thing, but this success has little to do with scholarship. The temptations of the student life are as great as in the Scotch or in the German university, while the tendencies which make toward good scholarship, and the prestige which goes with it are wanting. Our administration puts us somewhere between the freedom of the German university and the tutelage of Oxford and Cambridge, lacking the inspiration of the one and the individual oversight of the other.

The administrative development of the university along the lines of a corporation has had, also, a marked influence in increasing the tendency toward self-centredness on the part of our educational institutions, and in diminishing at the same time the importance and the influence of the individual teacher. Here, as in all our American life, organization has tended toward team play. The very fixity of our administrative system has brought it to pass that the great teacher is used with far less effect than in the more individualistic regime of the European institutions. There a great scholar attracts men from all parts of the country, and the administration of the university makes it easy for him to come in contact with large numbers of students. A man chooses his college in America, not for the sake of the great teacher, but because the college has a name, or has certain associations, or perchance is well known in athletics. All these

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considerations tend toward local pride, not toward a wider tolerance and a more sincere appreciation of truth. They are evidences of a more complete machinery, but not necessarily of a deeper scholarship or a larger intellectual life or a better training for citizenship.

To sum up the difference between the administrative systems of European and American universities, the essential contrasts between the two seem to be these: the one is democratic, the other autocratic; in the one the tendencies are toward individualistic power and influence, in the other the tendencies are toward centralized power; the one has for its watchword freedom—freedom for the teacher, freedom for the student—the other has for its watchword responsibility to the administration; one invites students to study, the other organizes them for graduation.

In this brief sketch I do not mean to be understood as painting in terms too glowing the tendencies of the foreign institutions, or as wishing in any way to conceal their faults and their shortcomings, which are evident enough. I am speaking not of details, but of certain broad tendencies in the foreign institutions and in ours.

Moreover, complete intellectual freedom is impossible where political freedom is limited. It is not without significance that the great historians in Germany in the last half century are historians of the past, not of modern days. No historian in Germany would treat of the Hohenzollerns with the freedom with which our historians treat of the Civil war.

There is a catch phrase in Germany that a professor may say anything he wishes about religion, but he must be careful about politics. To-day certain reactionary tendencies threaten academic freedom even in religious investigation. A strong effort is making in Prussia to compel the professors of theology to adapt their teaching to the creed and policy of the state church. On this field a battle royal is to be fought in the near future, but no one who has watched the development of German intellectual freedom can doubt its issue.

Notwithstanding these evident defects the system as a whole—the university as a republic of scholars—has worked well. It has resulted, in the main, in the choice of the right men for the right places, which is the real object of university administration. The personal tendencies of the faculty have been held in check by the fact that their nominations must stand the scrutiny of the ministry, and on the other hand, the absolutism of the ministry has been restrained by the necessity of taking into consideration the judgment of the faculty. No system has yet been devised by which the prejudices of human nature can be eliminated. There is much to be said for a system under which a professor has so strong a place that he may teach what he will and no authority may remove him or humiliate him. And on the whole, it may be fairly reckoned that a system in which the administration rests partly on the teacher and partly on the outside administrative officer contains influences which are calculated to correct the faults of each.

It is not my purpose in making this comparison to urge the adoption in our American universities of the foreign system. Let us learn all we may from our neighbors, as the Japanese show us so well how to do, but let us grow our own tree. My wish is rather to call attention to the tendencies of the system under which we are developing. If our organization and administration is the better, by all means let us follow it; but let us see clearly whither it leads us, and let us ask ourselves frankly the question whether a centralized administration modeled on the lines of a business corporation is the one best adapted to the development of an institution of learning.

Would the American university—whether a private or a state institution—be bettered if its administration were turned over to the faculty instead of being vested, as now, in a board of trustees who do not pretend to be experts in educational methods? Would it be a step forward, for example, to intrust to the faculty the election of the president and of the professors, and to put into their hands the settlement of the larger questions of policy and of expenditure? Ought the university freedom to be extended through the faculty to the student body so as to diminish the pressure of the organization and to enlarge the sphere of freedom both for professor and student? Can scholarship of a high order be developed under pressure? Are we educating our youth away from democratic ideals, not toward them, by the form and tendency of our university administration?

These are fundamental questions. They take hold in the end of the causes which affect our national life and of the threads of influence which reach most directly our youth.

I think it may be said with certainty that a radical change of this sort would work harm, not only at the beginning, but in the outcome. Administration of experts by experts is seldom a success. Perhaps no type of man has been developed who is a wiser councilor than the business man of large sympathy and of real interest in intellectual problems, although such men are almost as difficult to find as are great teachers.

American college professors are as intelligent and high-minded a body of men as any country can point to. As a rule, however, the professor does not have the experience of give and take which the business man must learn. In his own subject in his own university, he is supreme. No rising *privat-docent,* as in Germany, attracts his students from him. Competition under our system is between institutions, not between men. Further, the organization of the faculties is not such as to furnish any large initiative in education. Conservatism has an undue advantage when a question of policy or of appointment is to be determined by the votes of a hundred men.

To throw into our faculties as now organized the settlement of such questions would seem to open

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

MARGARET A. HALEY, - - - - - - - - - Editor
ESTHER TABER. - - - - - - - - Managing Editor

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THE UNIVERSITY AND THE PUBLIC SCHOOLS

The university tends more and more to dominate the public schools, and its influence is to be combated or fostered according to the degree in which it helps to develop the spirit of American life—democracy.

According to some authorities American universities are growing in just the opposite direction, through their administrative functions they have evolved an autocracy rivaling that of a Louis XIV, based on the one-man power.

Business corporations in this country are learning the lesson that an administrative system involving great interests cannot safely be entrusted to the sole guidance of any one man no matter what his natural force or ability.

The people of the United States are learning that two distinct systems, one of government and one of business, cannot exist side by side—the man at the polls will not believe one thing for the few moments he is in the booth and then go out and live his daily working life believing another thing.

The great body of the people believe in representative government; the great majority of the public school teachers believe in the representative administration of school affairs. They even go farther, they say that if this country is to maintain the high ideal and standard of its powers the public school which belongs to the people must conform to the ideal of the people, which is—democracy.

The natural position for the university in a nation's educational program is that of leader or pointer out of the way and as the consummation of all that has gone before. A child rising from grade to grade through the public schools and learning there the first meanings of democracy should find in the university the interpreter of those ideals to life through the medium of true scholarly appreciation which gives the wider tolerance and the sincerer purpose.

The lust of gold and the importance of numbers have blinded us to the real meaning of education. Industrial expansion and unprecedented business opportunities have had their effect on the national consciousness of good and evil, and every road and by-path of our life feels the effect of this new growth.

Those who have taken upon themselves the responsibilities of teachers, whether in the university or the kindergarten, have no excuse for shutting their eyes to the tendency of the times, for knowledge is theirs, and they are doubly responsible to the people and to the Spirit of Truth for any deviation from the highest known standard of life. If we must fight, let us fight, only let us do it with the same spirit of justice and faith in our ideal that has inspired every true American since the nation was conceived and brought forth in suffering to a higher liberty and a greater toleration.

MRS. HARRIETTE TAYLOR TREADWELL.

PRINCIPAL

of the

JOSEPH WARREN SCHOOL.

It becomes my pleasant duty to record the promotion of one of the members of the Federation to the principalship of the Joseph Warren, formerly Stony Island Avenue school.

Mrs. Treadwell is one of the members whose membership dates back to the early days of the Federation when the general unfamiliarity of the members with parliamentary proceedure furnished the ever-watchful newspaper reporter with interesting material for his "story" which he ofttimes emphasized by exaggeration.

She first became prominent in the Federation when it organized its opposition to what was popularly known as the "Harper Bill" in 1898 and during the months when the Federation was struggling for self-expression her counsel was always constructive and earnest.

Mrs. Treadwell has always maintained a deep interest in all that touched the schools and took an active part in the successful efforts made by the Federation to secure additional revenue for them.

When the Federation decided to affiliate with the Chicago Federation of Labor in 1902 she was one of the most earnest and forceful advocates of the measure and has served as delegate to that body.

In March, 1905, when Miss Kilbourn, the president who filled out Miss Rowe's unexpired term and in addition held the office for two full years, retired, Mrs. Treadwell was elected to the presidency of the Federation, an office which she has filled with credit to herself and satisfaction to its members, who at the last regular meeting felicitated their president on the promotion to which she was so justly entitled and for which she is eminently well qualified, having held a principal's certificate for the last ten years.

The Federation congratulates the Principals' Association on its new member, the Joseph Warren school on its new principal and the Warren teachers on their new friend and co-worker.

CATHARINE GOGGIN.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, November 10, 1905. at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, October 31, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

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(Continued from page 3.)

the door for the entrance of a system of academic politics which would be demoralizing. Local tendencies would probably be exaggerated, and the inbreeding, which is so noticeable a feature of all our institutions, might be increased.

Further, it can hardly be maintained that the sense of responsibility of American youth is overdeveloped, and one would hesitate to weaken this by a larger freedom from responsibility unless he felt absolutely sure that the conditions of such freedom lent themselves to the upbuilding of self-control, of simplicity of character, and of scholarly spirit.

In fact, any such comparison of our universities with the foreign institutions brings us sharply back to the realization of the fact that the two are not comparable. We are not in a position to try the experiment of the free scholastic life until the body of students entering the university has received a training more thorough and better adapted to arouse the scholar's interest than that which the ordinary college student has.

And yet any serious student of education must realize that this is no answer to the queries which I have just stated. The question is not whether we can change this or that detail of university life, but it is rather this: our present tendency is toward a close organization, toward a limited freedom, toward team play, which carries through to graduation great masses of men, toward a centralized government. Would it be wise to counteract these tendencies by influences in the administration which shall make toward individualistic scholarship, larger freedom, less pressure in the organization, opportunity for professors and students to deal with the larger questions of university life, co-operation between the faculty and the administrative board in the government?

I believe thoroughly that these questions are real ones and important ones, and that the sooner we have them clearly and definitely before our eyes the better it will be for university development in this country. However important it may be to have a man of affairs at the head of university administration, it seems to me clear that the first requisites are a scholarly spirit and scholarly sympathy. However we may admit that team work is a part of the regime of the day, it is surely true that the use of the principle is very different in an institution of learning from that which obtains in a manufactory. The professional coach in athletics may have his uses, but he has been a source of widespread demoralization in the schools and colleges. And yet he is no more objectionable than the professional coach in the college studies, through whose system whole regiments of graduates "win out" by a team play which means little intellectual discipline and less contact with scholarship and with scholars. Moreover, the system tends to make coaches of our professors.

In the settlement of the larger questions of administration—the choice of president and of professors, the fixing of greater questions of policy—may not some council composed of trustees and faculty jointly share the responsibility to advantage? Whatever may be said in favor of the sound judgment of the well-trained business man, I cannot doubt that he would be a wiser councilor for education if he could hear first hand the views of devoted, intelligent scholars. On the other hand, will not the scholar profit equally by such contact, and is there any surer way to widen his horizon and to give him the experience which ripens judgment than to offer him a share in the responsibility of settling these larger questions, while relieving him at the same time of part of the pressure of the daily routine? In a word, recognition of scholarship in the choice of a president, an adjustment of duties which shall relieve the pressure upon the professor and student, a better contact between the governing body and the teaching of body, with a common responsibility in the settlement of the larger questions, seem to me distinct and practical steps in the direction of development which the university administration ought to study.

For one must not forget in considering the administration of a university that there are to every form of administration two sides, the mechanical and the spiritual. The mechanical part of administration is that which provides the machinery necessary to carry out a given enterprise. The other side of administration, the spiritual side, consists in getting out of men the best there is in them. For a set of perfect men any administrative system would suffice. Good administration consists in taking men as they are, with their prejudices, their faults, their virtues, and in getting out of them the highest results of which they are capable.

Now, our attention has been given of late years, in American university life, increasingly to the mechanical side of administration, and the machinery has been made to approximate more and more closely, both in form and in its choice of executive officers, to the practice of the business corporation. Its very closeness and compactness of organization are in some respects its chief faults. That which is mechanical is always simpler than that which is living. To-day we need, in my judgment, to concern ourselves in the university with the spiritual side of administration.

It has been my purpose rather to state questions than to argue them; not to propose a substitute for our present administration of the university, but rather to point out certain tendencies in it. To inquire whether, if the republic be the ideal system of administration, it is not also a good one for the scholar, and to ask, at least in these days when events move so rapidly, whether the administration of the university as it is now organized tends toward the development of a larger type of professor and a finer order of students; to ask whether we are developing the mechanical side of the administration at the expense of the spiritual side.

For, after all, we can never too often remind ourselves that the first purpose of the university is not to further industrial development or to increase the wealth of a state, but that it is the development of the intellectual and spiritual life. This development can take place only in the air of freedom, however evident are the dangers which freedom brings with it. Wealth, power, the niceties of life, may all grow in an atmosphere of limited or of artificial freedom, but only in the air of real freedom can be grown that spirit and that intelligence which shall minister to those things which are spiritual and to those things which are eternal.

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BOARD OF EDUCATION.

Wednesday, October 25, 1905.

The following recommendations were adopted:

ADVANCE SALARY OF PRINCIPAL OF CORKERY SCHOOL.

That the salary of Daniel O'Connor, principal of the Corkery School be advanced to $2,500, to date from Sept. 4, 1905.

RESTORE SALARY OF THE PRINCIPAL OF THE TILTON SCHOOL.

That the salary of Bertha S. Armbruster, principal, be restored to the first group of salaries for principals of the elementary schools, to date from Sept. 4, 1905.

TEACHERS PLACED ON LIST FOR APPOINTMENT.

That the following named former teachers be placed on the list for appointment in accordance with the rules: Carrie B. Furlong, Nora A. Jones, Bertha L. Stahl, Augusta L. Wines.

