This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google™ books

https://books.google.com



NYPL RESEARCH LIBRARIES
3 3433 10013 8928

Digitized by Google

Digitized by Google

Margaret
SSA

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

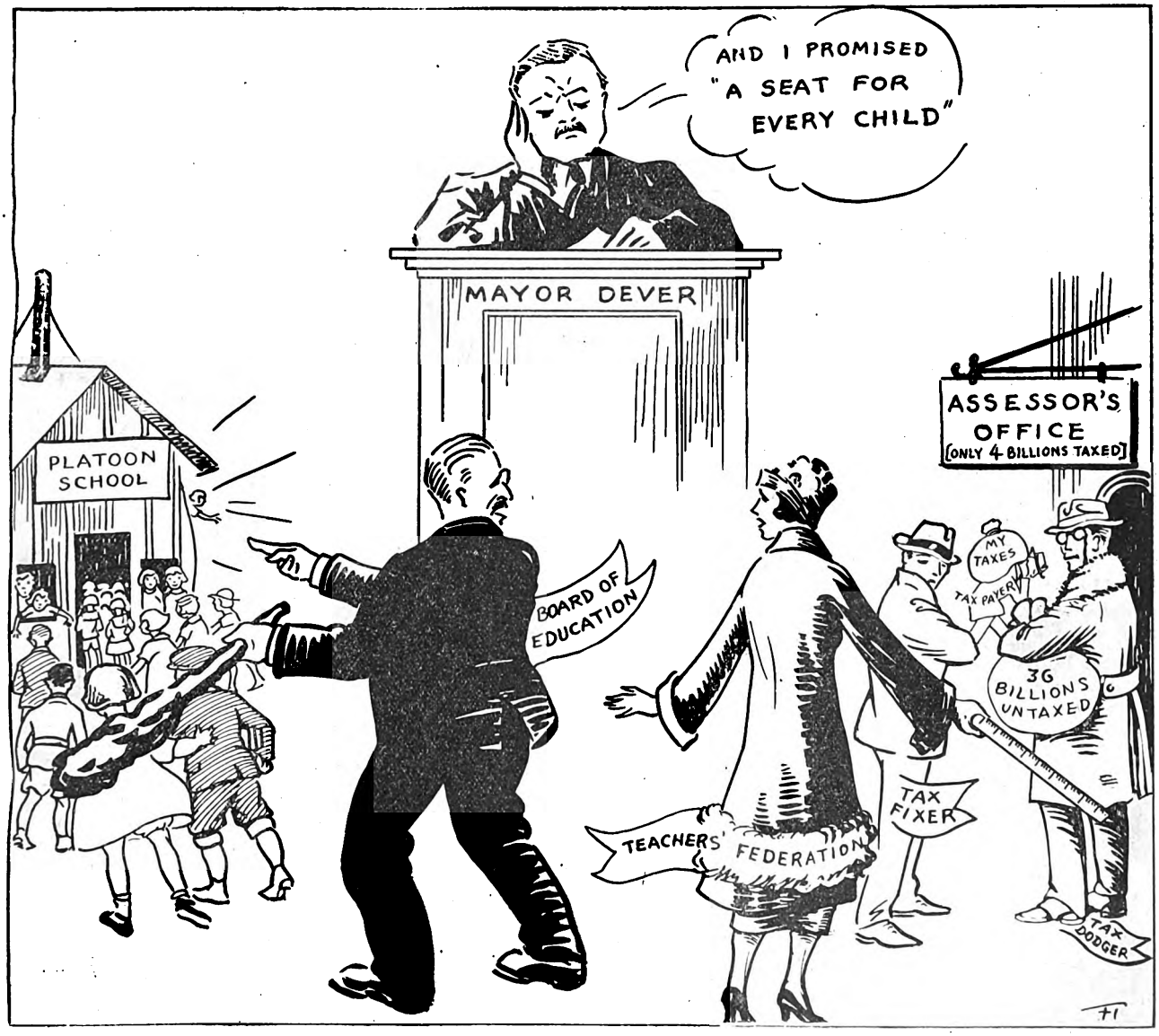
THE NEW YORK
PUBLIC LIBRARY
292809A
ASTOR, LENOX AND
TILDEN FOUNDATIONS
R 1927 L

Taxation Number

Margaret Haley's Weekly Bulletin

VOL. II. CHICAGO, ILL., APRIL 9, 1925 NO. 1

The Issue: The Children or the Tax-Dodgers?



