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Report, Showing Results of Fifteen Years of Organization, to the Teachers of Chicago

Presented by
The Chicago Teachers' Federation
444 Unity Building, Chicago.

TEN CENTS A COPY.



GREETING.

To the Teachers of Chicago:—

With the accompanying summary of what organization has accomplished in fifteen years for the teachers of Chicago and statement of our principles and aims, the Chicago Teachers' Federation earnestly invites all teachers who have enjoyed and are now enjoying these fruits of organization to co-operate in accomplishing these purposes which have been endorsed with practical unanimity by the entire teaching force of Chicago.

Believing that the freedom and the material welfare of teachers are not only legitimate but from every professional point of view, most important questions, the Federation has endeavored since 1897 to unite the teaching force on this issue, for the purpose of securing better conditions in the public schools, to the end that the children and the community may enjoy the right to receive from the teachers their highest professional service. If there has ever been a logical arraignment of the work, the purpose or the methods of the Federation, it has escaped our notice.

While the lack of complete co-operation of the teaching force has retarded progress toward the realization of ideal conditions in the schools, yet, if no other results could be shown than the gain to the teachers themselves in broadened experience, deeper, wider and more intelligent sympathy for each other, for the children and for the community, which has come through working together for mutual aid and the common good, we would still earnestly invite you to co-operate in the effort, for the pleasure and benefit of sharing these results.

Respectfully submitted,

THE CHICAGO TEACHERS' FEDERATION.

ANNA G. BAER, President.

FRANCES E. HARDEN,
Corresponding Secretary.

Chicago, Dec. 1, 1908.

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WHAT ORGANIZATION HAS ACCOMPLISHED IN FIFTEEN YEARS FOR THE TEACHERS OF CHICAGO.

PENSION FOR TEACHERS.

First Pension Law Passed in 1895.

The First Pension Law for Teachers was secured from the Illinois Legislature in 1895 through the organized work of the Chicago teachers during the year 1894, and this work was the outgrowth of the individual efforts of Mrs. Arvilla C. DeLuce, begun three years earlier.

From the beginning the teachers had the co-operation and assistance of the Board of Education as well as many of the principals.

Pension Preserved During Optional Period.

Through the strenuous and unceasing efforts of the Teachers' Federation and the Teachers' Club, together with organized and individual efforts of principals, teachers and others, the pension law was preserved during the critical and trying "optional" period (1901 to 1907), until the amendment of 1907 put the pension fund on a sound basis.

Legislation of 1907—Law Amended and Public Funds Provided.

It was through organization of the teachers in the Pension Delegate Convention and in the Legislature that the amendment to the Pension Law, also the law granting Public Funds for Teachers' Pension, now being tested in the courts, were secured in 1907, by such leaders of the teachers as Miss Florence E. Tennerry, then President of the Federation, who sacrificed her life to secure this legislation, Miss Louie L. Kilbourn, ex-president of the Federation and now President of the Teachers' Pension Board, and other active and trained members of the Federation.

Again this work was aided by the Board of Education and many individual principals and high school teachers and others.

One Thousand Teachers Become Contributors.

It was through organized effort that more than 1,000 teachers who had stopped contributing to the pension fund when the law was made optional, again became contributors before the expiration of the time fixed by the new law, viz., December 31, 1907.

Present Status of Fund.

Through the Board of Trustees of the Teachers' Pension Fund, three of whom are from the Board of Education, and six elected from the teaching force

by the teachers, the following data showing the condition of the Pension Fund was published in October, 1908:

Reserve Fund increased from \$89,000 in October, 1907, to \$171,000 in October, 1908.

Deductions from salaries increased from \$3,604.75, June, 1907, to \$8,876.50 in June, 1908.

Uniform annuities fixed by Pension Board under new law, \$225 a year.

[As we go to press, Judge Mack, in the Circuit Court of Cook County (Dec. 1, 1908) has upheld the constitutionality of the law passed in 1907, granting the interest on the school money for the Chicago teachers' pension fund and sustaining the constitutionality of the principle involved, viz., that the use of public money for teachers' pensions is for a public purpose, including compulsory deductions from salaries.]

TEACHERS' SALARIES.

Teachers Petition Board of Education.

A petition to the Board of Education in 1897 signed by 3,568 teachers was secured and filed asking an increase in the salaries of the elementary teachers whose salaries had remained practically stationary for nearly twenty years.

Increase Granted.

As a result of this petition and the public sentiment aroused through the organized efforts of the teachers the Board of Education adopted the '98 salary schedule, increasing the maximum from \$800 primary, and \$825 grammar, to \$1,000 for both, in March, 1898.

\$597,033.97 in Back Taxes Paid.

Secured \$597,033.97 in back taxes for the year 1900 through the tax suit of the Teachers' Federation, which amount was turned into the public treasury in July, 1902, \$249,554.74 of this being the Board of Education's share.

Injunction Granted Teachers.

The Federation secured temporary injunction from Judge Tuley in July, 1902, restraining the Board from using this \$249,554.74 of back taxes for 1900 except to restore cut of 1900 made in teachers' salaries.

Teachers' Contract Upheld.

Secured the decision of Judge Dunne, rendered in August, 1904, upholding Judge Tuley's injunction, sustaining the contention of the Federation in this back salary suit, viz., that the Board of Education has a contract with the teachers which cannot legally be broken by cutting salaries during the school year.

Cut Restored.

Cut of \$45 made in 1900 restored to each of 1,856 teachers in July, 1906, through the Federation's back salary suit against the Board of Education, the Board having agreed to dismiss the suit and pay the money received from the back taxes.

Four Millions Added to Treasury.

Added to the public treasury approximately \$600,000 in corporation franchise taxes every year for the last eight years, of which the Board of Education has received \$250,000 annually, the result of the teachers' tax fight.