ASSIGNMENTS AND TRANSFERS.

ASSIGNMENTS.

M. Neomia Carville, Jirka school; Kate L. Hassett, Goodrich; Anna E. Johnson, Nash; Catherine Judd, Ravenswood; Martha A. Kiehl, Knickerbocker; Alfred Logie, Clay; Deborah Pretlow, Hammond; Anna B. Royston, Kinzie; Harriet S. Schaefer, Irving Park; Minnie Carr Sellars, LaFayette; Ella B. Toenjes, Schiller.

KINDERGARTEN ASSIGNMENTS.

Anna P. Smith, Bancroft school; Minnie L. White, Pickard.

TRANSFERS.

Frances E. Baldwin, from Jackson to Tennyson school; Margaret Brosnahan, from Hammond to Tilton; Rosalie C. Culp, from Pullman to Poe; Elizabeth R. Daly, from Ogden to Talcott; Katherine A. Davey, from Pullman to Poe; Mary O. DeTurck, from Pullman to Poe; Emma Felsenthal, from Moseley to Felsenthal; Autha L. Fluke, from Pullman to Poe; Alice H. Gilbert, from Tennyson to Marquette; Mae K. Heaney, from Sullivan to Van Vlissingen; Sophia M. Huleatte, from Pullman to Poe; Thomas C. Johnson, from Talcott to Normal Practice; Mary E. Jones, from Harrison to Haven; Emily F. Kelly, from Jirka to Oakland; Jennie L. Lynch, from Otis to Jungman; Anna G. MacCarthy, from Kozminski to Curtis; Nettie McGinnis, from LaSalle to Farragut; Katharine H. Morrison, from Marquette to Shakespeare; Mary A. C. O'Connell, from Farragut to Chalmers; Sarah P. Poulson, from Graham to Lake Grammar; Harriet E. Peet, from Thorp to Forestville; Rena M. Pidcock, from Oakland to Sullivan; Catherine E. Potinger, from Moseley to Kozminski; Katherine B. Reynolds, from Van Vlissingen to Bradwell; Ethel V. Rice, from Curtis to Moseley; Rachel Smith, from Pullman to Poe; Florence W. Thayer, from Carter to Normal Practice; Mary Thorn, from Henry to Otis; Mary F. Waring, from Jones to Moseley; Della L. Wells, from Pullman to Poe; Cora M. West, from Haven to Normal Practice; Belle Winton, from Brentano to Normal Practice.

KINDERGARTEN TRANSFERS.

Elizabeth H. Allan, from Von Humboldt and Moos to Tennyson.

EMPLOYES.

ASSIGNMENTS.

John Lawrence, fireman, Englewood High School.

TEMPORARY ASSIGNMENTS.

Frank Dunlap, substitute engineer, Wicker Park school; William Jahn, Jr., substitute engineer, Ryerson school; Louis Neu, substitute fireman, Englewood High school.

SEPARATIONS.

Martin J. Maloney, substitute engineer, Wicker Park school; Louis Neu, substitute fireman, Englewood High school.

LEAVES OF ABSENCE.

Albert W. Merrill, engineer Ryerson School building, for a period of 90 days or less, from Oct. 16, 1905, owing to illness.

DISAPPROVE PROPOSED OUTER PARK BELT.

That the Board of Education express its disapproval of the proposed plan, and that the president of the board be authorized and directed to take such steps in the matter as in his judgment seems best to protect the interests of the board.

LECTURE NOTICES.

JOHN GRAHAM BROOKS.

October 28—"What the Socialists Hope For."—Chicago Commons.

October 30—"The Utopia of the Socialists."—Lincoln Park Congregational Church.

October 31—"The Social Politics of Gladstone."—Abraham Lincoln Center.

November 2—"The Utopia of the Socialists."—Lewis Institute.

One can never tell by a man's looks whether he was disappointed in love or only has dyspepsia.

TEACHERS owning home wish to meet other teachers who desire to keep house. South Side. Address D. T., Bulletin.

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SCHOOLBOY REPARTEE.

Professor H. W. Prentis, principal of the Hodgden school, tells a joke on himself with much enjoyment. One day during an examination, when he was visiting the various rooms, he stopped to ask a very bright boy a sum in algebra, and, although the problem was comparatively easy, he could not answer it. Professor Prentis remarked and with some show of severity:

"My boy, you ought to be able to do that. At your age George Washington was a surveyor."

The boy looked him straight in the eye and answered:

"Yes, sir, and at your age he was President of the United States."

The conversation dropped at that point.

Everything comes to the man who waits on himself.

Friends and debts should be cheerfully and promptly met.

Teacher—In which of his battles was Gustavus Adolphus killed?

Scholar—I thing in his last battle.

"What is algebra, Johnny?" asked the teacher of a small pupil.

"It's a white mule covered with black stripes," answered the little fellow. "I saw one at the circus last summer."

"Wot's a fort?"

"Place where they keeps soldiers."

"Then wot's a fortress?"

"Where they keeps soldiers' wives, o' course."

The late Sol Smith Russell had three young nieces of whom he was very fond. On one occasion he took the youngest of them for a walk and bought her some candy on the agreement that it was not to be eaten until they reached her home. They started, but before they had gone far the little girl proposed: "Let's wun!" Her uncle declined, and there was long pleading, all to no purpose. Finally, the little girl stopped, knelt down on the pavement, and offered up the petition: "Dod, please make Uncle Sol Wun." "It was simply a question of my losing my dignity, or her losing her faith in God," said Mr. Russell, in relating the incident, "so we ran as fast as we could for home."

By dint of fighting at school he acquired the hardihood and scorn of pain which give rise to military courage; but of course he also acquired the greatest aversion to study, for a public school can never solve the difficult problem of developing equally and simultaneously the powers of the body and of the mind.—Balzac, Un Menage de Garcon.

Miss Nellie Gaunt: At the zoo I liked the monkey-house best.

Mrs. Ellie Gaunt: Don't say "monkey-house," child; it sounds so common. Please call it the "apiary."—Cleveland Leader.

That tired feeling is often due to a strenuous effort to live without work.

A PROTRACTED CRUISE.

To enjoy yachting, a good breeze is almost as essential as a good yacht; but both were lacking in the case of a well-known New Yorker, an amateur whose experience is related in Harper's Weekly.

With a few friends he set sail from New York, and started on a cruise by way of the Sound. They kept close to the shore, and owing to lack of wind and the slowness of their boat they were still drifting by familiar country a week or so after they left New York.

On a point of land which they passed a solemn Yankee sat fishing. For some hours the boat made almost no progress, and after a while the fisherman roused himself enough to ask: "Where are ye from?"

"New York," replied the yachtsman.

"How long?"

"Since August first."

The man returned to his fishing and the yacht kept on drifting. Along in the afternoon the same voice hailed them again: "What year?"

Don't kick about the weather. When it rains it settles the dust; when the sun shines it dries the mud.

No man can appreciate how another man can be busy when he wants to talk to him.

The man who hesitates may be lost, but the man who never hesitates is hard to find.

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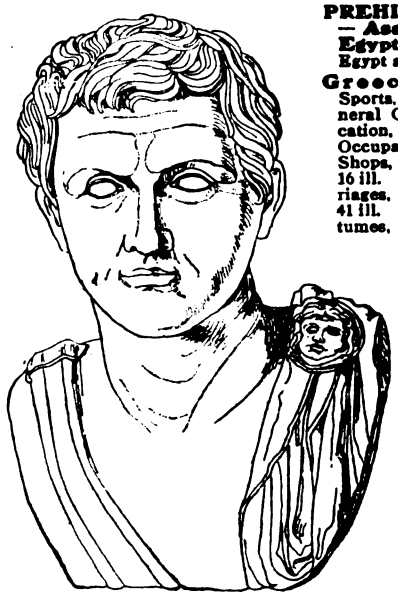
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Chicago Teachers' Federation

Bulletin

100

Vol. IV. CHICAGO, NOVEMBER 3, 1905. No. 38.

THE FOREST PARK PRESERVE.

All the citizens of Chicago will agree that parks and parkways are a necessary part of any large municipality. The overcrowding and the congestion incident to city life demand this natural opportunity for recreation and contact with nature, which the parks alone give, and all the citizens of Chicago agree that the Outer Park Belt, as shown on the map, is one of the finest municipal park schemes, almost equal to that of Boston.

No citizen, however, familiar with the wording of the "Act to Create Forest Preserve Districts," can believe that it is either wise or timely to create the Chicago Forest Preserve District under that law as it now stands.

Briefly, there are points to the law, any one of which condemn it:

1st. Only in two places is any reference made to the people or where they are assured an interest in it. (a) To create a district the majority of the voters must be in favor of it. (b) Permission must be asked of the people to increase the bonded indebtedness to 3 per cent of the taxable value of the property.

This allows for the handling by the commission of $14,000,000 at least.

2d. The president and six members of the commission are appointed by the governor for six years. They render account to no one. This does away with all interfering people.

3d. The commission has absolute power to enact any ordinance *necessary* to control the 30,000 acres planned in the Outer Park Belt.

4th. The commission would be another taxing body forever separated from the city, and therefore is directly opposed to the new city charter movement which is seeking to consolidate the different taxing bodies now existing in the city.

5th. The burden of the one mill tax falls most heavily on the School Fund and means a yearly draft of $133,000 at least.

This last issue alone is sufficient to cause the rejection of the bill at this time; $133,000 means under the present system the education in the elementary schools of 5,320 pupils and the employment of 150 teachers, the cost per pupil being $25; $133,000 is equal to an increase of $26 a year in salary for every teacher in the public schools.

The question is, can the city afford to pay $133,000 out of its school fund for the education of an unrelated, autocratic commission with unlimited power, divorced from any responsibility to the people in establishing a system of parks under a law which the promoters admit must be amended two years from now.

VACATION SCHOOL EXHIBIT AT THE MUNICIPAL MUSEUM.

One of the most interesting collections of children's work is that now being exhibited in the Municipal Museum. It is the tangible result of the summer's work in the eight vacation schools open for five weeks in the congested districts of the city.

The first vacation school in Chicago was opened in 1896 under the auspices of the Civic Federation. The next year another school was opened through the efforts of Miss Mary McDowell of the Chicago University Settlement. The matter of the schools was taken up the following year by the Chicago Woman's Club, who sent out a general appeal to the women's clubs of the county asking for a permanent committee to continue the schools. As a result the Chicago Permanent Vacation School and Playground Committee of Women's Clubs was formed with a Vacation School Board. The funds to support the schools are contributed by the clubs, individuals and the Chicago Board of Education.

Last summer there was an enrollment of 6,583 pupils in the schools with a daily average attendance of 545 in each school. The cost of maintaining them for the five weeks was $10,335, which makes the per capita cost per pupil only $2.60.

The exhibits from the different schools are interesting as they point to the nationality of the pupils, and the traces of foreign parentage is very noticeable. A table has been prepared showing the nationality of the pupils. The Italians and Jews rank

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highest, both of these with twenty-one per cent. The Germans follow next with sixteen per cent. The Bohemians, Irish, American and Scandinavian coming after in order named.

The influence of the Arts and Crafts Movement is to be seen everywhere throughout the exhibit to a far greater extent than is usually found in work done in the schools. The rugs, the pottery, the leather and the carpentry work are distinctly Arts and Crafts.

The effect of this work on the children is of great value, training eye and brain and hand to mold or make a complete artistic whole.

During the exhibition lectures on related topics are held in the rooms Tuesdays and Friday afternoons, and it is suggested that the mothers of the children should have their attention brought to this exhibit and whenever possible they should be encouraged to visit it.

By arranging beforehand the stereopticon pictures may be secured to illustrate the different activities.

Teachers and parents interested in manual training and handicraft work for their children in the summer schools will find much of interest and help as well as encouragement in the work already accomplished.

TEACHERS UNION IN "EGYPT."

HOW THE TEACHERS OF SALINE COUNTY SOLVED THE SALARY QUESTION.

By S. T. Robinson, Pittsfield, Ill.

Organizations for mutual protection are now common in all trades and professions where men and women labor for a fixed consideration. In fact the only great army of wage earners, yet unorganized for this purpose, is the public school teachers of America. Some weak movements along this line have been started but it remained for the teachers of Saline county to take the initiative in the present new movement and carry it to a successful termination. Theirs was a logical beginning and a successful ending. The teachers of the state of Illinois should do homage to this iconoclastic body of workers, and cast their eyes in reverence toward this land of "Egypt." Theirs was not a work that was to be accomplished in a day. It took a united effort of a determined body of teachers, who were thorough believers in the justice of their cause, and who would not listen to the threats and promises of the opposition. Of course there were a few who, as of old, became doubtful of their ability to win; forgot their pledges; and became worshipers of the "golden calf." This "golden calf" was devoutly worshiped by a few thirty-dollar teachers who were offered forty dollars for teaching a fifty-dollar school. But these were exceptions, and few, as but eight of the one hundred and forty teachers who joined the "union" taught for less than their school was listed—and in some cases but a few cents less on the month, just enough for the directors to say they had not paid the "scale." It was at the March meeting in 1904 that the following resolution was presented by one of the leading teachers in this movement for higher salaries:

"*Resolved*, That no teacher of this county sign a contract for the ensuing year for teaching for other than the calendar month.

"That the president of this association shall appoint a committee of five members whose duty it shall be to ascertain from the valuation of taxable property of each district in the county the price it can pay for teaching, furnish each teacher with a list of such prices, and from this list so furnished let the teacher select his school and price for teaching same."