Board of Education (to Teachers): "Come and help us chase the Children into the Platoon Schools."
Chicago Teachers' Federation (to Board of Education): "YOU come and help US chase the Tax Dodgers into the Assessor's Office."

Next Week: Salary Number

Digitized by Google

Communication on Proposed Salary Schedule for Teachers

From the Chicago Teachers' Federation to the Board of Education

The following communication was adopted unanimously by the special meeting of the Federation held at the Studebaker Theater on April 6. It was presented to the Board of Education at its meeting April 8 and referred to the Committee on Finance:

At this meeting the Federation also adopted a motion to urge the co-operation of the Board of Education in furthering the passage of the Tax Amendment (Senate Joint Resolution No. 4) printed elsewhere in this issue.

To the Honorable the Board of Education,
City of Chicago.

Ladies and Gentlemen:

The Chicago Teachers' Federation at a special meeting held at the Studebaker Theatre on Monday, April 6, 1925, reaffirmed its position on the question of school revenue adopted by the Federation at a special meeting held at the Studebaker Theatre on February 5, 1925, and a copy is herewith submitted in accordance with the instructions of the meeting today.

The meeting today also directed the officers to send to your Honorable Body the following statement in regard to the proposed salary schedule presented to your Board on March 11, 1925.

The report of the Auditor of the Board of Education now before the Finance Committee of the Board shows that—

a. The estimated revenue for the Educational Fund for the year 1925 will be $212,3[illegible]2 less than that of last year.

b. The estimated budget for educational purposes to be paid out of the Educational Fund for 1925 is $2,078,446 more than the expenditures for the same purpose from the Educational Fund in 1924.

c. That the estimated deficit in the Educational Fund in December, 1925, is $19,000,000, $4,000,000 of that being this year's deficit and that this estimated deficit of more than $4,000,000 this year and a total deficit of $19,000,000 at the end of this year is based on the payment by the Board of the present salary schedules.

d. The estimated deficit at the same rate of expenditure for 1926, without any increase in salaries over the present schedules will be $6,000,000 for the year 1926 and a total deficit at the end of the year 1926 of $25,000,000.

e. The borrowing power of the Board of Education at the end of the year 1926, if there is no increase in the assessment and no increase in the tax rate, will be only $25,000,000, and its limit will therefore be reached without increasing any salaries this year or next year.

The Federation, therefore, respectfully asks that the Board make public the following information:

1. If the proposed schedule is adopted by the Board of Education, what maximum salary is to be paid for the years 1925, 1926, 1927 to each of the following groups of teachers, and how many persons in each group are eligible to and will be paid the maximum?
   a. Elementary Teachers?
   b. Junior High School Teachers?
   c. High School Teachers?
   d. Head Assistants?
   e. Elementary Principals?
   f. Junior High School Principals?
   g. High School Principals?
2. How much additional money will be required in the Educational Fund to pay the proposed salary increase to the above named groups of teachers this year?
3. How much additional money next year, 1926?
4. How much additional money for 1927?
5. Where is the money to come from?
6. How does the Board expect to increase the revenue in the Educational Fund?
7. Is it the intention of the Board to submit to the people or to the Legislature the proposition to raise the tax levy?

Respectfully Submitted,
MARY M. ABBE,
Pres. Chicago Teachers' Federation.

TEACHERS' STATEMENT OF FEB. 5, 1925 REAFFIRMED APRIL 6, 1925.

The Chicago Teachers' Federation reiterates its position on the question of school revenues: We are opposed to any further increase in the tax rate.

The teachers of Chicago know that there can be no increase in teachers' salaries at the present time without increasing the tax rate for the educational fund. The Chicago Teachers' Federation does not agree with the Superintendent's suggestion that the Board of Education should ask the people at this time to vote on this increase in the tax rate for the educational fund to increase teachers' salaries.