\$300 to Every Teacher from Tax Suit.

As a result of the teachers' tax suit \$250,000 in increases given to 5,000 elementary teachers, in addition to their regular increases, in January, 1903; this was done by raising the salary fixed for every year of the schedule \$50, from the first to the seventh years, both inclusive, and every year from the eighth to the tenth and beyond, \$100 (for those who took the promotional examination) thus making the maximum of the promotional group \$1,000 instead of \$900 at which it had been fixed only six months before (July 9, 1902). By this action of the Board in raising the schedule, every elementary teacher in the system has been receiving an increase of at least \$50 a year for the last six years, total \$300, the direct result of the Federation's tax suit. (See schedules of July, '02 and January, '03, page 9.)

Teachers Vote Against Promotional Examinations.

By a vote of 3,844 to 316 the elementary teachers in December, 1904, decided against the promotional examinations on a secret ballot submitted by the Chicago Teachers' Federation.

Promotional Examination Abolished.

Through the persistent organized efforts of the teachers, this promotional examination and the interdependent secret marking system were first modified in May, 1906, and then abolished in December, 1906.

Study Courses Substituted.

When the Board of Education in June, 1907, restored the secret marking, and promotional examination and salary grouping system, thereby cutting the salaries of 2,600 teachers, it re-adopted the modification of May, 1906, which provided for five study courses as an alternative for the promotional examination. Some 2,200 of these 2,600 teachers, cut in June, 1907, have taken these study courses, and have advanced to the first group of salaries, which entitles them to an advance of \$50 a year until the maximum of \$1,025 is reached.

Federation's Educational Department.

More than 1,000 teachers have taken lecture and study courses in the Educational Department of the Federation. Part of the work consisted of courses taken at the Art Institute in 1902-03, the value of which the Board of Education recognized when it accepted them for credit toward salary advance, though the Normal Extension courses taken at the same time were not so recognized.

Teachers' Official Advisory Organization Recommended by School Management Committee.

The School Management Committee on May, 8, 1907, recommended to the Board of Education a plan for the official organization of the teaching force, investing it with advisory power and responsibility relative to executive, judicial and legislative action upon its own initiative or in response to requests from the Superintendent or the Board of Education. This recommendation was based on a plan of organization formed at the request of the School Management Committee by the then existing system of Educational Councils.

[A special meeting of the School Management Committee is to be held Dec. 3rd to discuss the recommendation of the School Management Committee made to the Board May 8, 1907, providing for the official advisory organization of teachers.]

People Vote for Elected School Board.

Through the assistance of the organized teachers a petition under the Public Policy Law was circulated and signed which provided for submitting in April, 1904, the question of an elected Board of Education to the voters of Chicago. The people voted more than two to one in favor of an elected board.

\$2,500 in Death Benefits Distributed.

The Mortuary Fund Department has paid out more than \$2,500 in death benefits since the establishment of this department.

SALARY INCREASE OF \$300

WHICH OFFICIAL PROCEEDINGS OF THE BOARD OF EDUCATION AND OTHER OFFICIAL SOURCES SHOW THAT EVERY ELEMENTARY TEACHER IN CHICAGO HAS RECEIVED SINCE JANUARY, 1903, AS THE DIRECT RESULT OF THE TEACHERS' TAX SUIT.

(Letter of President of Board of Education to Mayor.)

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. * * *

I am advised by the chairman of the then Finance Committee [Mr. Clayton Mark] 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.

[Signed] GRAHAM H. HARRIS.

Back Salary Suit Begun.

When the City Council in July, 1902, appropriated its share of the taxes secured by the teachers to pay the cut in the salaries of policemen and firemen, and the Board of Education in the same week appropriated its share to repair buildings, pay coal bills, etc., some 1,600 teachers whose salaries had been cut in 1900 began suit against the Board of Education to restore the cut.

Judge Tuley Grants Teachers Injunction.

Judge Tuley on July 9, 1902, granted a temporary injunction restraining the Board from using its share of the back tax money for 1900 for any purpose except to restore the cut made in the teachers' salaries in 1900.

Salary Suit Postponed.

Final hearing on this suit was fixed twelve different times in as many months and each time postponed at the request of the attorneys for the Board of Education. Finally, at the request of the Board of Education the case was taken away from Judge Tuley. It was finally tried before Judge Dunne who decided in favor of the teachers in August, 1904.

Miss Goggin Asks Mayor Harrison "Why?"

After a year of postponing the suit, Miss Goggin, in June, 1903, wrote to Mayor Harrison and asked him why his Board of Education refused to settle the suit or allow it to be heard, and why these teachers who had secured this back tax money for 1900, did not have restored to them their cut in salaries made in 1900.

The President of the Board of Education Answers.

Mayor Harrison replied to this communication by sending Miss Goggin the foregoing letter from the then President of the Board of Education, Mr. Graham H. Harris, the original of which is on file in the office of the Federation.

In this letter President Harris informs the Mayor that when the money realized from the Federation Tax Suit was received a large increase was given to the teachers in the way of salaries as far as the same would go.

The increase was given in January, 1903, six months after the back tax money was received.

Miss Addams Asks Mr. Clayton Mark "Why?"

Early in 1906 the Board of Education was considering dismissing the teachers' back salary suit and paying these teachers the 1900 salary cut in accordance with Judge Dunne's decision. At that time Miss Jane Addams, then member of the Board of Education, put to Mr. Clayton Mark, Chairman of the Finance Committee in 1902, and later President of the Board of Education, the same question that Miss Goggin had asked Mayor Harrison in her letter three years before; that is, why the Board of Education did not give the teachers who were cut in 1900 the back tax money secured by them.

Mr. Mark Answers.