The introduction of this resolution provoked a heated discussion, after the passage of which the president announced that he would appoint one member from each township to act on this committee. Some days after this meeting the president notified the members of their appointment and duties, and called a meeting for March 19, at which time said committee met and fixed the following table as a basis for figuring the minimum price each district could pay their teacher:

For valuation of $5,000 or less $25.00 per month
$ 5,000 to $ 6,000 valuation $27.00 per month
$ 6,000 to $ 7,000 valuation $30.00 per month
$ 7,000 to $ 8,000 valuation $32.00 per month
$ 8,000 to $ 9,000 valuation $35.00 per month
$ 9,000 to $10,000 valuation $37.50 per month
$10,000 to $11,000 valuation $40.00 per month
$11,000 to $12,000 valuation $42.50 per month
$12,000 to $14,000 valuation $45.00 per month
$14,000 to $16,000 valuation $47.50 per month
$16,000 to $18,000 valuation $50.00 per month
$18,000 to $20,000 valuation $52.50 per month
$20,000 to $22,000 valuation $55.00 per month
$22,000 to $24,000 valuation $57.50 per month
$24,000 to $26,000 valuation $60.00 per month
over $26,000 valuation $60.00 per month

Provided there was but one teacher, but if more than one this table should be the basis for figuring the price for each teacher.

From the foregoing table the committee made a list of the schools of the county and the salary each could pay and had it printed and mailed to each teacher of the county. According to the scale there is one school listed at $25.00 and one at $100.00, the latter having two teachers. This scale brings the average salary for men from $34.77 (state superintendent's report for 1902) to $45.00 and that for women from $28.87 to $40.00, an average of more than $10.00 per month for each school in the county. There are 126 teachers in Saline county and 86 school districts. There were 140 teachers who signed the pledge to demand the scale price for teaching, and we are sorry to say that eight of these taught for less. There were fourteen teachers in the county that would not sign the pledge, some of these taught for less than the scale price, yet received higher salaries than previously. At the date of this writing the county superintendent reports that no school has been contracted for less than the

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scale set by the teachers, and many are receiving more. Directors are riding over the county hunting the best teachers for which they are willing to pay a high salary, in many districts offering more than the "scale." While the directors throughout the county protested against paying a price fixed without their consent, yet in most cases there was no alternative, and the result is their schools were never better, and all concerned are interested as never before.

But all this was not accomplishd without a struggle. The directors organized for the purpose of protecting their "rights," and many declared they would never employ a teacher that had joined the "union." In an endeavor to get the directors and teachers together that they might come to a better understanding County Superintendent York called a joint meeting of the two organizations to be held at Harrisburg, May 25, 1904. At this meeting a member of the directors' organization presided, although a large majority of the directors refused to meet in joint session but held a meeting of their own, passing many resolutions and saying many things that would not look well in print. A committee of teachers was appointed to go in person and invite these directors to meet with them in the afternoon, which they accepted. At this afternoon meeting Hon. W. V. Choisser and Prof. Harry Taylor, principal of the Township High School, made strong speeches of "reconciliation," at the close of which Hon. W. F. Scott, president of the board of education of the city of Harrisburg, proposed that each organization select five of their representative members which should constitute a board of arbitration, and that both organizations should abide by their decision. This the directors refused to do. At this point in the meeting a majority of the directors "bolted" and left the building to hold a "directors rights" meeting at the court house. The directors' committee on resolutions presented the following report which was unanimously adopted:

"We the directors of Saline county believe in the free and equal rights of American citizens, and believe that the steps of Saline county teachers, in former resolutions, is absolutely contrary to law; be it therefore

"*Resolved,* That we ignore their action fixing the scale of prices in the different districts, and demand that they concede to the directors of this county the right to be the judges as to the fitness of applicants morally, and of the *finacial ability of the districts.* Be it further

"*Resolved,* That the directors give the young teachers of the county a chance at the schools the coming year.

"*Resolved,* That all teachers applying for schools must be accompanied with a legal certificate.

"*Resolved,* That we, the directors of the rural districts of Saline county, ask the teachers of said county to rescind their action of fixing the price of teaching on the assessed valuation, and instead thereof it be fixed between teacher and board that employs him; and that the price be a *fair compensation* for the services rendered."

While this resolution was being read and passed by the directors at the court house, the teachers at the school building were busy signing a pledge that they would all stand or fall on their proposed line of action. They felt that for years they had asked for this "fair compensation" and their wishes were never considered. Throughout the summer a discussion of the matter was kept up through the columns of the county papers by representatives of the two organizations.

Some schools were not opened till late in the season, but in nearly all such cases the directors were forced to take an inferior teacher at the scale price. All such feeling has now passed and the directors generally see that this agitation has been a great benefit to the schools of the county and are now willing to pay all that is asked, but are justly demanding better preparation on the part of the teachers, which will all result in good. The directors of Saline county are a body of fair minded men, many of them have been or are now teachers themselves. They needed but one lesson. There was probably never such a meeting held in the history of our public school system as was held by the directors of Saline county at Harrisburg, June 4, 1905. There was a great contrast in this meeting and those of the year previous. Here was an earnest body of men who had met for a purpose, who were seeking more light on the subject of public school work. In the afternoon they had an "experience meeting" at which time they told who had taught their school, his success, where he was spending his vacation, etc.

In most cases they reported the best school they had ever had, and that greater interest was manifested by all concerned. They have never as now felt their responsibilities as directors. They feel their duties are more than hiring and paying teachers. The spirit of improvement is running high. Uniformity of text books has been adopted by the county association and will go into effect this year. Many new improvements are spoken of and all are alive and active. At the beginning of this contest many directors resigned, but now it is considered an honor to hold this position. The teachers of the county owe much of their success to the untiring efforts of their president, Otto D. Edwards, and County Superintendent Lewis E. York, without whose help they could have never attained the success that is theirs.—From "School and Home Education."

ASSIGNMENTS OF EVENING SCHOOL TEACHERS.

Chicago, October 25, 1905.

BURLEY—Minnie M. Arnold, Bessie De Banco, Jeannette De Vilbiss, Agnes D. Duffy, Charles F. Fitzgerald, J. Albert Foberg, Etta I. Gee, Julia Sulzer Griffith, Katherine H. Hanafire, Dora Heuermann, Margaretta H. Kimball, Jennie F. Maher, Tahletha M. Mann, Ida M. Wilson.

BURR—Augusta Albert, Clara C. Bennett, Alice M. Bowers, Ida M. Brown, Minnie A. Dietz, William H. Gage, Anna E. Henreedy, Fred G. Holmes, Alice J. Hutchinson, Mina R. Jones, Annie McClements, Edwin J. Raber, James C. Reed, Florence E. Scully, Ida H. Soelke, Edith V. Watson, Viola R. Weigselbaum.

CHASE—Mary E. Babcock, Olivia S. Binna, Florence N. Bryant, J. Katherine Cutler, Anna E. Jones, Effie MacDonald, Frank W. Kingsley, Fanny R. Pike, S. Jessie Root, Emily F. Rose, Elmer L. Valentine.

(Continued on page 5.)

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

MARGARET A. HALEY, - - - - - - - - - Editor
ESTHER TABER, - - - - - - - - Managing Editor

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Through an oversight the portion of the article by Henry S. Pritchett, published in last week's Bulletin, was not credited to the "Atlantic" for September, as it should have been.

THE EDITOR.

BOARD OF EDUCATION.

Wednesday, November 1, 1905.

SPECIAL MEETING.

A special meeting of the Board of Education was held Wednesday, Nov. 1, 1905, to conslder in committee of the whole the report of the special committee appointed to meet with similar committees of the county and city and judge of the Juvenile Court. Twelve members of the Board of Education were present and Judges Mack, Tuthill and Carter, Commissioner Walker and Justice Hurley. The committee recommended the adoption of the report, and it will be presented to the next regular meeting of the Board of Education Wednesday, Nov. 8, 1905.

The report is as follows:

To the President and members of the Board of Education of the City of Chicago:

LADIES AND GENTLEMAN:.

Following your instructions at the meeting of the Board of Education on Oct. 11th, your committee met with the committee appointed to consider new plans for the Juvenile Court, and begs to report as follows:

The committee your representatives were asked to join consisted of—

REPRESENTING THE COUNTY.

Commissioner William C. Hartray, Commissioner Edwin K. Walker, Commissioner William J. Umbach, Miss Julia C. Lathrop, Hon. Orrin N. Carter, Mr. T. D. Hurley.

REPRESENTING THE CITY.

Mr. M. J. Corboy, Hon. T. J. Dixon, Hon. J. Z. Uhlir, Hon. J. R. Considine, Miss Jane Addams, Hon. Julian Mack.

There have been two meetings of this whole committee and a meeting of a subcommittee on sites.

The chairman of the committee asked Judge Mack and Mr. Walker to outline to your representatives the status of the question at the time they joined the committee.

The movement originated in the necessity for new quarters for the Juvenile Court, the utter inadequacy and inconvenience of the Detention Home, and the general lack of these provisions, including the Parental School, to care in any complete manner for the truants and juvenile offenders of the city.

It at once occurred to the members of the committee that the whole subject is perhaps more germane to the work of the Board of Education than to any other official body, and hence they sought its co-operation in the consideration of the whole matter.

It is probably known to the members of the Board of Education, that, in the course of dealing with the juvenile offenders of the city, on their arrest, they are taken to the court room situated, at present, at 260 South Clark street. There they must await their turn for hearing, accompanied by such members of their family, or such friends, as they may bring. It is readily seen that such a condition leads to the utmost confusion at the hearings, and in the whole atmosphere of the court, making it impossible for Judge Mack to do that work in the educational manner in which he wishes to do it.

The Detention Home, which is intended to supply a place for delay or short detention, is situated at 625 West Adams street. The distance renders it useless except for commitment.

This brings out the first need—that the court and the place of detention should be adjacent. Thus in planning a new building, the Juvenile Court needs a new place of detention included with it.

For these buildings the County Commissioners have offered funds, looking to the city to add to them, and especially looking to the Board of Education to further their plan in every way, with financial and moral support.

Discussion further developed the very immediate concern that the Board of Education has in this whole subject of properly caring for all children from the first steps of truancy through all the stages of juvenile offense. And it appeared that the splendid beginning that Chicago has made in recognizing the need for a Juvenile Court and separate Juvenile Detention, falls short of accomplishing the end sought through lack of adequate space and want of organization of the work.

It is suggested that this place of detention shall be a school, where children will immediately take up work instead of spending idle, unoccupied time in waiting, and shall be called the Detention School.

It is also suggested that the Board of Education shall have its Compulsory Education and Child Study Departments in these headquarters, centering there all the truant work, and securing thus unified effort in all of its branches.

The final recommendation is summed up in the following resolution offered by Judge Mack at the second meeting of the joint committee.

"*Resolved,* That it is the sense of this conference that steps be taken at once to secure a proper site on which there shall be erected a building or buildings suitable for the work of the Juvenile Court, the Detention Home, the Compulsory Education, Child Study and Child Labor Certificate departments of the Board of Education; that a school be maintained therein both for the children detained there as delinquents and dependents and also for truant children to be sent there for short periods, instead of being sent to the Parental School;

"*Resolved,* Further, that the Board of Education, the County of Cook and the City of Chicago be requested to co-operate in providing the funds neces-

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sary for the site and the buildings, and for the maintenance thereof."

At that meeting Judge Lindsay of Denver outlined how the same plan of co-operation between the Juvenile Court and the Board of Education worked in Denver, with the result of practically wiping out the class of uncared-for truants.

Your committee feels that with the plan as outlined, the organization of that work in Chicago will be so vastly improved as to multiply greatly the efficiency of the forces already at work here for truants, and that we shall then be in a position to know how far our space is inadequate, which we cannot know now because of the lack of co-ordination of the forces we have.

Your committee, therefore, strongly recommends that the Board of Education co-operate as fully as possible with this general plan—that the representatives from the Board be enlarged to represent the Committee on Buildings and Grounds, that these representatives be instructed to report back general concurrence and support, and willingness to co-operate financially, to the joint committee.

Among the possible ways that the Board of Education might take part have been suggested—the contribution of a site, the contribution of a part of the building, the joining with the county in the maintenance of the building, the equipping of the schools with teachers, etc., etc.

Your committee recommends that except to express any positive preference the Board may feel as to the manner of co-operation, the Board should leave the definite plan to be developed in the committee and to be reported later to the Board of Education with recommendations by your representatives in the committee.

Your committee strongly recommends that general concurrence and approval be reported from the Board of Education to the joint committee.

That the resolution of the joint committee, as above recited, be concurred in, and that copies of this report be referred to both the Buildings and Grounds Committee and the School Management Committee for appropriate action.

Respectfully submitted by

P. SHELLY O'RYAN,
Chairman.
ANITA M'CORMICK BLAINE.
EDWARD TILDEN.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, November 11, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, November 14, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

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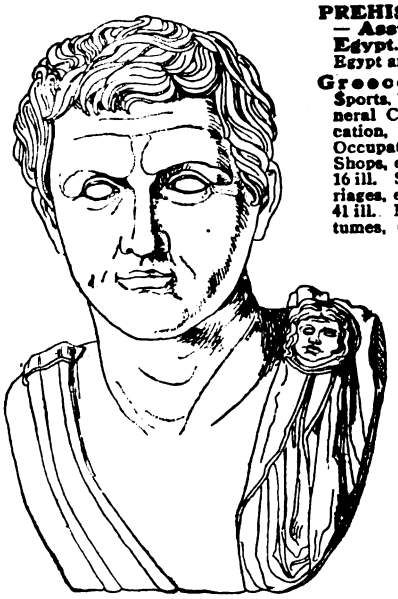
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Chicago Teachers' Federation

Bulletin

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Vol. IV. CHICAGO, NOVEMBER 10, 1905. No. 39.

THE SOCIAL LIFE OF CHILDREN.

By Mrs. Porter Lander MacClintock, Chicago.