The resolution adopted by the Board of Education on November 26, 1924, states that there was an increase of over $500,000,000 in taxable values in Chicago between 1921 and 1923 while only $80,000,000 of this amount was added to the City's assessed valuation. We again demand that the officials charged with the responsibilities of assessing property for taxation do their duty according to law and assess the taxable property in Chicago, thereby increasing school revenues by increasing the total valuation for assessment purposes instead of by increasing the tax rate on the people who are already overburdened.

We reiterate that it is the duty of the Board of Education to meet its responsibility as pointed out by the Board in its own resolution of November 26, by exercising its legal authority and demanding the assessment of taxable property according to law. As teachers we are willing now, as we always have been, to meet our responsibilities to the community and to co-operate with every honest effort of the citizens and public officials to secure the enforcement of existing tax laws and to secure needed changes in those laws by lawful procedure and to stop tax fixing and tax-dodging.

The teachers co-operated with the Board of Education and the citizens in the campaign in November, 1923, to secure a favorable vote of the people on the proposition to increase the tax rate for the building fund in order to provide a seat in a school room for every child. We renew our pledge—"A seat for every child," and we insist that faith be kept with the public and that the increase in the building fund be used for the purpose for which the people voted. We believe that there should be no skimping on the buildings nor overcrowding of classrooms of buildings with more children than there are seats, thereby increasing the fire risks, danger of panic or spread of contagion and epidemic.

We resent any attempt to pit the teachers of Chicago against the children by making them appear willing to benefit themselves at the expense of the children.

For the Superintendent to recommend the curtailing of such privileges as penny lunches and bath towels for the children while at the same time suggesting an increase in the salaries of teachers, is to place the teachers of Chicago in a position before the public which the teachers do not deserve. Unless the teachers publicly protest, their silence will be construed as approval.

Digitized by Google

Story of a 60-Day Tax Fight

Early in December of 1924, the Chicago Federation of Labor asked the Board of Education for a hearing on matters of importance to the Federation. A hearing was granted and John Fitzpatrick, President of the Federation, together with Edward N. Nockels, Secretary, Victor A. Olander, Christian Madsen and Edwin R. Wright, appeared before a joint meeting of the committees on Finance, Buildings and Grounds and School Administration on January 30, 1925. The following members of the Board of Education were present: Mr. Moderwell, President, Mr. Smietanka, Mr. Fellows, Miss Temple, Mrs. Hefferan, Mr. Greenebaum and Mr. Coath.

At this hearing at the request of the officials of the Chicago Federation of Labor, Margaret A. Haley appeared and made the following statement which is reproduced from the stenographic report of the hearing:

Labor Says—Smaller Classes.

MR. FITZPATRICK: Mr. Chairman and Members of the Board: One of the other propositions to be presented to you was the question of the financial policy of the Board of Education. Of course, that has a controlling influence over the whole situation. The Chicago Federation of Labor does not feel qualified through any of its present officers to present an argument to this Board on the financial end of it, but we have selected a person who, we believe, understands the financial situation as it affects the Board of Education and the children and the educational system of the City of Chicago possibly better than any other person in the City of Chicago. The Chicago Federation of Labor now wants to present to you as its representative to present the argument on the matter of finance, Miss Margaret Haley.

PRESIDENT MODERWELL: Miss Haley.

MISS MARGARET HALEY: Mr. Chairman, I have assumed, or did assume until Mr. Henry presented his report of October 21, 1924, to the auditor of this Board, on the question of memberships, that every one admitted all that the speakers for the Federation of Labor who preceded me today have said regarding large numbers of pupils to a teacher, but a new theory has been propounded by the Secretary of the Finance Committee of the Board of Education, which opens up for discussion that field we had supposed was closed.

Now, I simply wish to enter my protest against the following statements by Mr. Henry in that report:

> "In general it has been assumed that a small class is the best assurance of good teaching results; and the average teacher probably feels that she cannot do justice to herself if held responsible for a large class group.
>
> "But the results shown by the most careful tests that have been made do not support the common assumption that effective teaching in general depends upon small class groupings. The suggestion here made is, that, in view of the favorable showing of large classes in the reports mentioned, the present shortage of class room space and the deficit in the educational fund may reasonably be urged as an emergency requiring at least a trial of the plan of readjusting programs to provide a more uniform assignment of large classes in the various schools."