In reply to Miss Addams' question Mr. Mark said that the Board did not give this money to these teachers whose salaries had been cut because it *did* give it to *all* the teachers; that the Board raised the salary of every elementary teacher as far as this back tax money would go. (See schedule adopted Jan., 1903, next page.)

Every elementary teacher in the system has, therefore, received at least \$50 a year since January, 1903, or a total of \$300 in the last six years, as the direct result of the Teachers' Federation Tax Suit.

This fact has received official recognition by the Board of Education as shown by the following excerpt from the official proceedings:

"The fact must not be ignored that all primary and grammar grade teachers have since 1903 been receiving at least \$50 a year more than they would have received had the schedule of 1902 remained in force. This was made possible, as explained above, as the result of the litigation instituted and carried to a successful close by the Chicago Teachers' Federation against the public utility corporations whereby the income of the Board was increased about \$250,000 annually."

(Report of School Management Committee adopted by the Board of Education, December 5, 1906. Proceedings of the Board of Education, p. 537.)

WHAT 5,000 TEACHERS OWE TO ORGANIZATION AND THE TEACHERS' TAX FIGHT.

FIVE SCHEDULES ADOPTED IN SEVEN YEARS.

	Schedule in force in 1897, and for nearly 20 years previous.	1898 schedule adopted on petition of 3,658 teachers Mar., 1898.	THREE SCHEDULES IN ONE YEAR.			Annual gain to every teacher for last six years on account of tax fight.
			Old schedule, in force prior to 1898, restored Jan., 1902. Reason given, funds short.	Schedule adopted July 9, 1902, establishing promotional examinations and grouping system.	Schedule adopted Jan., 1903, after teachers went into Courts and Federa- tion of Labor	

PRIMARY TEACHERS.

Year				2nd Group	2nd Group	2nd Group
1st . .	\$500	\$500	\$500	\$500	\$550	\$50
2nd . .	550	550	550	550	600	50
3rd . .	575	575	575	575	625	50
4th . .	650	650	650	650	700	50
5th . .	700	700	700	700	750	50
6th . .	775	775	775	775	825	50
7th . .	800	800	800	800	850	50
8th . .	800	850	800	1st Group 825	1st Group 900	1st Group 75
9th . .	800	900	800	850	950	100
10th . .	800	950	800	875	1,000	125
11th . .	800	1,000	800	900	1,000	100

GRAMMAR TEACHERS.

				2nd Group	2nd Group	2nd Group
1st . .	\$500	\$500	\$500	\$500	\$550	\$50
2nd . .	550	550	550	550	600	50
3rd . .	625	625	625	625	675	50
4th . .	675	675	675	675	725	50
5th . .	725	725	725	725	775	50
6th . .	800	800	800	800	850	50
7th . .	825	825	825	825	875	50
8th . .	825	900	825	1st Group 850	1st Group 925	1st Group 75
9th . .	825	950	825	875	975	100
10th . .	825	1,000	825	900	1,000	100

\$597,033.97 IN BACK TAXES FOR 1900 FORCED FROM THE CORPORATIONS AND TURNED INTO PUBLIC TREASURY BY THE TEACHERS IN JULY, 1902.

WHAT WAS DONE WITH IT?

Policemen's Cut Restored.

The *Policemen* had the cut made in their salaries in 1902 restored by the City Council in July, 1902, from the back taxes for 1900, secured by the teachers.

Firemen's Cut Restored.

The *Firemen* had the cut made in their salaries in 1902 restored by the City Council in July, 1902, from the back taxes for 1900 secured by the teachers.

Teachers' Cut Restored? NO.

The teachers, mostly *women*, did *not* have the cut made in their salaries in either 1900 or 1902 restored by the Board of Education.

Why?

Instead, the Finance Committee recommended, and on July 9, 1902, the Board of Education appropriated its share of the back taxes for 1900 secured by the teachers to pay coal bills, repair buildings, etc., though the appropriation in 1900 was made by the City Council with the express condition inserted that the cut in the teachers' salaries, made in 1900, should be restored.

Back to Courts.

In order to secure from the Board of Education any share in the benefits of the tax suit, conducted by the teachers at their own expense, the teachers were obliged to go into the courts again, this time against the Board of Education.

EXCERPTS FROM LETTER OF MAYOR HARRISON TO CITY COUNCIL ON RESTORING CUT IN SALARIES OF POLICEMEN AND FIREMEN, 1902.

MAYOR'S OFFICE, June 30th, 1902.

To the Honorable the City Council: Gentlemen— * * *

The annual appropriation bill of the current year materially reduced the number of men to be employed in the police and fire departments. When it became necessary to lay off men in these two departments to meet the appropriations the men of their own motion asked that they be given vacations without pay for a period of time sufficient to make up the difference, rather than see any of their fellows deprived of an opportunity to earn a living. This unfortunate condition was the result of the financial difficulties of the city. It was a condition *deeply deplored* both by the members of your Committee on Finance and the members of your Honorable Body. It has since been your earnest desire, as well as the wish of the administration to right the *wrong done* the *police* and *fire departments* at the earliest possible moment. Every possible expedient that might accomplish this purpose has been considered, but up to recent date all seemed unavailing. Now, however, the *unexpected increase* of the city's receipts from *miscellaneous receipts** opens up an avenue of relief and it has become possible to pay the rank and file of the police and fire departments full pay for full time. * * *

Whatever *deficit* may have existed in the annual appropriation bill may confidently be expected to be *met by the back taxes from corporations*, already awarded to the city by the local courts, as well as by the taxes of the same character now under adjudication in the federal courts. * * *

I would suggest the reference of this communication to your Committee on Finance with instructions that it report at the next meeting of your Honorable Body an ordinance providing for *full pay for the year* for the full quota of *men* now on the pay rolls of the departments of *fire* and *police*.

Respectfully, CARTER H. HARRISON, Mayor.