Nothing more beneficent has come into modern education than the tendency to obliterate the distinctions between a child's school life and the other aspects of his life. Our debt is incalculable to those great teachers who have seen, and have taught us to see, that the whole life of the child is social, that the whole life of the child is educational—that it should be one harmonious piece of experience, flowing naturally on from home to school, from family to friends and teachers, with no jars and no segmentation. We cannot fail to see that in the large sense of "social," all life is social where people—even two people—are adjusting themselves to one another and co-operating in living. We have all learned to see too that ideally, social pleasure, like every other pleasure, should arise out of normal and natural activities—should come as a by-product, an efflorescence, of our association with our fellows in some interest or activity. This is why we find the best society in Chicago at Hull House, in the studios, in the morning conferences at the club, rather than at the afternoon tea, or the formal reception, where we go seeking pleasure.

It would, then, be quite ideal if it were possible to associate the child's social experience inseparably and joyously with his school experience and his family life. The family and the school, well and liberally organized, wisely and generously conducted, should, ideally, so fill the child's life that there would not be vacancies left to fill with society as society. But the home and the school are not well and liberally organized, nor wisely and generously conducted. Many homes are barren, either poverty-stricken or slipshod, and are therefore unsocial; many homes are luxurious, elaborate, filled with an atmosphere of servants and functionaries, and are therefore antisocial. The school life of the children, especially of the older children, but running back far into the elementary school, too, is professionalized and technicalized, made into mere learning and not living, built around an elaborate and unsparing system of competition, until it is not only both unsocial and antisocial, but scarcely human.

So, however unwilling we are that it should be so, we must acknowledge that the recreative out-of-school life of our children has been erected into a sort of institution, modeled upon adult "society," having its own machinery, its ceremonies and events. It is this specialized recreation, as distinguished from home life and from school life, that we must handle, gently and gradually transforming it, if possible, into the thing we should like it to be.

* * *

The first principle of the social life of our children is that it should be democratic. There are reasons of several different kinds for this. In our day everybody that is not a democrat pretends to be. It is a pose, where it is not a sincere attitude.

* * *

So many of us are obliged merely to pose as democrats for the reason that the last few generations of Americans have been so strenuously trying to forget that as Americans we are democratic, and have been so laboriously taking on the airs and customs of the aristocracy that we find ourselves, now that democracy is in fashion, actually embarrassed with those notions of exclusiveness that we and our fathers, and in some cases our grandfathers, assiduously cultivated. But the society of the future—that future for which we are rearing our children and our children's children—will, if we are wise and honest now, be really democratic. It will not be necessary for them to pose. Of course, we can never have again the old democracy of ignorance and inexperience; but our children's children will see a better thing—a reasoned, conscious, artistic, religious democracy, far on the road toward the brotherhood of man.

The best of it is that children are natural democrats. Until it is pointed out to them by their elders, they make no discriminations on the ground of extraneous characteristics against other children who happen to be interesting to them. Now, the basis of this society for our children is providentially and most naturally provided in the school. It is here and only here that many sorts of children from many kinds of homes come together freely and naturally, as mates and equals. Here they meet upon an impartial footing. Here, quite as it should be in an ideal democracy, they must learn to know and respect one another's qualities, regardless of the accidents of manners and appointments.

* * *

We must teach them to look below the mere surface rudenesses and coarsenesses of children they are obliged to know, as we must do in our own world, to the real person beneath. Children are, as a rule, much keener sighted in this than we are. If ever you sympathetically investigated some "undesirable" friend your child had picked up, to whom his soul seemed to cleave, you have pretty certainly found that behind the disreputable sweater was a big human heart; that the grimy little paws knew how to do interesting things; that there was a real-

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ity, a pungency, a "ginger" in this small democrat that you, and certainly your child, never found in the patent-leather-shod friends he met at the dancing-school. It is a criminal thing to blind and defeat this power of insight in a child, and lead him to choose his friends by their appointments and their mamma's street numbers. And we must ourselves learn to look more lightly at the more superficial manifestations of manners, morals and speech, and not to fall into a flutter at the appearance of undesirable symptoms in our own children, as if they argued incurable contamination. Speech too good, manners too perfect, make a pariah of a child in the playing-field. He knows this, and it is a sad day when he consciously adopts one code for "the kids" and another for his mamma's four-o'clock tea. I have heard an epigram, which like all epigrams, is not more than nine-tenths extravagance or flippancy: "Every boy from seven to twelve is either a pig or a prig, with this difference—the pig is curable." To be a true social democrat, and to bring up our children as such, we must lay by some of our fears for the frailty of their manners and morals, and must cultivate a simpler, heartier ideal, so that we can tolerate in our homes and as playfellows with our children many other people's children whose speech and manners we ourselves have not formed.

We should welcome heartily the tendency everywhere visible to make more of the schoolhouse and the interests of school as a social center. It would be quite ideal if the school were a sort of children's club, or if attached to every school, or within every school district, there were a children's club-house and playing-fields where the children came together in some interest not strictly disciplinary—dramatic work, music, physical culture, exhibits of their collections. All such interests afford sane and wholesome reasons for social communion. Behind every school there should be an association of parents and friends of children, unobtrusively active, making practical and safe such social possibilities, and at the same time immeasurably enriching their own social experience.

Of course, every child is entitled to his own inner circle of friends—those congenial spirits whom he asks to family festivals, with whom he spends long afternoons in the solitude of two or three or four. But he could easily and profitably have this larger contact with many kinds of children, if we only had the facilities for utilizing the opportunities of school.

Our children's social life, however it may express itself, should be organized and conducted with simplicity. By this we mean, first, simplicity as opposed to complexity. The business of the child up to his second year in high school, and perhaps beyond, is that of acquiring in a single-minded, leisurely way the broad, fundamental things of knowledge and character. But just as this fact is ignored in most schools, and the children are found "fussed" and distracted with minor matters of subject and technique, so it is ignored in the home, and the children, like the parents, are loaded with engagements and social duties. We owe it to our children to secure to them their long childhood. We should passionately keep for them their leisure, their long hours of time. We cannot too much deplore the restlessness some people feel to have their children experience all there is of life. It is deplorable to thrust a child untimely into a mature experience, and forestall or force the beautiful ripeness of each stage of his life. To take the child to the theater—the theater "as is"—to grand opera, to concerts where he hears difficult music psychologically twenty years beyond him, to evening parties, is to wrong him mentally, morally, physically, socially. There should be drama for children; there should be many more of the concerts for young people, which Mr. Thomas knew so well how to arrange; but the children should not be thrust into artistic and social experiences suitable only for their elders. Above all, they should be spared as long as possible the appalling complexity, the depressing too-much, which makes the lives of their elders one ignoble scramble, or a constant series of volitional upheavals of choice-making.

We mean, in the second place, simplicity as opposed to costliness. Well-to-do and experienced people know that there can never be any true democracy among the children or elsewhere, so long as they flaunt the signs of their difference—fine clothes, much spending-money, luxurious appointments. Everybody knows, however, that this is a delicate and difficult question. Clothes should be good and serviceable and tasteful. Unfortunately, the matter of their tastefulness is partly a matter of fabrics and materials, in which we are in the hands of the manufacturers, who seem to have agreed to do their worst for us in making cheap materials as undesirable as possible in color and design. Here, indeed, is a legitimate crusade demanding the eloquence and enthusiasm of some eloquent and enthusiastic woman's club.

But it is not so difficult to know where "finery" and indulgence begin, and it is the artistic ugliness and the immorality of finery and indulgence that balk education and estop democracy. It is indulgence and luxury, the offensive too-much, that set a man or a child apart spiritually from his fellows, and make him a social leper, shunned and infectious. Any woman with even a little wisdom can, if she will, arrive at a standard of relative—yes, of absolute—uncostliness, and apply it. She can at least refuse to subject her boys and girls to the frivolous, the criminal, observances of the changing fashions. Many an unfortunate child, in her dress, her parties, her very toys, is merely a "conspicuous consumer" for her mother; she demonstrates that her mamma "knows how." To this cheap triumph, this selfish and trivial pleasure, many a woman sacrifices her child's peace and harmonious growth, and places a barrier to a true social life. We have all seen children returning from what ought to have been a simple, naive child's festival—a birthday party, perhaps—loaded with dollars' worth of favors and prizes and place-cards, but, worse still, loaded with the bitterest burden one has to bear, that of a social *duty*, a competitive hospitality. Such things as this all parents can examine with a fresh access of consciousness and of conscience, and arrive for themselves at a standard of true simplicity.

We mean, in the third place, simplicity as opposed to artificiality. For us grown-up people ceremonies and social technicalities have a certain place. With the world clamoring at the telephone and the door-bell and the letter-box, we are forced to hedge about our leisure and our privacy with sundry difficulties of access. With so many people

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to meet and meetings to attend, we are obliged to establish a certain technique for the mere ease of doing it. Of course, we know, too, that we can never have again the unconscious and unsuspecting simplicity of a primitive society. Whatever simplicity we win for ourselves must be, like our democracy itself, the result of conscious, reasoned conclusion, the fruit of experienced taste. Can we not spare our children as much as possible of the technicalities of social communion, permit them to enjoy, as one of the privileges of the American, the very minimum of professional etiquette? As much as fine clothes, the manners and customs of a conventional society shut in the adepts and shut out the uninitiated. If we are sincere in our desire to help our children to the advantages and privileges of a new social democracy, we must see that these barriers are not erected. The very stronghold and college of conventional and artificial manners and practices is the dancing-school. Therefore we find all serious mothers reacting against the regulation dancing-school. Dancing the children should have. But it should be taught in the school as physical culture, or in little friendly classes in the home—always under natural, simple, untechnical circumstances, in the care, or under the eye of some one who knows psychology enough to choose real children's dances, and sociology enough to prevent the undemocratic degradation of the girls and the antisocial exaltation of the boys. No proficiency or expertness in manners is worth making this sacrifice for.

These principles—a true conscious democracy, simplicity in all its aspects applied under the joyous and loving guidance of parents and teachers—will go far toward securing for our children a sound and promising social life.—The Elementary School Teacher.

EDUCATION AS A PROFESSION.*

It is a commonplace of history that all professions originated from the clergy. But like many another commonplace that crystallizes the immature opinions of philosophers or scientists working with more or less blindness in strange, dark fields, this may well be challenged.

In the long, slow dawn of civilization appear learned and expert men who were generally recognized as possessors of knowledge. In that age, knowledge was esoteric, and apparently supernatural, even divine. We of the modern age are, indeed, so familiar with men of knowledge as scarcely to be able to sympathize with the plain people of ancient times who revered learning as to heavenly worth. Wanting the fit term, we may be permitted to speak of the ancient wise men as constituting a profession, the first and the original profession.

To cite a specific civilization: for centuries in Egypt, this learned profession was at once a religious hierarchy of priests, a political aristocracy of lawmakers, an economic oligarchy of landowners and capitalists, a fraternity of physicians, and a college of scholars, scientists, seers and teachers. These possessors of knowledge owned country and people—land, water, body and soul. To call them merely priests or clergy is a subtle anachronism. To speak of their temples as churches is synecdoche, for the temples were at once houses of worship, palaces of wealth, schools of learning, hospitals of healing, and halls of government. In the most ancient civilized societies of which Egypt was the type, church, state, school, business, was one social institution, while the family was the only other.

In the thousands of years since then, though the nations of men have crossed seas and oceans and have explored continents, the social institutions have been evolving continuously by differentiations and by integrations until now when we have four well formed—church, state, school, family—and one in process of formation—business or occupation, in which the welfare of competition is gradually giving way to the peace of co-operation. In our age, family and church have been declining, while state, school and business have been ascending. The stream of evolutionary tendency in its drift toward the perfection of each social institution is delimiting one from another. Church and family may relinquish one function or another but only to concentrate their vitality. State and school in this age of their growth are in peril of dissipated energy. Business, in the excess of its activities, displays monstrous forms. Those who dream of a day when the church shall be no more are as errant in vision as those who dream of a day when it shall be omnipotent and omnilaborant. Those who dream of a day when the family shall disappear in free love are not less errant than those who dream of its return to the patriarchal state. Those who dream of a society delivered over to anarchy are not less errant than those who dream of the state becoming sole instrument at once of government, of religion, of business and of education. No one social institution could be consumed even by a combination of all the others. Each protects the other by helping to confine it to its own appropriate field. The complexities of society, we may well believe, will increase until the end.

In the light of the known past, we are warranted in some anticipations. Hitherto, human nature has sufficiently manifested itself to enable us to foresee, if not final destiny, at least some phases of immediate futurity.

The older sociologists taught us that the process of institutional development bears close analogies with the cell-growth of bioplasm. According to their view, a social institution first appears in dependence upon some other older institution. All analogies are perilous; but it would appear on closer consideration that the process of institutional development is not so much biologic as chemical. The new bioplasmic cells are still bioplasm. But the chemical compound is miraculously new. The great mother-mass of humanity we may call society. Nature forced human society to produce the family. Society and family produced the church. Family and church produced out of society the state. Family, church and state out of society produced the school. And all four together producing out of society the new social institution of business. We speak often of the marvelous modern augmentation of the processes of mechanical invention and of scientific discovery. But not less marvelous is modern progress in the evolution of institutions.

In its present stage of development, the school, not yet perfectly compounded into a new, different,

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*Address at opening of School of Pedagogy, New York University, Sept. 23, 1905.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation.

MARGARET A. HALEY, - - - - - - - - - Editor
ESTHER TABER, - - - - - - - Managing Editor

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We are inclined always to postpone life and to underrate the value of the present moment in its opportunities and its happiness. The time somewhat removed is seen in the soft beauty of distant perspective. The bare rocks of human reality are part of the exquisite whole through the magic of the atmosphere. The toil and failure of the past are forgotten, but the positive life and joy are remembered because they are with us forever. In the present, on the other hand, difficulties are exaggerated. The slight physical indisposition, the changing mental moods, the lack of some minor specific aid seem insuperable obstacles. We postpone our efforts for a more favorable time, and so life slips away with its best chances unemployed. We should be masters of ourselves, remembering that there is but one day in all eternity that is ours —to-day.