Financial Expert Says—Larger Classes.

Elsewhere in the report the statement appears that:

"There is little difference between the achievements of the pupils when taught in large classes (from 42 to 54 pupils) and when taught in smaller classes."

Boards of Education in the past have always admitted that if they increased the membership in classes, they did it reluctantly, regretfully, made no excuse of this kind, namely, that it was a better thing for the children or a better thing for education. This is the first time that kind of argument has been used. We challenge that statement and we challenge Mr. Henry's right as secretary of the Finance Committee to be permitted to promulgate an educational theory of that kind and then have the Board proceed to put in larger classes on that authority.

You can hardly tell what the situation is, whether it is lack of money or because large classes are considered just as good. I will assume, however, that if the Board had plenty of money, it would pay no attention to Mr. Henry, that it would have the smaller classes.

Board Authcrizes Tax Campaign.

Now, Mr. Chairman, on the matter of this money, I want to speak of one concrete case. It is very distressing to us. For 25 years our Chicago Teachers' Federation has been attempting to do something to get revenue for the schools by way of enforcing the tax laws. On the 26th of last November, the Board of Education adopted a resolution, presented by Mr. Greenebaum. In that resolution the Board took a great forward step, which, as far as I know no other Board ever took. It recited in this resolution:

> "Whereas, the authority to appear before said Board of Review and to take all necessary steps to enforce the assessment of taxable property according to law is given by Section 35 of the Revenue Act of 1898 to all taxing bodies within the City, including the Board of Education, and it appears to be to the best interests of the schools that the Board of Education should have counsel to represent it for this purpose."

The newspapers glowingly announced the adoption of the resolution by the Board of Education. The following from the *Tribune* of November 27 is a sample:

"SCHOOL BOARD OPENS FIGHT ON TAX DODGERS.

"Chicago's school board yesterday joined hands with the Chicago Teachers' Federation in its fight to bring the tax dodgers to time and to see that all property is assessed to the letter of the law.

By adoption of a resolution at its meeting yesterday the board decided to employ counsel to represent the board at hearings now in progress before the board of review. The resolution urges that its representative take such action as may be necessary to see that proper assessments are enforced.

Schools' Finances Serious.

The resolution, offered by Edgar N. Greenebaum, vice president of the board, is looked upon in school circles as another indication of the seriousness of the schools' finances.

Mr. Greenebaum pointed out that although it was estimated that property values in Chicago had increased $500,000,000 since 1921, only about $80,000,000 had been added to the total assessed values beyond the figures of 1921.

'It is a matter of common knowledge,' he said, 'that so large a number of reductions are being made during the current year that there is danger of the totals falling below those for the year 1923.'

Miss Haley Pleased.

Miss Margaret Haley of the Chicago Teachers' Federation expressed satisfaction over the board's move. Miss Haley's organization raised a fund of $50,000 to bring about adequate assessments."

What Did the Board Mean?

We congratulated ourselves when the Board of Education acknowledged its responsibility and its legal right to take up this tax question, and we took definite steps to cooperate with the Board. The last paragraph of this document, which is the resolution, did not, it appeared to me, give the special counsel, authorized by the resolution, authority to appear before the Board of Review except on behalf of complaints already filed. I made that statement. It was printed in some of the newspapers. One of the newspapers printed a statement from the President of the Board and from Mr. Greenebaum controverting my statement. This is what appeared in an editorial in the *Post* two days after the resolution was adopted. "The resolution appointing Mr. Ashton,"—Mr. Ashton was appointed special counsel—"makes specific mention of only these avenues of activity." That refers to

(Continued on page 6.)

Digitized by Google

MARGARET HALEY'S WEEKLY BULLETIN

MARGARET A. HALEY . . . . . Editor and Publisher

Application made for entry at the Post Office, Chicago, Illinois, as Second-Class Matter.

MARGARET HALEY'S WEEKLY BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Three Dollars per year, One Dollar for 3 months. Single copies, 10 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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Building, 127 N. Dearborn St., Chicago

Phone Central 3904

Why This Bulletin?

The publication of this BULLETIN is resumed because the same conditions exist which prompted its publication in 1915.