In accordance with this communication (printed in full in the Council Proceedings, June 30, 1902, p. 744), the Council on July 7th, 1902 (p. 966), adopted ordinances appropriating \$483,000 to restore the salaries lost by the policemen and firemen.

*Between Jan. 1 and July 1, 1902, the city received over \$300,000 in corporation franchise taxes for 1900 and 1901 and a few months later over \$150,000 more for 1902, all secured through the Teachers' Tax Suit.

WHY THE TEACHERS AFFILIATED WITH THE FEDERATION OF LABOR.

TEACHERS' SALARIES CUT.

The teachers' salaries were cut from \$875 primary, \$900 grammar, to \$800 and \$825 respectively, in January, 1900.

The reason given was lack of money.

In the same month the Federation began the tax campaign.

\$597,033 SECURED BY TEACHERS.

In July, 1902, \$597,033 in back taxes for the year 1900 on the franchises of five Chicago public utility corporations, was turned in to the public treasury, and a few months later an additional \$600,000 taxes on these franchises was paid in for the year 1901. *Not one dollar of franchise tax was paid by these corporations in 1899.*

NET LOSS OF 654 TEACHERS IN TWO YEARS.

The official proceedings of the Board of Education show that the total number of teachers in the Chicago public schools was reduced from 5,885 in September, 1900, to 5,385 in September, 1902, an actual decrease of 500 teachers and a net loss in these two years of 654 teachers, as 154 teachers should have been added to take care of the increase of 6,190 children in these two years.

CUT AGAIN AND SCHEDULE ABOLISHED.

Not only did the 5,385 teachers retained in the system in 1902 have added to their labors the care of the additional pupils which would have been cared for by these 654, but 2,300 experienced teachers had their salaries cut again in January, 1902, their schedule abolished and salaries set back to a point where they had been for nearly twenty years (see schedule page 9) and lower than those of the stenographers, clerks, book-keepers and other office employees, lower even than the barn foreman employed by the Board of Education.

[The proceedings of the Board—Nov. 25, 1908—show that the laborers had their "wages" fixed at \$960 for the year 1908 and 2,000 experienced teachers had their "salaries" fixed—January, 1908—at \$875 (primary) and \$900 (grammar).]

SECRET MARKING.

To this additional burden was added the so-called "promotional" examination based on a secret marking system, which the newspapers industriously advertised as a "merit" system of "promotion," but which the teachers from its inception knew to be unjust, unfair and devoid of merit or promotion.

"MERIT" SYSTEM—WITHOUT MERIT.

"Promotional" Examinations—and No Promotions, Merely Salary Advance.

This system provided for salary advance after the seventh year of service for the teachers, who, under the secret marking system, had attained a certain

mark, and who passed a re-examination in the same subjects in which they were examined before coming into the schools. The term "promotional" applied to this examination was misleading as it did not involve any promotion or change of position in any respect whatever, and those who received the increased salary after passing the re-examination, continued to do the same work, in the same room, same grade, and side by side with the same teachers whose efficiency as known to the teachers and as shown by the official records, was equal and frequently superior to those who had passed the examination, and whose experience and grade of work was the same, the only difference being that the one who passed the examination received the larger salary.*

EXAMINATION PAPERS BURNED.

Any candidate who was unsuccessful in the "promotional" examination and whose average was 70 had the privilege of attending a public revision of his papers. No candidate, whose paper was below 70, was permitted to attend the revision or allowed to see her papers and the official notice to candidates stated that "After the day of revision *all* answer papers will be destroyed."

SPRUNG ON TEACHERS.

This "promotional" examination scheme was sprung on the teachers without notice and adopted by the Board of Education under a suspension of the rules, on recommendation of the Finance Committee and without consideration by the School Management Committee, in the first week of vacation on July 9, 1902, though the Board of Education received in 1902 more than \$500,000 in taxes for 1900 and 1901 from the Federation tax suit.

*From the first the teachers knew of these injustices and inequities, but the public did not until they were revealed by the exhaustive official examination made by the Board of Education in the fall of 1906, when the whole system of secret marking was abolished on Dec. 5th, 1906, by the adoption of the Post report. It was re-enacted in June, 1907, when the Board appointed by Mayor Busse rescinded the Post report.

AT THE CLOSE OF MORE THAN TWO YEARS OF LABOR

THE TEACHERS FOUND:

The public funds increased by their efforts \$1,250,000.

Their salaries again decreased (twice in two years).

The 1900 cut not restored.

Their schedule abolished and their "salaries" set back where they had been for nearly twenty years.

The cost of living raised.

Their standard of living consequently lowered.

A net reduction of 654 teachers in the system in two years.

School rooms overcrowded in consequence.

The strain on every teacher increased.

Their professional usefulness impaired.

"PRACTICAL" ECONOMIES—PETTY PERSECUTIONS.

Entire Salary Deducted—

For time lost on account of sickness (1902).

For time lost by closing schools one week (Sept., 1900).

For Labor Day (1902).

For Visiting Day (1902).

SECRET MARKING SYSTEM.

Teachers humiliated, harassed, irritated and terrorized by a secret marking system that affected their tenure of office, salaries and right to preferment [still in effect with increasing irritation].

Money prizes to the few offered as motive and reward for cramming for re-examinations, to the detriment of children and teachers.

Their attitude toward this so-called "merit" system of "promotion" misrepresented by the press, misunderstood and misjudged by pulpit and public.

This unjust system of salary advance a source of constant irritation, dividing the teachers, the effect, if not the purpose, being to lessen the possibility of co-operation against the common enemy, the taxdodger.

SCHOOL SYSTEM AN AUTOCRACY.

No properly constituted tribunal within the educational system for hearing or redressing grievances.

Teachers "subject to dismissal at any time with or without cause, at the pleasure of the Board" [still in effect].