The truest love can endure much and forgive all. It never wearies, it never despairs. It knows that in the end love will bring truth. With all its bitter longing, it can wait and suffer, and it never fails.

The truest love is not merely the satisfaction of one aspect of human nature: it answers the whole life. It is the greatest of all joy-bringers and the most wonderful of educators. It can hold one to truth with a power that belongs to no other force. It is ever great and new like the morning and the flowers, for it is born anew in each experience and the wonder it reveals to-day is a deep below deep in comparison to what seemed the infinite joy of yesterday.

The capacity for joy in any human being is in direct proportion to the fineness and depth of feeling. Hence any course of life which steadily hardens the feelings is destroying the capacity for joy. A man who has lived so as to deaden his sensibilities has sold his human birthright to happiness. Coarse excitement or brutal sensation may be his but not joy.

After all, pleasure is not joy, and the highest happiness we have is part pain. The deepest human craving is not to have pleasurable excitement or to avoid pain: it is to touch those depths of life where there is infinite joy and—pain. Hence the superficiality of all happiness theories; they do not comprehend human nature. No healthy human soul would choose in the last resort to be deluded with a pleasurable falsehood rather than to know a bitter truth. We crave love, even though it means pain as well as joy. All education, all refinement bring suffering and the capacity for suffering, just as they bring joy and the capacity for joy. The pain may in many cases be greater than joy, yet we choose the growth—it means life. We would suffer the agonies of a Brünhild rather than be incapable of love. We would submit to the tortures of doubt and questioning that oppressed the soul of Hamlet, rather than rest on a distorted truth or be insensible to the mysteries of life. The path of life, of growth, of more positive realization, even though it be the path of pain—such is our choice, such is the final choice of all human souls.

BROOKLYN TEACHERS WIN $300,000 SUIT.

The teachers of Brooklyn, after a wait of six years, have won their suit for $295,238.69 for back salary with interest, for the first six months of 1899. During that time the teachers were paid under a lower schedule of salaries than the Pettengill schedule which was then in force. The suit was brought for the difference.

When the case was brought before Judge Gaynor the counsel for the board of education contended that the schedule was not legally adopted, not having been passed at a regular meeting, and not having been adopted at two successive meetings. In answer to this argument the attorneys for the teachers said that it was conceded that on June 28, 1898, the Brooklyn board put into operation or thought they put into operation a schedule of salaries, under which the teachers were paid up to Dec. 31, 1898, and also that there were funds to meet the claim. The board could not limit its statutory powers to act by requiring an adoption at two successive meetings, when the charter required but one meeting, and it could not make invalid something it was required by law to do. If this was held not to be so, at least the board, by recognizing the schedule to be in force, had adopted it by recognition, a recognition which reached its height when the teachers were paid under it for four months. The board having power to adopt the schedule, intended to do it, did it, and it was recognized that it had done it by the board itself, by the other departments, and by all other authorities. Surely, because an "i" was not dotted or "t" crossed, when the "i" might have been dotted or the "t" crossed, it was not to be said now that the schedule was not adopted.

In giving his decision Justice Gaynor followed closely the lines of Mr. Shepard's reasoning. The findings were to be based on conclusions of law. The meeting on June 28 was an adjourned meeting of a regular meeting and was therefore a regular meeting. A special meeting requires a special notice, and this was not such a meeting. There was an old by-law to the effect that the by-laws or rules should not be changed except by adoption at two successive meetings. This was not complied with, so far as the schedule was concerned. However, if it lacked anything of legality on this account, it found validity by the recognition by the board that it was in force. In addition, it seemed that the by-laws relate to rules of order and proceeding, and as such cannot transcend the charter. They were not by-laws so far as they were schedules of salaries. Judgment was therefore ordered for the teachers.—The School Journal.

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(Continued from page 3.)

and integral character, reveals its component elements. The church has not yet renounced all teaching activities. The state aims at tyrannical power in return for financial support, and the family maintains here and there the select school. The teacher is a curious compound of parent, priest and policeman. Business is now trying to set up schools of its own. A certain form of the school, the metropolitan university, with its many diverse activities seems at times, indeed, like a shadow of the ancient temple thrown athwart the centuries. The tremendous importance in American life of well-schooled men,—their authority in state and church, their prosperity in business—tends to revive the ancient notion of the divine supremacy of knowledge.

The school is not yet an independent and complete social institution because the profession of education is not yet perfectly evolved. For every social institution is at once cause and effect of its servants, who should always be also its representatives and its rulers. The servitors of an institution, developing a class-consciousness, tend to become united into a defined profession. Moreover, as they develop and unite, they produce and define the institution. The profession of education which is the life of the school, proceeds in even step with the institution of education which is its form.

The family clings to the school by seeking to control the pupil through the parent, the state clings to it by seeking to control the teacher through the purse, the church sometimes seizes the school bodily, and business is reaching out to make it practical and subordinate. Not one of them is willing to let the school go free. The school, save in certain exceptional forms, is still a dependent social institution. And indeed some of its apparently exceptional independent forms are in reality dependent. The endowed university is under the authority of business, for whoever heard of a faculty of educators who were also the board of trustees? I speak of sheer allodial independence, the ability to live as one will. Nor am I speaking beyond reason, for do not the lawyers control the legislatures and courts of the state; and is not the law the profession that serves the state?

But what is a profession? We know that law is the profession of the state—theology the profession of the church—medicine, the profession whose primary service is to the family. What is education? Is it a profession in the sense that the clergy of medieval Europe were a profession or that the physicians of modern America are a profession? If education is not a profession, wherein does it fail? The board of health has police powers; physicians usually compose and control it. The court has police powers; lawyers always compose and control it. Whoever heard of a state legislature composed of and controlled by educators or doctors? Why not? Whoever heard of a board of education composed of educators? Why not?

Why not face the fact that the much discussed educator of to-day may safely be trusted with almost anything save the spending of money and the prescription of a course of study? Only business men know how to spend money for educational purposes while almost anyone knows better than does the teacher what the pupil should study. Does not the collegian elect his own studies? Is an educator even a possible candidate for the board of education? And since infancy is never terminated save by the effort of the infant himself to walk and talk, might not the educator learn something from his own doctrine of self-activity?

Let us grant that the clergy were, and that the doctors are, entirely professional. What are the professional qualities to be discerned?

First, at the climax of its development, the completely evolved profession serves and controls a social institution. We serve, but do we control the school?

Second, every member of the profession has a professional training and is saturated with a professional consciousness. Is every teacher intelligent and loyal?

Third, the public opinion of general society accepts the members of the profession as experts, upon presumption that each individual conforms to the standard. Does society accept many or any educators as really expert in education? I refer not to scholarship but to authoritative wisdom.

Fourth, the profession prepares, admits, disciplines, and discharges its members. Self-government may be good for male adults in the state and proper for lawyers, doctors, and ministers in their professions but unrestricted, it seems dangerous for educators in education.

Fifth, the preparation includes every professional need, not excepting instruction as to material support. Is there any professional course that teaches the financial ethics of education?

Sixth, the profession prevents all other persons from exercising its functions. Do we?

Seventh, the profession compels society to accept its opinions and services under penalty of sanctions. Has any one ever heard of this in education?

Eighth, in freedom, fully evolved, the profession adopts its principles, devises its methods, and applies its remedies. Not only are the principles, methods and remedies of the so-called profession of education practically controlled by others than educators but there are many persons commonly accepted as members of the profession or occupation who have not the slightest idea that education has principles, or methods, or remedies. Among this number of teachers who are mere lecturers or scholars or school keepers there are not only district school teachers but city professors in colleges and universities.

Ninth, the profession chooses its own officers and leaders, suffering no authority or influence whatever from without. What college faculty now elects its own president? Or what body of college presidents ever assigned an educator to that duty? What body of city teachers ever elected a superintendent? What hierarchy of superintendents ever assigns an educator to a city? We are neither democracy nor hierarchy, merely instruments.

Tenth, subject only to the general economic conditions of society, as expressed by the law of supply and demand, the profession fixes its own fees and enforces their collection. What convention of educators ever dares to talk about this?

Eleventh, the success or failure of a member of the profession is conditioned solely by the institution that he serves, and by himself. Did you ever hear of a college president whose failure was due to the fact that he could raise funds for the insti-

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tution? Have you ever heard of a school superintendent who was succesful mainly because he was a politician? Those who have studied the causes of the success or failure of school superintendents, for example, would, I believe, readily admit that some of them are successful mainly because they are incompetent and some of them are unsuccessful, even to losing their position, mainly because they are competent. In short, professional competence is not the sole condition of success.

Twelfth, a member of the profession may be recognized by his own confidence in his work and by his courage in carrying out his professional ideas. Is timidity or courage the typical characteristic of the educator?

In short, a perfect profession serves humanity in its own professional way and upon its own professional terms. Otherwise, it cannot wholly serve humanity.

What then of the professional school? Relying upon the past for backing, like everything else that is human it should live in the present with its face towards the future. Not every teacher is an educator; only he whose sole purpose in teaching is to enrich the mind and to train the character of the pupil. Not every educator belongs to the profession: only he who means to secure for himself and for other educators that freedom in which the best service can be rendered.

I am not arguing in order to help the profession of education. I am not arraigning those who would oppose such a profession. I am far from saying that teachers to-day are ready to become professional educators at once. I have no desire for a sudden revolution that would sweep educators into supreme power. I do not express a desire that educators should immediately have authority equal to that of doctors or lawyers. I doubt very much whether that would be for the general welfare of society now. I am only presenting what appears to me in the light of history and upon analysis to be a certainty of the future: the school able to prepare men and women for life and yet more life because maintained by a free, secure, competent, and independent profession.

Learned, like physicians, lawyers and ministers, why should not educators also be men in the world of men?

Paterson, N. J.

WILLIAM E. CHANCELLOR.

BOARD OF EDUCATION.

Wednesday November 8, 1905.

The following reports were adopted:

Transfer Cora Caverno to principal of Copernicus school, and elect Dora W. Zollman to principalship of Jones school.

Pay additional amount to Florence G. Daniel for services as acting principal at the Emmet school.

Accept proposition of Mrs. John C. Black to furnish nurse for School for Crippled Children.

Authorize principals to receive contributions to the School Children's Aid Society for Thanksgiving.

Grant authority to conduct classes in the use of the stereopticon in the Normal Extension Department.

AUTHORIZE OPENING OF COPERNICUS SCHOOL AND CHANGE OF BOUNDARIES OF SUNDRY SCHOOL DISTRICTS.

The Superintendent of Schools respectfully reports that the Copernicus school is about completed and will be ready for occupancy on Monday next.

The Superintendent, therefore, recommends that authority be given for the opening of the school and the transfer of pupils from the branches subsidiary to this school and within the boundaries fixed by the Board of Education.

The Superintendent further recommends that the boundaries of the Copernicus district and other districts adjacent thereto be fixed.

ASSIGNMENTS AND TRANSFERS OF TEACHERS.

ASSIGNMENTS.

Lillian A. Doty, Goudy; Mary C. Fanning, Dante; Carrie Beahen Furlong, Medill; Helen V. Gibson, Dante; Grace Graham, Burns; Margaret V. Henderson, Ravenswood; Norah A. Jones, Otis; Laura C. Thompson, Thorp.

TRANSFERS.

Valeria P. Chisholm, from Dante to Marquette; Isabel Conklin, from Montefiore to Henry; Minnie Gray, from Sherwood to Yale Pr.; Barbara C. Leu, from Froebel (deaf department), to Hammond; Josephine Lowell, from Madison to Normal Pr.; Emma M. Martens, from Tennyson to Marquette; Debrah A. McGrath, from Dante to Howland; Aimee O'Connor, from Goodrich to Washington; Frances E. Stewart, Household Arts department to Norman Pr.; Emma M. Sweitzer, from Lloyd to Nixon.

RESIGNATIONS OF TEACHERS.

RESIGNATIONS.

Mrs. I. Maud Anderson, Parental; W. S. Anderson, Parental; Mrs. Lillian O. Bendixen, Schley; Margaret Anita Blake, Froebel; Margaret A. Brennan, Felsenthal; Edith Burgess, Harvard; Grace E. Burns, Skinner; Nellie M. Carpenter, Shields; Catherine Cowan, Auburn Park; Frances Guthman, Garfield; L. Dow McNeff, Normal Pr.; J. Haskins Smith, Field.

TEACHERS PLACED ON THE UNASSIGNED LIST.

Beers, Huldah P., Jungman; Bergquist, Esther H., Sullivan; Ford, Emily Joyce, Foster; Forrest, Lillian, Peabody; Henderson, Pauline, Revere; Howard, Lillian, Beale; Jackson, Rae N. Weinberg, Ward; Lamont, Phemia B., Kozminski; Maxson, William S., King; Maxwell, Caroline E., Parkside; McDonald, Dora, Auburn Park Kindergarten; McGuire, Catherine R. Doran, Holmes; Muenter, Leona K., Schiller; Murphy, Mary, Knickerbocker; Schenck, Alma E., Smyth; Van Nice, Alma Blaker, Oglesby; Whitcomb, Adah F., Bradwell; Young, Jean M., McPherson.

CHANGES IN SCHOOL PRINCIPALSHIPS.

That J. Haskins Smith, principal of the Field school, has resigned, and recommends the transfer of Dudley Grant Hays, principal of the Kershaw school, to the principalship of the Field school.

The transfer of E. C. Webster, principal of the Shakespeare school, to the principalship of the Kershaw school, and the election of Walter Comstock, a teacher in the Englewood high school, to the principalship of the Shakespeare school.