At that time the Chicago Board of Education adopted the Loeb Rule which forbade the teachers the right to maintain an organization which had any official to speak for it who was not a member of the teaching force, and who, therefore, could not be penalized. The penalties for violation of this rule were denial of automatic increases in salaries and dismissal from the teaching force. Both penalties were applied. The teachers sought and secured relief in the Courts and in the Legislature.

The Board of Education, on September 26, 1924, abolished the then existing rule providing for the meeting of the Teachers' Councils, the official organization of classroom teachers for free, uncontrolled discussion and expression of educational policy.

These Councils were established by the Board of Education in February, 1913, on the recommendation of Superintendent Ella Flagg Young. They were re-established by the Board of Education, in 1919, on the recommendation of Peter A. Mortensen and were maintained under the present administration until May 9, 1924.

Between May 9, 1924, the last date on which the Councils met, and September 26, 1924, the date on which the Board abolished the rule providing for the Council meetings, the Board of Education refused to enforce the rule, though in existence, for the calling of the Councils. The Board of Education not only refused to enforce this rule before it abolished it, but it penalized a teacher who in her official capacity as the elected representative of the Teachers' Councils, appeared before a Committee of the Board of Education on the invitation of that Committee, and, also at its invitation, presented a report to the meetings of the Councils.

As a substitute for the rule of the Board of Education providing for the meeting of the Teachers' Councils, the Board, on April 8, adopted the Superintendent's Report (11229) which has been before the Board since June 18, and which, in lieu of the Teachers' Councils, provides for a conference committee consisting of representatives of delegated voluntary organizations. From such representation this rule excludes officers of voluntary organizations who are not members of the teaching body and who, therefore, are not subject to control by penalization or by advancement.

On February 17, 1925, a joint meeting of the Committee on Rules and the Committee on School Administration of the Board of Education voted to recommend to the Board of Education an amendment to its rules denying to members of the voluntary organizations of teachers the right to freedom of communication on school grounds, outside of school hours, in regard to the business of their organizations.

These examples of the present tendency on the part of Chicago school officials to penalize both individual teachers and voluntary organizations of teachers who seek independent expression of opinion on school policy, make it necessary to seek again an avenue of communication on such questions which shall be free from the danger of penalization.

Hence, this BULLETIN.

When Mr. Jacob Loeb set out to dismiss teachers from the system all he had to do was to persuade the Board of Education to change one of its rules, which it did over night. However, as a result, the teachers went to the Legislature and secured the passage of a statute which put the tenure out of reach of the School Board. When the present Board of Education wanted to destroy the Teachers' Councils it, too, could do it over night. Now, it is up to the teachers to go down to Springfield and get a statute authorizing the Teachers' Councils. Freedom of discussion is just as important to the teachers as freedom from fear of dismissal.

Milwaukee elementary class-room teachers (who number about 1,200) have an organization of more than 90 percent of their force. Committees from both elementary teachers and high school teachers are working on a single salary schedule. The merit system has worked so disadvantageously in Milwaukee that 75 percent of the high school teachers are dissatisfied with the present schedules. Tentatively, the new schedule provides for $1,400 minimum, $2,600 maximum based on service alone, and $3,600 maximum based on both service and university training, all teachers to be treated alike.

James Mullenbach, member Chicago Board of Education: "If the new plan is approved by the board the new organization of teachers' councils recommended by Superintendent McAndrew will be a comfortable conference between the superintendent and a group of people, but there will be no real criticism of the system by the teachers. The latter will not speak their minds before the superintendent and other high officials who are to be included in this body."

Superintendent McAndrews' Teachers' Council plan was carried by the Board of Education on April 7th by a vote of 7 to 2. Trustee James Mullenbach and J. Lewis Coath voted in the negative.

Digitized by Google

Facts and Figures Concerning Education

Illinois is the third richest state in the Union, according to the News Almanac, and, by the same authority, this state has 174,000 illiterates.

* * *

Dean O. L. Manchester in the February issue of the Illinois Teacher points out that only 8 states rank above Illinois in state income, per capita, but 24 rank above her in what is spent, per capita, for education; while 34 states rank above Illinois in per capita expenditure for education when compared with per capita wealth.