Lack of freedom; in consequence, loss of power of initiative, originality and invention, as well as individuality and personality in teachers and children.

Silent subserviency, conformity and uniformity the tests of fitness to survive in an educational system administered as an autocracy and expected to prepare citizens for a democracy—"one mind with a thousand hands."

Outward submission, inward rebellion.

Spirit of unrest pervading the entire system.

NO EDUCATIONAL COUNCILS.

"No official and constitutional provision for submitting questions of methods of discipline and teaching, and the questions of the course of study, text-books, etc., to the discussion and decision of those actually engaged in the work of teaching."

The Teachers' Representative Educational Councils without official recognition, their usefulness and very existence threatened [and since destroyed].

Recognition of the teachers as educators denied.

Their professional standards, ideals and opinions ignored and set aside.

Hand-me-down intellectual suits, worn by others, and ready-made educational uniforms, passed on to teachers and children—educational misfits and intellectual straight jackets.

No stimulation or inspiration to real educational progress.

“Red Tape” and “The System”—always.

The children—whenever you can.

PROFESSIONAL PREPARATION—REWARD—RESULT.

Normal course increased to three years (Apr. 2, 1902).

Graduates of Normal compelled to serve as “cadets” without salary, from one to three years before appointment as teachers, the \$20 a month previously paid while “cadeting” cut off in January, 1902.

After ten years’ experience as teachers, paid less for training the minds of fifty children than the girls in the office of the Board of Education received for manipulating one typewriter, or the barn foreman in the barns of the Board of Education in charge of its horses.

[Graduates from the Normal school fell from 466 in 1899 to 69 in 1904 and Board of Education advertised for teachers outside of Chicago, and lowered the standard of entrance qualifications and examinations to secure teachers.]

THE WOMEN TEACHERS FOUND THEMSELVES:—

Constituted by law political nonentities, and classed with the insane, idiots, criminals, Indians and children.

Charged with incompetency to exercise the duties of citizenship, and at the same time with the responsibility of training for citizenship.

Forced by the logic of the pay-roll to accept the estimate of the comparative value of the teachers’ services to the community with those of the teamsters and laborers employed by the Board of Education, the superiors of the teachers—“according to the *law* and the *profits*,” the American standard of measurement.

Forced to go out and perform the duties which primarily devolved upon the tax levying bodies of the State, and secondarily upon the Board of Education; and out of their own limited resources to see that the tax levying officers of the State collected the taxes honestly belonging 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 held by tax avoiding—quasi public corporations; while 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.

(Judge Dunne in decision rendered Aug. 22, 1904, in Teachers’ Back Salary Suit vs. Chicago Board of Education.)

Forced to go into the courts on behalf of 2,300 teachers whose wages had been withheld, to compel the Board of Education to recognize and to live up to its contract, which it had twice broken in two years.

Forced to affiliate with the Chicago Federation of Labor to secure relief for themselves, for the children, for the community, from the foregoing intolerable conditions in the schools.

Conditions more harmful to the children than to the teachers;

Conditions fifty-fold more harmful to the community as a whole than to the teachers as a body, because fifty children were victims of these conditions for every teacher.

The Superintendent of Schools on November 1, 1908, Received an invitation from the Chicago Federation of Labor to come before their body on Nov. 14, 1908, to speak on a particular question connected with the public schools; and, speaking as Superintendent of Schools and as a guest of the Chicago Federation of Labor on Nov. 15, 1908, Mr. E. G. Cooley said:

"I realize that no one is as much interested in these schools as the men you represent."

The Chicago Teachers' Federation on Nov. 7, 1902, Received an invitation from the Chicago Federation of Labor asking "the Chicago Teachers' Federation to give to the 200,000 affiliated working men and voters of Chicago, the right to take up the cause of the teachers and children in the only way that it can be done, promptly and effectively,—that is, by affiliating and sending representatives to the Chicago Federation of Labor, with power to act for your body, and present your wrongs and those of the children." And

Realizing, on November 7, 1902, that no one is so much interested in these schools as the men the Chicago Federation of Labor represents, that the men the Federation of Labor represents are the men whose children are not only in the public schools now, but must remain in these schools whatever the conditions in them, whether they be parts of an educational or a factory system;

Realizing that the Chicago Federation of Labor, *mostly men*, is representative of the largest organized body of voters interested in the public schools through their *children*, not their *pockets*; interested in the teachers as teachers of their children and as co-workers with themselves in that larger school, the community, where no worker can get full justice for himself while any, even the least, is denied justice:

Realizing that the intolerable conditions in the schools are the effects of unjust social, economic, industrial and political conditions which can be remedied only through organization and the ballot,

The Chicago Teachers' Federation, Mostly Women, educated in the school of the foregoing experiences and with every other avenue of approach to the community closed to them,

Accepted the invitation of the Chicago Federation of Labor (printed below), and on Nov. 7, 1902, sent delegates to sit in the councils of the Chicago Federation of Labor,

AND THEN—THE PUBLIC WOKE UP!—AND THEN— WHAT HAPPENED.

TEACHERS' SALARIES RAISED.

Two months after the Chicago Teachers' Federation affiliated with the Chicago Federation of Labor, and three months before the last election of

Carter Harrison as Mayor, viz., in January, 1903, the Chicago Board of Education gave a raise of \$50 a year to each of the 5,000 elementary teachers in the system—

TOTAL, \$250,000,

The annual increase in corporation taxes secured through the Teachers' Tax Suit.

This increase was effected by adding \$50 to every year of the elementary teachers' schedule which had been adopted only six months previously, viz., July 9, 1902.

The promotional maximum of \$900, also adopted only six months previously was increased to \$1,000.

Every elementary teacher in the system has, therefore, received at least \$50 a year, for six years, total, \$300, the result of this raise in the schedule in January, 1903.