TEACHERS PROMOTED TO HIGHER GROUP OF SALARIES.

Hurney, Martin E., Seward; Jamieson, Thomas M., Goldsmith.

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EMPLOYES.

TRANSFERS, ASSIGNMENTS, ETC., OF VARIOUS EMPLOYES.

TRANSFERS.

Michael Condon, engineer, from the Wicker Park school to the Adams school.

John M. Mullen, engineer, from the Thomas Chalmers school to the Wicker Park school.

Edmond A. Flynn, engineer, from the Healy school building to the Copernicus school.

Wiliam J. Rafferty, engineer, from the Adams school to the Healy school.

Charles Gohl, engineer, from the Sherman school to the Harvard school (new).

William L. Webster, engineer, from the Carpenter school to the James Monroe (new) school.

Edward J. Maley, engineer, from the John Crerar school to the Ambrose E. Burnside school.

John P. Quinn, engineer, from the Goodrich school to the Eli Whitney school.

James C. Spain, engineer, from the Washburne school to the Cyrus H. McCormick school.

George Leonhardt, engineer, from the Goethe school to the Beaubien school.

ASSIGNMENTS.

Frank Dunlap, assistant engineer, Chicago Normal school.

Joseph Babka, engineer, John Crerar school.

John M. Smith, engineer, Thomas Chalmers school.

Angus Menish, engineer, Horatio N. May school.

Peter Pesch, engineer, John P. Altgeld school.

TEMPORARY ASSIGNMENTS.

Edward H. Bade, substitute engineer, Alcott school.

Michael H. Flynn, substitute engineer of the Thomas Chalmers school.

Harry A. Schlick, substitute engineer, Goodrich school.

Thomas Connors, substitute engineer, Sherman school.

Michael H. Flynn, substitute engineer, Carpenter school.

John W. Hodson, substitute engineer, Goethe school.

SEPARATIONS.

Thomas Connors, substitute assistant engineer, Chicago Normal school.

John M. Smith, engineer, Ambrose E. Burnside school.

Angus Menish, engineer, Alcott school.

Michael H. Flynn, substitute engineer, Thomas Chalmers school.

A POLITICAL SITUATION.

"Will you walk into my parlor?" said the spider to the fly.
"Well, hardly," said the insect, as he winked the other eye.
"Your parlor has an entrance, but of exits it is shy,
So I'll stay outside in safety and remain a little fly."



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LECTURE NOTICES.

November 11, 11 a. m.—"Dante," Edward Howard Griggs, Music Hall, Fine Arts Building.

November 13, 8 p. m.—"The Grand Canon of Colorado and Its Surroundings," Dr. Wallace W. Atwood, 707 Fullerton boulevard.

November 14, 8 p. m.—"Our Nearest Neighbor, the Moon," Prof. R. F. Moulton, Abraham Lincoln Center.

November 15, 8 p. m.—"Shakespeare," Edward Howard Griggs, Music Hall, Fine Arts Building.

November 16, 4:15 p. m.—"Paolo and Francesca," Prof. S. H. Clark, Music Hall, Fine Arts Building.

November 17—"Before the Republic," Dr. Richard Burton, Lewis Institute, Robey and Madison streets.

November 18—"The Problem of the Divine Comedy," Edward Howard Griggs, Music Hall, Fine Arts Building.

CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, November 11, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, November 14, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

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Chicago Teachers' Federation

Bulletin

100

Vol. IV. CHICAGO, NOVEMBER 17, 1905. No. 40.

TEACHERS PAID LESS THAN DAY LABORERS

Even Most Unskilled Workers Average More Than Tutors of the Young—Miner Rich in Comparison.

William E. Curtis Quotes Statistics to Show Small Returns to Educators.

BY WILLIAM E. CURTIS.

(Chicago Record-Herald, Nov. 11, 1903.)

(Special Correspondence of the Chicago Record-Herald.)

Washington, Nov. 9.—Several people have written to question what was said in a recent letter from Hazleton, Pa., concerning the comparison between wages paid to members of the mine workers' union and the compensation of ministers, teachers and other professional men. It might do some good, perhaps, to go a little more into detail and show, by the official figures, how much better manual labor is paid than intellectual labor, and how much greater advantages are enjoyed by mechanics and other artisans than by members of what are usually termed "the learned profession." The commission appointed by President Roosevelt to settle the strike in the anthracite coal regions shows on page 50 of its report that "the annual earnings of contract miners, based upon returns for the year 1901, range between $5.50 and $6.00. Taking the figures from which these averages have been made, we find that 121 miners who made 250 starts in the year (that is, worked a portion of 250 days) each earned $686.08, which were the highest yearly earnings, and that 103 miners who made 185 starts (that is, worked a portion of 185 days) earned $451.07 each, and so on throughout the list; the miners who made the larger incomes working the greater number of days, and those who made the smaller incomes working the lesser number of days. It is also significant that those who worked the greater number of days and had the largest yearly incomes made the largest average daily earnings, and those who worked the least number of days made the smallest average daily earnings."

The Reading Railroad owns and operates about 40 per cent of the anthracite mines, and the commission found, by investigation, that the annual earnings of the miners depended upon the number of days they worked, as follows:

Annual earnings—	No. days worked.	Av. daily earnings.
$1,000 or over	266	....
$900 or under $1,000	254	$3.74
$800 or under $900	250	3.40
$700 or under $800	245	3.06
$600 or under $700	231	2.81
$500 or under $600	215	2.56
$400 or under $500	181	2.49
$300 or under $400	143	2.45
$200 or under $300	103	2.42

The report of the coal strike commission gives similar figures for several of the mining companies, and they are all more or less alike. As it is impossible to give space to them all, I have selected the Philadelphia and Reading, because it is the largest and is under the direction of Mr. Baer, who is accused of being the most uncompromising opponent of organized labor and the hardest and most oppressive of all the big operators.

The table just given is for contract miners, who have the privilege of working as much as they like. They have control of their own time. They can go into the mine and come out whenever they feel so inclined, and they can quit work whenever they are tired. On the average they spend five hours in the mines and seldom more than seven. They go to work after breakfast and quit for the day before their noon dinner; yet their average wages for what may be considered a half-day's work are $2.75 a day.

The following table will show the average annual earnings of the other employes at the mines of the Philadelphia and Reading Company who do not enjoy such privileges. They are required to work ten hours a day and are paid by the month. They comprise the most skillful and the most ignorant labor. The lower wages are paid to boys from 12 to 15 years of age and newly arrived immigrants, many of whom are unable to read or write or speak the English language, and have never even entered a coal mine:

	Average rate rate per 10-hour day.	Average no days worked.	Average annual earnings.
Stablemen	$1.89	365	$689.52
Engineers and pumpmen	2.02	339	685.72
Carpenters	2.20	274	603.90
Firemen	1.79	332	594.36
Blacksmiths	2.05	272	557.43
Lamp men	1.97	281	554.30
Company miners	2.31	237	547.38
Miners' laborers'	2.05	262	538.58
Repair men	2.14	241	516.70
Chute starters	2.17	229	496.88
Bottom men	2.00	235	470.00
Timbermen	1.97	236	464.28
Chute bosses	1.73	266	461.14
Road men	2.00	225	450.47
Loaders	1.90	229	434.40
Top men	1.68	244	409.19
Laborers	1.72	231	397.19
Plane men	1.79	221	396.20
Drivers and runners	1.69	225	380.57
Tip men	1.63	233	379.70
Platform men	1.64	228	373.33
Rock men	1.53	248	348.84
Oilers	1.39	242	336.45
Spraggers	1.27	225	285.65
Switchmen	1.11	215	238.27
Door boys	.95	229	217.64
Slate pickers	.93	226	210.10

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The average earnings of the employes of several smaller mines and other large mining companies are even greater. The best wages in the anthracite region are earned in a few mines owned by individuals. In the Delaware and Lackawanna mines the maximum was $818 a year, in the Delaware and Hudson it was $836 a year, in several of the private mines it runs over $1,000 a year, and it is possible for a miner to earn double that amount if he chooses. No one begrudges these people their good fortune, and the figures are quoted simply for the purpose of comparing them with the wages of school teachers and others who work just as hard and are required to have greater preparation.

The official returns from cities and towns of over 8,000 inhabitants (which pay the best salaries) show that the average yearly salary paid to teachers in elementary schools was much less than the wages paid in the mines to ordinary workmen. The returns cover about 93,000 teachers and supervising officers, and we find the following astonishing figures:

Salaries—	Persons.
Less than $350 per annum	18,777
$350, but less than $400	3,019
$400, but less than $450	5,611
$450, but less than $500	6,613
$500, but less than $550	7,721
$550, but less than $600	5,365
$600, but less than $650	7,972
$650, but less than $700	6,135

In sixty-four cities many of the teachers were actually paid salaries of less than $300 a year; in 116 cities the minimum was less than $350; in more than half of the cities salaries less than $400 a year were paid. Incredible as it may seem, three university cities—Rochester, Syracuse and New Haven—pay some of their teachers less than $300 a year. In New Orleans, St. Joseph, Fall River, Baltimore, Detroit, Louisville and Toledo many teachers are paid less than $350 a year. In Pittsburg, Buffalo, Cincinnati, Milwaukee, Indianapolis, Providence, St. Paul and Scranton the lowest is $400 a year, and yet in those cities ordinary laborers on street and sewer work, ditch diggers, road graders, mortar carriers and the commonest kind of labor are better paid.

In making this comparison it should be considered that an expensive education is necessary to qualify a candidate for a $350 position in the public schools to pass the required examinations, while an ordinary laborer can obtain his position and earn $500 or $600 a year without being able to read or write. A teacher must dress neatly and live well, in order to avoid criticism, whereas the mechanic or laborer may wear anything he likes, and may regulate his own manner of living. A teacher must study constantly and subscribe for newspapers and magazines, in order to keep up with the world's progress, while nothing of that kind is expected from the laborer or the mechanic.

The following table will show the ruling rates of wages per day, six days in the week, for skilled labor in the District of Columbia:

Bricklayers	$5.00
Stone masons	5.00
Stone cutters	4.00
Granite cutters	4.00
Structural iron workers	4.00
Carpenters	4.00
Sheet metal workers	4.00
Plumbers	4.50
Gas fitters	4.50
Tile setters	4.00
Plasterers	4.50
Pipe fitters	3.50
Steam fitters	3.50
Painters	3.50
Paper hangers	3.50
Glaziers	3.50
Marble fitters	3.50
Slate roofers	3.50
Unskilled building labor	2.00
Hod carriers	2.00
Steam fitters' helpers	2.00
Gas fitters' helpers	2.00
Other helpers	2.00

As compared with these the salaries of school teachers, not including principals, in the District of Columbia are as follows:

	Per annum.
Normal school	$600 to $1,200
High school	500 to 1,500
Grammar school	650 to 950
Primary schools	500 to 600
Kindergartens	450 to 650

In Chicago 4,545 teachers are employed for nine months, at an average annual salary of $826. The lowest salary paid in Chicago is $550.

* * *

The compensation of school teachers given thus far refers only to cities of 8,000 or more inhabitants, and not to the rural schools. It would not be fair to compare the wages of a country school teacher with those of a city mechanic, or even a miner. But city teachers are rolling in wealth compared with those in the country. In the State of Pennsylvania, for example, where the miners I have alluded to are employed, the average salary paid to men school teachers is $358.56 and to women $272.88 per year. If Pittsburg and Philadelphia and other large cities in the state were left out of the calculation, the average would be much lower.

The following table, showing the average salaries paid to school teachers in the several states, is taken from the report of the United States commissioner of education for 1903. Commissioner Harris calls them "males" and "females"; I suppose he means men and women. For some reason unexplained, no returns are given for New York, New Jersey, Maryland and other states:

	Average —monthly salary—	
	Men.	Women.
Maine	$ 37.37	$27.60
New Hampshire	43.58	29.11
Vermont	47.16	29.68
Massachusetts	145.27	54.61
Rhode Island	119.06	51.90
Connecticut	102.44	45.26
Pennsylvania	44.88	34.11
Delaware	36.60	34.08
District of Columbia	94.48	64.31
Virginia	34.56	27.20
North Carolina	26.72	24.28
South Carolina	25.96	23.20
Florida	39.68	33.67
Kentucky	50.90	39.18
Tennessee	41.00	33.70
Alabama	31.00	27.00
Mississippi	33.54	29.46
Louisiana	36.25	31.43
Texas	56.00	42.30
Arkansas	36.17	32.75
Oklahoma	31.93	26.20
Ohio	45.00	40.00
Indiana	66.80	48.00
Illinois	65.83	55.62
Michigan	54.76	38.72
Wisconsin	81.93	40.78
Minnesota	55.40	38.87

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Iowa	45.99	32.60
Missouri	44.55	42.00
North Dakota	45.40	39.00
South Dakota	40.03	33.52
Nebraska	52.03	40.84
Kansas	44.24	30.55
Montana	70.89	52.04
Wyoming	73.08	43.36
Colorado	69.03	53.04
New Mexico	64.77	64.77
Arizona	80.33	67.53
Utah	71.11	48.31
Nevada	108.09	63.04
Idaho	63.00	53.00
Washington	57.54	40.82
Oregon	51.30	40.02
California	97.21	80.44

There has been a considerable improvement in the wages of teachers of recent years. Dr. Harris states that the general average of monthly salaries in the whole United States in 1870 was only $28.54; in 1890 it had risen to $37.46; in 1893 it was $40 a month, and in 1903 it was $47.50 per month, which includes city as well as country teachers of all grades, superintendents as well as assistants in the kindergartens. At the same time, Dr. Harris states that the average earnings for each individual of 29,000,000 wage earners in the United States in 1900 was $1,065.69, an increase from $849.03 in 1870. Assuming that the average school runs six months in the year, the average earnings of American school teachers is $285 a year.

Various schemes have been suggested for securing an increase in teachers' wages, but the only rational method is to educate public sentiment, because they are paid by taxation and school boards and county commissioners are compelled to regulate their expenditures by their revenue.

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CHICAGO TEACHERS' FEDERATION.

The regular meeting of the Chicago Teachers' Federation will be held at 412 Masonic Temple, December 9, 1905, at 10:30 a. m.

Admission by membership card only.

The Board of Managers of the Chicago Teachers' Federation will meet Tuesday, November 28, 1905, at 4:30 p. m., in Room 814, Unity Bldg.

FLORENCE E. TENNERRY,
Cor. Secretary.

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Wednesday, Nov. 22, 8:15 P. M.

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November 20, 8 p. m.—"High Mountains of North America," Dr. Wallace W. Atwood, Lincoln Park Congregational Church, 707 Fullerton boulevard.

November 21, 8 p. m.—"The Earth-like Planets—Mercury, Venus and Mars," Professor Forest Ray Moulton, Abraham Lincoln Center, corner Oakwood boulevard and Langley avenue.

November 23, 4:15 p. m.—Browning's "Blot in the 'Scutcheon," Professor S. H. Clark, Music Hall, Fine Arts Building.

November 23, 8 p. m.—"Irving and the Essay," Professor Richard Burton, Lewis Institute, corner Robey and Madison streets.

November 25, 11 a. m.—Dante, "The Inferno," Edward Howard Griggs, Music Hall, Fine Arts Building.

November 29, 8:15 p. m.—Shakespeare, "The Relief of Nature; As You Like It," Edward Howard Griggs, Music Hall, Fine Arts Building.

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CHICAGO TEACHERS' FEDERATION BULLETIN

Official Organ of the Chicago Teachers' Federation,

MARGARET A. HALEY, - - - - - - - - Editor
ESTHER TABER, - - - - - - - - Managing Editor

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TEACHERS' FEDERATION.

Address Before Kentucky State Teachers' Association at Mammoth Cave, June 22, 1905.

By Henry G. Williams, Dean State Normal College Ohio University, Athens, Ohio, and Editor and Publisher of "The Ohio Teacher."

Momentous transitions and evolutions are taking place in our conceptions of professional ethics and in our professional practices. These evolutions are for the better. Things do not evolve backwards. Although a long period of time is usually required to produce the evolution of a species, a nation, a type, a standard, or an ideal, there are often points in the series of changes at which the transitions *seem* to be sudden, surprising, and unexpected. It is ever thus with growth of any kind whether of the plant, the child, the nation, or the soul. Suddenly the embryo bursts its shell, the bud bursts into a flower, or the people throw off the shackles of oppression and ignorance, or the soul is suddenly born into a new life. But perhaps the embryo was ages in getting ready to burst its prison bars, the bud seemed lifeless for months, the people lived as though they were but putty in the hands of designing tyrants, or the soul seemed only mortal; yet these dormant periods are as essential and are as indicative of life as the more demonstrative epochs. During these seasons of apparent inactivity the plant, the individual, or the nation is only accumulating energy, collecting the sinews of war, ready for the opportune moment when all this potential energy shall become actual.

A careful study of conditions in the profession of teaching together with an analysis of the changing and increasing demands made by twentieth century civilization upon the schools, will convince any clear thinker and fair-minded individual that the interests of the individual teacher are too often wholly ignored or but lightly considered. More is demanded of the teacher than ever before in the way of character, scholarship, and skill, but the emoluments, the tenure, the social leadership, the political prestige, and the individual initiative have not been permitted to keep pace with these increased demands. Society at large seems too often to be but a gigantic corporation, or trust, soulless and without responsibility, engaged in obscuring the individual, and, perhaps, unintentionally, devitalizing his ambitions and aspirations. We still sacrifice a hundred thousand men in a battle and with less disturbance of the corporate conscience than of old. We need a revival of the public conscience to the recognition of the rights of the individual, and we need it no less in matters educational than in matters political. I am neither an alarmist nor a pessimist, and it is not my purpose to inflame to wrath or indiscretion, but there are such things as a righteous indignation and a self-assertion of the individual that need to be aroused occasionally. Before me are the leaders in education in Kentucky as well as the laymen, and we are all deeply concerned in the vital educational problems of this commonwealth. We believe that teaching should be made more professional and that professional interests should be safeguarded. We believe that the initiative should come from within rather than from without, and that the watchman should be stationed within as well as without. If teachers do not look after their own interests, they will not be looked after very industriously. If the conditions surrounding the educational interests of this great commonwealth are not studied carefully by her educators and every effort made to improve them by those in position to understand her needs, the chances are they will go a long time unimproved. I believe that right here, this day, the teachers of Kentucky will organize a movement that will prove a might in the cause of right and that the professional interests of education in this state will receive an acceleration never before possible. This is a momentous hour for the educational interests of Kentucky. What will you do with it?

I have already alluded to the present demands for a high standard of scholarship on the part of the teacher. The standard demanded is not too high; we can well afford to place it higher, but we must insist upon the necessity of a *kind* of scholarship which means more than a knowledge of the languages, mathematics, sciences and history, valuable as that is. We must stand for this academic scholarship plus professional scholarship and training. It is one thing *to know* mathematics, and altogether a different thing to know how *to teach* mathematics; to know how the child mind thinks number and number relations. Academic scholarship alone will not suffice. The teachers must also be thoroughly familiar with the processes of mental, ethical and physical growth, with the fundamental principles underlying the teaching art, with the observations and conclusions of master minds and reformers who have blazed the way, and must be trained for skill in the teaching arts; in fact, the teacher must be professionally educated and trained. It requires more skill to teach a child as he ought to be taught than to wield the surgeon's scalpel, or to compound medicines, or to minister to the sick, or to preach a sermon. This is the work for professional training schools, and your campaign for increased facilities for the training of teachers in this state is bound to yield fruit, for your cause is a righteous one. The public demands that physicians shall attend schools of medicine, that lawyers shall be educated in law schools, that ministers shall be graduates of theological schools, that the man who extracts your teeth or ministers to the wants of your sick horse shall hold a diploma certifying to specific knowledge and skill, and this diploma carries with it the guarantee of the protection of your great commonwealth. The man who undertakes to teach

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your child is not required to show evidence of any specific knowledge or professional skill. As a result, we have much unprofessional, unpedagogical teaching in our schools. Teachers who know nothing of the great fundamental principles of education can not be expected to do teaching that is sound. It must be admitted that much valuable time is wasted in school by teachers whose methods are poor, whose philosophy is unsound, and whose selection and arrangement of the material of the course do not tend to enrich it, and much time is wasted in teaching non-essentials or in teaching essentials at the wrong time or in the wrong way. Your state normal schools will in time correct these things.

The way to secure state normal schools is to create a demand for the kind of teaching that only trained teachers can do. The need is exceedingly great, the time is ripe, and doubtless the workers are numerous. But who is going to take the initiative? Who feels able alone to carry the burden of responsibility? You are facing a necessity and an opportunity that are freighted with a responsibility too heavy for one man or for any set of men or for any party. If the 10,500 teachers of Kentucky will stand together, shoulder to shoulder and not back to back, but presenting a solid front, they will be given a respectful hearing and an unmistaken recognition. The 10,500 teachers acting singly, in any way that might appeal to each individual, would not be able to accomplish much, but acting solidly, in a united body, they could remove mountains. How do political parties manage their campaigns? They simply recognize the law in physics that a mass divided into particles has practically no striking force, but let it be hurled against an obstacle as a mass and its *vis viva* counts. Oyama's army hurled man by man against Kuropatkin would have resulted in nothing but disaster, and Togo's fleet would have been in the bottom of the sea if he had sent one vessel at a time against the Russian fleet in the Korean Straits.

If a thing is right educationally every teacher should stand for it and know that every other teacher is also standing for it. We all know that teaching is not, correctly speaking, a profession; that the cause of the unprofessional teaching done in our schools is a lack of training and knowledge on the part of teachers; that the cause of the low standard of preparation for admission to the profession is the universally low and inadequate compensation; that the reason for the low salaries is the non-professional teaching on the one hand and the low ideals and indifferent sentiment of the public on the other. We know also that politics of all kinds play havoc with our ideals and standards, and that the public schools are not costing us one-half as much as they ought, and not half as much as we can well afford. Last year the total expense for maintaining the public schools of the United States was $251,686,000—$157,110,000 of which went to teachers for salaries. But in the same twelve months we spent over $400,000,000 on our army and navy in a time of peace, or nearly two dollars on the army and navy for every dollar spent on public education.

If in union there is such strength as has been pointed out, why should not teachers of a commonwealth agree on a few unquestioned needs and unite their efforts in securing them? The problem is comparatively easy. The needs must not only be desirable but possible. There must be practical unanimity on the course to be pursued. Then everybody must pull forward on the traces. The time is ripe here and now for the formation of an organization that shall have for its one chief aim the making of teaching a profession, recognized, protected, and compensated. Call it a Teachers' Union, or Teachers' Federation, or Educational Union, but let it be known definitely what the movement stands for, let your preamble and code of ethics be as simple and clear-cut as language can make them, and then require every teacher who joins the movement to agree to be an active, rather than a passive member. Millions of good people believe the world ought to be civilized and christianized, but the most of us do less than our best to bring about such a result. Certainly no teacher in Kentucky would feel ashamed to be known as an active member of an organization whose expressed and determined purposes are, first, to make teaching a profession, recognized, protected, and compensated; second, to create wholesome educational sentiment that would secure from the public ample support for the schools and just and economic administration of school funds; third, to keep the public schools out of politics and make them schools for all the people. If any person is ashamed to belong to an organization whose creed is such as this, he certainly lacks professional spirit, to say the least.

"But why another organization of teachers? Is not our State Educational Association fully able to cope with all these problems?" Perhaps so; but a teachers' federation is not merely a pedagogical association, nor a literary society, nor an organization for the study of curriculum, nor for a study of the best methods of teaching, nor of child study, nor manual training, nor domestic science, nor nature study. All these are worthy and necessary aims, but other organizations find these their fields. The work I am advocating has not engaged the serious attention of any of the state educational associations organized on the old lines. The work of these associations is largely along the lines of the curriculum, methods, and administration. The professional interests of the teacher and the relation of the teaching profession to public sentiment have not seriously engaged the attention of the schoolmaster in these associations.

Search the annals of the National Educational Association for addresses and discussions on these topics and you will find only your trouble for your pains. The guild of the schoolmaster numbers 450,000 in the United States, and great libraries have been written on the teacher, the child, the course of study, the problems of management and administration, but we have forgotten (or never thought) that the school can not exist independent of the public. Our deliberations have been among ourselves about matters that do not deeply concern the parent, the patron, the taxpayer and the lawmaker. Have we taken the public into our confidence? Haven't we sometimes tried to be learned disputants of philosophies rather than conservators of the public good through the co-operation of the school with the home? Brethren, do we not stand too much aloof from the public we serve? Do we not too often complain among ourselves of the unjust discriminations against us in tenure and compensation when the public really does not understand our side of the case? The public mind can

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not be ignored in any problem in which the public is a factor. The field of work for a teachers' federation is with the public in building up a healthy educational sentiment, through the teaching force. The schools belong to the people, and the federation should reach the *people* of the commonwealth and unite them with the educational forces for the improvement of the schools by securing legislation beneficial to educational interests. This makes the function of the federation quite different from that of the ordinary teachers' association.

Perhaps I should at this point quell the fears of some who feel that they are being advised to join a "trades union" and to adopt the questionable methods sometimes employed by the unions. I wish to say most emphatically that the plans, purposes and methods of the Teachers' Federation have practically nothing in common with trades unions, but the whole plan is strictly professional from beginning to end. The Teachers' Federation never advises strikes or boycotts, and it does not provide a fund to fight the employers of teachers' labor. It seeks to ameliorate conditions by getting the public to see that the schools belong to the people, not to the teachers; that the public cannot *afford* to have poor schools; that the public rather than the teacher is the loser when inadequate compensation forces into the school room a poor teacher; to get the public to see also that professionally trained teachers at fair salaries are cheaper than incompetent teachers at any or no salary; and to co-operate with the public in securing legislation in harmony with the schoolmaster's ideas. It is true that in Chicago the Teachers' Federation has been affiliated with the labor unions, but we can not be governed by what seemed a necesary course in Chicago—the city far-famed for unions and strikes.

The work of the Chicago Teachers' Federation has been very effective in bringing about needed reforms in that city. No less than eight corporations, capitalized at several millions, including the street railway, electric light, and gas companies, were compelled to pay about two million dollars in back taxes (and $600,000 a year since) and to list their properties at fair valuation for taxation. Of the sum thus recovered into the treasury the schools received $800,000 and will continue to receive their share of $600,000 annually. The story of this fight through the courts makes an interesting chapter in educational history. The Teachers' Federation only last year took up the matter of reform in the manner of appointing the School Board in Chicago. For some years the members of the board had been appointed by the Mayor and the plan failed to give good administration. The Mayor and the organizations of both political parties were opposed to any change, but the federation took up the matter advocated the election of School Board members at large by a direct vote of the people. Last November they carried the question by a vote of two to one. The people of Chicago are with the Teachers' Federation, and for that reason the politicians and trusts must reckon with the women teachers of Chicago, for of these the federation is largely composed. If these victories can be won by Chicago women, what victories ought not be expected of a united body of loyal and zealous men and women in the State of Kentucky?