VOTE FOR ELECTED BOARD OF EDUCATION.

The people of Chicago voted for an elected Board of Education by a vote of two to one in April, 1904, less than eighteen months after the Teachers' Federation affiliated with the Chicago Federation of Labor.

LETTER OF MR. JOHN FITZPATRICK INVITING THE CHICAGO TEACHERS' FEDERATION TO AFFILIATE WITH ORGANIZED LABOR.

To the Chicago Teachers' Federation:

The working people of Chicago admire the splendid fight the Teachers' Federation, alone and unaided by any other organization, is making in behalf of the schools against the tax-dodging corporations.

From our long experience in such matters we have realized from the first that the corporations would not fail to retaliate by trying either to disrupt the Teachers' Federation or destroy its usefulness.

As they were unable to accomplish either, it seems they have determined to harass the teachers at any cost, even if they must destroy the usefulness of the schools in so doing, and create such conditions that the teachers will be unable to do their work.

On the children of to-day rests the future of this country. All our efforts are for them, so that they may receive an education that will enable them to cope with conditions in the future. The only one who stands between the child and corporate greed in the schools to-day is the teacher.

The teachers of Chicago have proven themselves not wanting in this respect. The time has come for the workingmen of Chicago to take a stand for their children's sake, and demand justice for the teachers and the children so that both may not be crushed by the power of corporate greed.

We also realize that all the power of concentrated wealth is being used to stop the work of the teachers in demanding adequate revenue for the schools through the just taxation of corporations.

Fully realizing this the Chicago Federation of Labor earnestly asks the Chicago Teachers' Federation to give to the 200,000 affiliated workingmen and voters of Chicago, the right to take up the cause of the teachers and children in the only way that it can be done promptly and effectively,—that is, by affiliating and sending representatives to the Chicago Federation of Labor, with power to act for your body, and present your wrongs and those of the children.

In order to settle any misapprehension in regard to the Chicago Federation of Labor it may be well to state a few facts concerning its policy.

The Chicago Federation of Labor has *no power* under its constitution to call a strike. It is opposed to strife and always tries to prevent it, gaining the contested point through arbitration or "moral suasion."

The Chicago Federation of Labor cannot dictate the policy of any affiliated organization. The organizations conduct their own business in their own way.

It is the great underlying principle of liberty that spurs the Chicago Federation of Labor on to secure freedom of thought and action for all people.

Its aim is to assist in securing better conditions for humanity; surely this is a highly altruistic motive.

Assuring you that the whole strength of the Chicago Federation of Labor will be used that the teachers and children may be permitted to do their work as they should, I am,

Sincerely yours,

JOHN FITZPATRICK,

Organizer, A. F. of L.

Oct. 16, 1902.

TEACHERS IN TRADES-UNIONS.

(Reprinted from Teachers' Federation Bulletin, Nov. 14, 1902.)

Within the past week the Chicago Federation of Teachers has taken one of the most important steps in its history. This was affiliation with the Federation of Labor.

The Chicago teachers have come full well to know what political domination of the school means. They have come full well to know how great is the greed of corporate power and to what length the tax-dodger will go to serve his selfish ends. It has been forcibly impressed upon them how the avariciousness of this element will even reach out to filch from the public school, the bulwark of true citizenship. Realizing this the teachers have taken their stand with the unions, whose cause after all is their cause, and who are fighting the same battle on the same lines.

The teachers have by this step brought to their call a powerful force which will lend instant aid to every move for better conditions in the schools. A demand from the teachers means more than ever now, and political power will hesitate to deprive the schools of their due where such action was easy before.

Trades-unionism gains in the acquisition of the teachers a body of the highest moral and intellectual worth, one which may be depended upon to fill a place on the firing line in the battle for the toilers' rights.—Rockford Star, Sunday, Nov. 11, 1902.

CHICAGO TEACHERS' FEDERATION AFFILIATES WITH LABOR.

Report of Meeting of Nov. 8, 1902.

(Reprinted from Chicago Teachers' Federation Bulletin, Nov. 14, 1902.)

The Federation at its November meeting took the most important step in its history since the inauguration of the tax crusade.

After five weeks' deliberation and two meetings devoted to a discussion of this subject, the Federation decided to ask for admission into the Chicago Federation of Labor. The meeting was addressed by Miss Jane Addams, who, by unanimous vote of the special meeting held on October 18, was invited to present her views on this subject. Miss Addams spoke in a calm and judicial spirit, giving reasons for and against the proposed affiliation, answering all questions presented so far as possible from her own experience of organized labor, with which she is identified as an honorary member of several women's trade unions. In response to a direct question Miss Addams expressed her opinion that the proposed union between the Chicago Teachers' Federation and the Chicago Federation of Labor would be a move in the right direction. Miss Addams dwelt upon the altered ideals of education, which are tending to raise the appreciation of manual labor, and also upon the conditions which have made it seem necessary to the teachers of Chicago to federate for their own protection. She explained that the strike and the boycott are measures which are under the control of the local union, not of the Federation of Labor; and that sympathetic strikes are also voluntary on the part of each local union.

PRESIDENT OF WISCONSIN STATE TEACHERS' ASSOCIATION ON TEACHERS IN LABOR UNIONS.

(Reprinted from Federation Bulletin, Jan. 23, 1903.)

The teacher should not wait for public conscience to bring about better conditions. This association has spent the first fifty years of its life endeavoring to improve the schools; let this work never cease. It has called upon you yearly to give three days of your holiday vacation to its sessions that you may learn how to work harder and better when you go back to your school. May this continue! It has, however, done little to improve the fortunes of its members. But let us hereafter steadily and intelligently give some part of our time to the betterment of our own conditions. God helps those that help themselves.

I see the sun of a better day already rising. The profound interest the press is beginning to take in the teacher's material good is prophetic.