The teachers organized in New York on a plan somewhat similar to the one in Chicago and have had much to do with making the salaries in New York the best in the world. The teachers of Pittsburg organized and they were promptly informed by the Board of Education that they should drop it before they got burnt, but the teachers forged ahead, held mass meetings, told the people their story of inadequate salaries and increased cost of living, and the Board of Education awoke one morning to find that they were only representatives of the people. The salaries were advanced about 25 per cent, and the teachers were graded into classes A, B, and C, with opportunity for promotion from one class to the next above. The teachers of Philadelphia had a similar fight and won their case through organization, and if teachers anywhere ever needed to stand up for their rights, they certainly needed to do so in Philadelphia. But they won a signal victory and peace has not yet been declared.

We have a National Teachers' Federation, with Miss Margaret A. Haley, the fearless fighter of Chicago, at the head of the organization. Its plan is to work through an individual membership throughout the United States rather than through local organizations as such.

In England there is the National Union of Teachers, organized in 1870. It numbers in its membership more than 50,000 out of a total of 70,000 teachers in England and Wales. Of the 26,000 men in the profession in England and Wales, 25,000 are members of the N. U. T. This union has been instrumental in securing practically all the beneficial legislation on education during the thirty-five years past. It has done more to advance the cause of public education within the past ten years than all other agencies combined during the preceding hundred years. It is a professional union with professional methods seeking professional ends. The president of the National Union of Teachers was a prominent member of the Mosely Commission. The N. U. T. is in the fore whenever educational policies are considered.

Allow me here to re-state in another way the objects of the Teachers' Federation, and then to cite specifically a few of the great problems it must undertake to solve.

1. To make teaching a profession. Teaching must be made a profession as law, medicine and dentistry have been made professions. This can come about only through legislation that will fix upon a professional basis the standards for admission to the work of teaching. Legislation must protect those already in the work and admit to the rank, after a specific future date, only those who have reached a standard of academic and professional scholarship equivalent to graduation from a first-grade high school plus not less than one year of professional training—two years would be better. In New York State graduation from a first-grade high school, followed by two years of normal training, is now the minimum for admission. President Alexander C. Miller, in his "Twentieth Century Problems in Education," says that before the close of this century this will be the standard in every school in the land. Those who then enter the profession will be protected, because they will not be compelled to face an unjust competition with those who are not their equals in scholarship and training. This state of affairs would also result in better compensation, because better preparation would inspire

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the public confidence and increase the people's faith in the efficiency of their schools.

2. The second great aim is to secure a fair compensation for professional service. I wish to emphasize the thought that the service should be professional. We do not believe in paying professional fees to a quack doctor nor to a pettifogger, but we are glad to do so when we know we are securing the services of men who have specialized. We pay them for their knowledge and their skill, rather than for the time that is required for them to perform the service we ask. Teachers are usually paid on the basis of the time they put in, and this is about the only basis employed by some boards of education.

Let us analyze briefly this problem of teachers' salaries to see if there is anything here for a teachers' federation to do. There is a general feeling among teachers everywhere that the compensation is entirely too low, and that there is no good reason why salaries should not be much better. On the other hand, there is a very marked feeling on the part of the reading public that the schools are not as efficient as they should be and that they fall far short of the real purpose for which they are intended. Our magazines and newspapers for several years past have contained many articles criticizing adversely the work of the public schools—the course of study, the methods, the teachers, and the general administration of the schools. While it is true that nearly all this criticism comes from persons not in any way connected with the schools, and frequently from those whose practical knowledge of the schools we know to be nothing, yet millions of the patrons of the public schools are reading those criticisms and many are being influenced by them. Have we refuted these charges of "Sister Bok," Mrs. Wallace, and the rest? What have schoolmen done to counteract this influence? Do lawyers expect physicians to plead their cases for them when they want to reach the public mind? So long as there are so many people who believe that the schools and their teachers are not measuring up to a reasonable standard, the battle for better salaries will be a losing one. Although much of this criticism is senseless and groundless, a close analysis of the public mind on this question will reveal the fact that the kind of school demanded for twentieth century civilization is a different type of school from that of the past, and that there is a growing feeling that this new type of school must be taught by teachers professionally trained. The public would seem to say to us, "Get your professional training and we will pay you better salaries," while the teachers seem to say, "Give us better compensation and we will secure the professional training. On the present standard of salaries we cannot afford it—it isn't possible."

Let us see which is the correct attitude and then go to work along the right line to bring the public and ourselves together. A few figures may not be out of place here. In Kentucky there were last year 10,449 public school teachers, 43 per cent of whom were men. The schools averaged a session of only ninety days, or one-fourth of the entire year. The average paid all teachers, elementary and high school, was $202.40. This was but 55 cents a day for every day in the year, and since the teacher's expense for "food, clothing and shelter," continue through that number of days, it is fair to base the computation on it. What teacher can go to the expense of securing a college education and normal training with an income of but 55 cents a day as his inspiration? Who ever heard of a man with even the semblance of an education going into rapture over the prospects of keeping a family on 55 cents a day? If he has any sense along with his education he will put his working capital into something else. This is what tens of thousands of the most promising young men are doing each year in this country. Their places are immediately filled by boys and girls with little knowledge and no training. Yet, we want to call the work we are engaged in a profession! Who is responsible for this state of affairs? Who employs these boys and girls and at boy-and-girl wages? Who turns a deaf ear to these capable and ambitious young men who are leaving the teacher's desk in one constant stream? Whose schools are they that are being thus depleted? Whose children are these in the public schools? Usually they do not belong to the teachers. Who should be most deeply concerned in their welfare, the parents or the teachers? A little effective work could be done along this line by the Teachers' Federation to help the public see this question in the right light.

Teachers feel that their salaries are not in proportion to the demands made upon them, intellectually, socially, financially. But will the public pay teachers more simply because they ask for more? The report of a committee appointed by the Wisconsin State Teachers' Association on "Teachers' Wages and the Cost of Living," contains this statement: "If the teacher's wages are raised it will not be because teachers want it so, but because the people want it so; and the people will want it so not because of any philanthropic motives nor out of any spontaneous or spasmodic bursts of generosity, but for the simple reason that it is to their interests to pay better wages for the sake of getting better teachers and better schools." If the teacher deserves better pay, it is because the public interest demands it. Then surely here is work for the Teachers' Federation, to get the people to want better teachers and better schools. We need to fortify ourselves with the right kind of argument. When we publish to the world the fact that the teachers of Kentucky are now receiving but 55 cents a day for their services, based on the entire year; that the wages paid to ordinary unskilled laborers throughout the country are higher than those paid to teachers of all classes; that the wages of teachers have actually declined in many states during the past ten years, and many similarly startling facts, then the public as the jury will have our case clearly presented to it. It must be a campaign to educate the public to a true understanding of our case.

One's compensation is really not to be measured so much by what he receives as by what it is possible for him to save. The cost of living is an important element in the salary issue. Carroll D. Wright shows that servant girls (usually without a college education and normal training, let me add) receive $212 a year and their board and room, equal to another $200 a year; farm hands $394 and their board, room, and laundry; hod carriers, plumbers and teamsters, $700 to $1,000 a year; factory girls, $425 a year; paper hangers and painters, $650 to $1,050

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a year, etc. The 449,287 teachers in the United States, male and female, elementary and high school and superintendents, received last year an average of $349 each or 95 cents a day for the entire year! Can the teacher render the best service possible on 95 cents a day? If this is all we are worth, our services must be of a very inferior quality. If our services are worth more, it is a disgrace to civilization that we do not receive more. Every teacher knows that the time will come when the state will have no further use for him. I shall doubtless be compelled to live a number of years after the state is through with me and after I am incapacitated. Even an old dray horse is "sure of his keep" and without worry to himself. Then, you say, "pension the teacher." I am not so very enthusiastic over teachers' pensions, particularly as they are usually provided. It is the teacher who furnishes the fund from which the pension is drawn. If we must have pensions let them come to us from the state, to which we have rendered our service. Personally, I would rather have a reasonable, adequate salary now while serving the state than a half salary now and a quarter salary at a time when I can give nothing in return. Pay me enough now to provide for the present and for an old age, and I will risk the consequences.

But I have said this is only a relative matter. If a man receives but $349 a year and must pay out $450 a year to live, it will be necessary for him to have a rich uncle and stick to him! Quoting from Carroll D. Wright's figures again, I find his statistics covering the five years from 1897 to 1902 show that the average increase in the cost of 250 kinds of goods or articles most required in living, even in simple style, was 26.77 per cent. The lowest increase was in cloth and clothing, 10.9 per cent; the highest, in products from the farm, 45.3 per cent. Dun's reports show an average increase in the cost of living to be 29 per cent in the eight years from 1894 to 1902. The wages of teachers have actually decreased in the same time. In Wisconsin, a very prosperous state, it is shown that for the six years, 1895 to 1902, the wages of the three-year high school teachers declined 23 per cent; salaries of principals declined 18 per cent; of four-year high school teachers, 4 per cent; while the average decline to all teachers was 9 per cent. If the average increase in the cost of the necessities of life was 29 per cent, as the figures conclusively prove, then the actual reduction in teachers' salaries was 36 per cent in the eight years. In 350 industries and trades the actual increase in wage was 26 per cent in the five years covered by Mr. Wright's report. "The wages of all other occupations are better than they are in teaching, and the wages in all but teaching have increased during the eight years prior to 1903, from 20 per cent to 40 per cent," says Mr. Wright.

Prof. William McAndrew, of New York City, says: "A teacher's salary should be based on the intent to put him in the best physical and mental condition for his work." This, it seems to me, is the correct standard. The teacher's salary should be based on his efficiency and productiveness, and his salary should be sufficient, from the standpoint of economy to the state, to place him and keep him upon the highest plane of service, so that whatever he does will always be the best his strength will allow.

But there is usually someone ready to tell us that we should labor largely for the love of the work. Some say that the teacher is held in such high repute and esteem that he should count these things assets. But good opinion and social standing are not marketable at the butcher's nor baker's nor the candlestick maker's. We might as well say that a teacher should be paid less because he is respected more! I am afraid there might be a vanishing point where the teacher would be so highly respected and loved that his salary would be "out of sight"!

3. The third and last line of action I wish to suggest for your Teachers' Federation is that of legislation. Not only do you need legislation that will ameliorate the conditions surrounding the teacher and his work, but, if the public is ever to see the need of normal schools for the training of teachers, the teachers themselves must prepare the public mind for that result and encourage the lawmakers to see that they are only expressing the will of their constituents when they place upon the statute books laws that will provide liberally for the training of the highest type. Then there are scores of other subects in legislation on which the teacher jshould be heard, provided he has right convictions. The real worth of the federation is to mold public sentiment, arouse the dormant public consciousness to a fuller realization of the function and possibilities of the public schools.

Let us rally around the institution we so dearly love and give to it a consecrated, intelligent service, ever dignified and self-respecting, and keep before our minds the needs of the child as the citizen in embryo, and the good of the child as paramount, primary, and fundamental to the safety and perpetuity of the state and nation in the training entrusted to the public school, looking to a better citizenship, a nobler manhood, and a purer womanhood, all of which are the legitimate ends of public school training.—Southern School Journal.

TEACHERS' RELIEF SOCIETY.

The Teachers' Relief Society, established for the benefit of sick teachers, ought to be supported by every teacher in the Chicago public schools. The dues are $2 a year. If six thousand teachers were members the $12,000 thus obtained would care most generously for the sick members of the relief society. At present the amount paid is $10 a week for four weeks—besides the two weeks recognized by the Board of Education.

No teacher can be so sure of her health that she can afford not to avail herself of this splendid insurance.

Little Margie (traveling with her mother in a sleeping car)—"I guess it isn't any use to say my prayers to-night, mamma."

Mamma—"Why not, darling?"

Little Margie—"Because with all this noise God couldn't hear a word I said."

"Now, children," said the new teacher, "the first thing is to organize the school."

"But we can't, ma'am," piped a wee small voice from the rear.

"Why not?" asked the teacher in surprise.

"'Cause," answered the voice, "we ain't got no organ."

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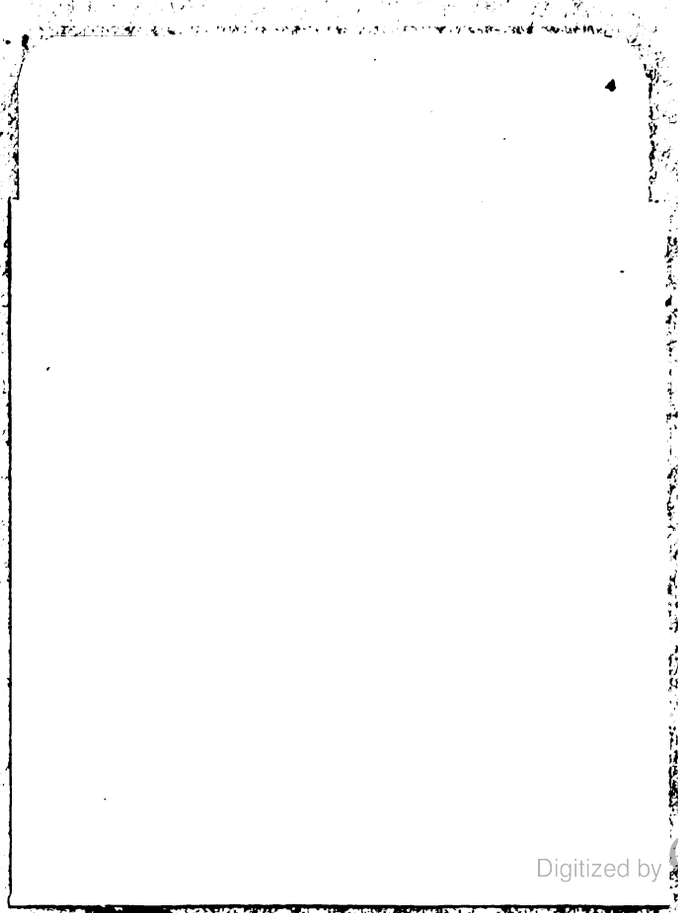
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