The coming fifty years should bring a larger freedom to the competent teacher; freedom to serve the pupils' highest needs and to follow the truth, without fear of political interference, sectarian bigotry, commercial insolence, early dismissal or old-age poverty.

But there is a higher form of liberty still, for it makes possible the first. There was a time when I thought that freedom in teaching was better than fine gold, but I see today that all forms of liberty are in a strange way based upon the conditions of employment. This is as true for the teacher as for the laboring man. Both are entitled to humane conditions, and neither has them. I am not

at all surprised that the grade teachers of Chicago should cast their fortunes not with politicians, not with the rich, not with the press or the pulpit—the latter are beginning to fight for them—but with the labor unions. For are they not upon the same wage basis? Hired by the year, working under the control of another's will, receiving small pay in the presence of immense wealth; insecure in their position and likely to be discarded at any time like worn-out machinery; the specter of old-age poverty constantly before them. With true insight, such as only a woman possesses, they saw that their problem, like nearly every vital problem, rested upon the so-called labor question, the problem of how to secure the proceeds of one's labor.—Extract from Address of President Karl Mathie, Milwaukee, Dec., 1902.

**LETTER FROM A SUPERINTENDENT OF SCHOOLS ON TEACHERS IN
LABOR UNIONS.**

(Reprinted from Federation Bulletin, Nov. 28, 1902.)

Office of Superintendent of Schools,
Morris, Minn., Nov. 16, 1902.

Miss Margaret Haley, Chicago:

My Dear Miss Haley: I was glad in my heart when I read your words in the last Bulletin concerning the affiliation of the Teachers' Organization with Labor Unions. It is not merely expedient and wise that there should be affiliation; it is essential to the right development of our educational system that there be a real recognition of the brotherhood between those who teach and those who best represent the interests of those for whom our public schools really exist.

If teachers could only see more clearly that the life problems of the miner and iron worker, etc., are really the very problems that confront them daily and that continually help exhaust the strength that is not used in work, how gladly would they seek affiliation with labor unions quite as earnestly as they ever seek to establish friendly relations with those who possess the conventional culture and the means to it. The economic relation of the teacher will come through the wage earner, not through the wealth holding classes who patronize education and teachers, but exert their influence unconsciously in many ways to keep the world forever the same.

It is not merely that the teacher will be aided by the wage earner in securing conditions more favorable to the best work, it is not thus that education is to receive its greatest benefit from a real affiliation of teachers with those who live by sale of their labor. Through real affiliation will come to the teachers such a knowledge of the life of the workers and such a sympathy with them as educators have never possessed in the history of the world. Then educational methods, courses of study and organization of schools will be modified to suit the real needs of those for whom the schools exist.

Will we not some day have a great educational reformer who will tell us to study—not the child, it we have been told to study—but the life for which children must be fitted? How bookish (or newspaperish) is the knowledge and how volatile is the sympathy of teachers for those who are living the life for which they must fit their pupils. Yet the teacher's desire to have no more work than she can do well and to have the means and the strength to develop her powers

for better work and her desire that she may be sure of a respectable living when misfortune or age or over-work shall render her unable to do good work, should enable her to really understand, in both heart and head, very much that has found expression in the demands and regulations of labor unions. As soon as her attention is seriously turned to these things she will begin to understand. A truer conception of culture as knowledge of human life and its conditions will displace the aristocratic ideals that now too often do as much to make her unhappy as to make her useful. Then perhaps all teachers will become teachers in deed as all mediaeval workmen were artists in spirit. Then all will work in freedom and yet work hard because of great love for their work. It seems to me that teachers now are often only factory girls in the educational factory and supervisors are only foremen. Yet both would like to be teachers if they could only find the way.

Pardon me this lengthy letter that so poorly expresses what I would so gladly see well expressed and then repeated a thousand times. You are right. Go ahead.

Yours very truly,

SELDEN F. SMYSER.

[Supt. of Schools.]

WHAT THE CHICAGO TEACHERS' FEDERATION AIMS TO SECURE.

OBJECT.

The object of this organization shall be to raise the standard of the teaching profession by securing for teachers conditions essential to the best professional service, and to this end to obtain for them 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.—Constitution of Chicago Teachers' Federation.

ENTRANCE QUALIFICATIONS.

Such a standard of scholarship and professional attainments, as entrance requirements, demanded of all candidates for appointments 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.

TENURE OF OFFICE AND EFFICIENCY.

Repeal of Rule 190.

Repeal of Rule 190 of the Board of Education, abolished in December, 1906, and re-enacted in June, 1907. This rule provides that "*Teachers shall be subject to removal at any time with or without cause at the pleasure of the Board.*"

Adoption of Following Instead.

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 a reasonable opportunity for improvement and a trial on written charges *before a properly constituted tribunal.*

Repeal of Secret Marking System.

Abolition of the present secret marking system and promotional examination and other extraneous tests and requirements of certified culture.

Adoption of Following Instead.

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.

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.

SALARY SCHEDULE.

All elementary teachers to receive not less than \$1,000 for seventh year, and an annual increase of \$100 thereafter until the maximum of \$1,500 is reached.

STABLE 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 assessed valuation of property in Chicago, as now provided in the New York City Charter.

PENSION FUND.

Public funds for teachers' pension fund.

ADVISORY EDUCATIONAL COUNCILS.

Adoption by the Board of Education of the report of the School Management Committee recommended to the Board on May 8, 1907, and providing for official advisory organization of the teaching force.

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.

ELECTED 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.

MAXIMUM NUMBER OF PUPILS.

The maximum number of pupils to each teacher not to exceed forty, to be secured without interfering with teachers' salaries or increasing the burden of the honest taxpayers.

RESOLUTIONS ADOPTED BY CHICAGO TEACHERS' FEDERATION—

40 CHILDREN TO A TEACHER—NOV. 14, 1908.

WHEREAS, The Board of Education, at its meeting Nov. 4, 1908, adopted a report of the Superintendent granting him authority to reduce the number of pupils to a room in the elementary schools to forty, and

WHEREAS, The Superintendent in this report states that it seems desirable to work toward securing forty pupils to a teacher as rapidly as possible but that to reduce the membership of each school room to forty pupils at the present time would require an addition of over five hundred teachers to the force with an additional expenditure for salaries alone of about half a million dollars, and that the number of pupils per teacher cannot be reduced except at the expense of teachers' salaries unless the funds available for salaries of teachers is very greatly increased, and

WHEREAS, The President of the Board of Education on October 20th stated to a committee of the Chicago Teachers' Federation who waited on him in the interest of securing funds to reduce the memberships without decreasing salaries, that under the present condition of the school finances the number of children to a teacher cannot be reduced without reducing the salaries or having a deficit at the end of the year and that he would not stand for a deficit, and

WHEREAS, The report of the Superintendent adopted Nov. 4, 1908, appears to indicate a slight advance in lowering memberships to a teacher by a net gain of 210 teachers in the last four years, as against the net loss of 654 teachers in the two years from Sept. 1900, to September, 1902, and the Superintendent's report shows further that this apparent advance in lowering memberships in the last four years has been at the expense of desirable advances in teachers' salaries, and

WHEREAS, The Superintendent in his report also states that he is of the opinion that forty pupils are enough for any elementary teacher to teach successfully, and

WHEREAS, It is unfair and unjust to teachers and pupils and to the honest tax-paying public to hold teachers responsible for the successful teaching of from fifty to sixty pupils, which the majority of the teachers have, or to have the number in each room reduced at the expense of the teachers' salaries, therefore,

RESOLVED, That the President of the Chicago Teachers' Federation appoint a committee of five in accordance with the recommendation of the mass meeting held at Handel Hall, Oct. 23, 1908, to meet a like committee appointed by the Chairman of that meeting, the President of the Illinois Tax Reform League, for the purpose of finding ways and means of reducing the number of children to a room in the schools without interfering with the teachers' salaries or regular increases and without adding to the taxes of the already over-burdened honest tax payers.

**REPORT OF COMMITTEE OF THE CHICAGO TEACHERS' FEDERATION AP-
POINTED TO WAIT ON PRESIDENT SCHNEIDER IN REGARD
TO INCREASING SCHOOL REVENUE.**

Adopted November 14, 1908.

Your committee appointed to wait upon the President of the Board of Education, Mr. Otto C. Schneider, for the purpose of inviting him to address the Mass Meeting at Handel Hall, October 23, 1908, under the auspices of the Chicago Teachers' Federation, called for the purpose of finding ways and means of,

Reducing the number of children to a teacher

Without lowering teachers' salaries, or

Interfering with the regular increases, and

Without adding to the burdens of the tax payers,

Reports, That President Schneider, in declining the invitation, said that he did so for the reason that it involved a criticism of the taxing system, and that he could not undertake to discuss so weighty a subject on such short notice.

The President assured the committee that he was in entire sympathy with the teachers in their endeavors to secure increased revenue and suggested that they get some books on income tax, study the subject and then make a fight in the legislature for new tax laws, including a graduated income tax.

President Schneider also stated that while he was in favor of a smaller number of children in each room he would never consent to the reduction at the expense of the teachers' salaries, and that in the present condition of school finances, the number of children to a teacher cannot be reduced without reducing salaries or having a deficit at the end of the year; and that he would not stand for a deficit.

RECOMMENDATION.

Your Committee Recommends, That President Schneider's suggestion in regard to legislation providing for an income tax be acted upon, and that a committee be appointed to prepare an amendment to the Illinois Constitution providing for a Graduated Income Tax. In this connection

Your Committee Presents the accompanying copy of an amendment to the Constitution of the State of Wisconsin, adopted by a vote of the people at the recent election held November 3, 1908, and sent on request to your committee by the State Secretary of Wisconsin:

AMENDMENT.

"Taxes may also be imposed on incomes, privileges and occupations, which taxes may be graduated and progressive and reasonable exemptions may be provided."

Your committee further recommends, that the other suggestion of President Schneider in regard to text books on taxation be adopted and recommends the following books suggested by Mr. Louis F. Post in his address at the Handel Hall Mass Meeting October 23, 1908:

Prof. Ely's "Taxation in American Cities and States" and
Thomas G. Shearman's "Natural Taxation."

FRANCES E. HARDEN, *Chairman*,
MAY FREEMAN,
ANNA WALDSCHMIDT,
ELIZABETH BÜHMANN.

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.

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AS TO BOTH TEACHER AND PUPIL.—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 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 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, discussion, and decision throughout the entire school corps.

For no matter how wise, expert, or benevolent the head of the school system, the one-man principle is autocracy.

The logic which commits the reformer 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.

DR. JOHN DEWEY,

In the *Elementary School Teacher*, Dec., 1903.

Columbia University.

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EARNINGS IN TEACHING AND OTHER OCCUPATIONS.

In a showing of the average weekly earnings of municipal laborers on street and sewer work, and the minimum salary paid women teachers in elementary schools in 48 cities in various parts of the country, on the basis of 50 weeks during the year, the earnings of the laborers in nearly every city exceed those of the lowest paid elementary teachers.

In many cases the laborer's pay is greatly in excess of the teachers' minimum. The wages of the laborers here given represent the earnings of the commonest untrained laborer, while in scarcely any city of importance can a man or woman secure a position as teacher without some previous experience or special preparation.

Both classes of employes are paid by the same employer—the municipality.

(Report of Special Committee of the National Educational Association, on salaries, Tenure of Office and Pensions of Public School Teachers in the United States, July, 1905.)





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