* * *

America's splendid challenge to all her youth to come to school to secure an education is accepted by increasing numbers yearly. Elementary school enrollment in Illinois, according to figures compiled by Grimm in the Illinois Teacher, has increased 17 per cent in the past 17 years, while high school enrollment, during the same period, has increased 17 times 17 per cent. This is costly, but more power to the youngsters who go on through the high schools.

* * *

The Russell Sage Foundation tells us that while population has multiplied by three, school enrollment has multiplied by four and school costs have multiplied by twelve. Fireproof buildings, space for recreation and laboratory equipment have formed a vital part of these increased costs, but, in recognizing the necessity for increased costs, Illinois appears to have lagged behind. According to Dean Manchester's figures, 43 states out of the 48 surpass Illinois in increased expenditure (per capita) for education.

* * *

The World War disclosed to us the fact that we had 5,500,000 illiterates—nearly 8 per cent of our population above ten years of age. The last census places illiteracy at 6 per cent. That is, there are still 4,900,000 persons in the United States who cannot write their own names.

* * *

The last census is the first one, in fifty years, to show the number of men school teachers in the United States below 100,000. The steady decrease in men teachers since 1916 indicates that the World War gave men an opportunity to leave the profession which they were not slow in seizing. There are now in the United States six times as many women teaching as men.

* * *

According to the New York Times of March 28th, the Ricca Salary Bill, increasing the salaries of New York City school teachers, provides, by state legislative enactment, for salary increases in New York City averaging about 20 per cent for all members of the force from Superintendent down. The total cost of these increases will be $11,500,000. The same law increases the provision for pensions about $4,000,000, making the last five years instead of the last ten years the basis for the annuity after thirty-five years of service. Both houses of the legislature passed the bill, unanimously, according to press reports. It is now awaiting the signature of Governor Smith.

Tales Told Out of School

Teacher had been getting a fine bouquet every morning from a devoted young pupil. When the child appeared, one day, without one she apologized: "I could not get any flowers this morning. The man was looking."

* * *

Margaret Haley's BULLETIN "rebulleted," was one teacher's comment.

* * *

School Principal to Teacher: "Miss X, you always address a person by name before making a remark to him. Do you not know that Superintendent XX does not like that? You are jeopardizing your position."

* * *

A ten-year old girl who had been cited to appear before the Chicago Juvenile Court came to school last week with four knives keenly sharpened. To her teacher's question as to what she was going to do with the knives, she replied: "One is for the principal; one for the teacher; one for the truant officer, and one for the boy who told on me."

* * *

District Superintendent to School Principal: "Stagger them! Just stagger them! Move them about! Put the seventh grade teachers in the basement! But the second grade teachers in the eighth! Make them fail! Just stagger them!" (Incredible but true.)

* * *

In answering objections that his scheme of councils would make the teachers timid when meeting in session with their principals, Superintendent McAndrew is quoted by the *Daily News* (April 8) as saying to the Board of Education: "If anyone should be so inaccurate as to charge the Chicago teachers with general faults, timidity would not be one of them."

* * *

Milwaukee has lost fourteen teachers through death since Christmas. Said a member of the Milwaukee School Board in commenting on the death of a beloved woman teacher, past middle age: "I think it is a good thing to get this old timber out of the schools. Why! Just think of it! Over fifty percent of the teachers now draw the maximum!"

* * *

Milwaukee is making an experiment of the Platoon system in one school alone, the Cass School. At first it was expected to complete the findings on this system this year, but now it is the announced intention to continue the Cass School experiment for two or three years before deciding whether the Platoon system should be carried further or abandoned altogether.

Digitized by Google

(Continued from page 3.)

appearances before the Board of Review on complaints filed. "We are assured, however, by President Moderwell of the School Board and Mr. Greenebaum, that there is no intention to limit his work, and that he may institute proceedings and report new instances of gross under-valuation or take any other steps which he sees fit."

When I saw that in the *Post* I said, "Now, I shall assume that I am wrong, that Mr. Ashton has been given unlimited authority by the Board of Education, or at least the Board intended to give it to him if the language of the resolution is not clear on that point; and instead of presenting to the Board of Review a complaint which the Chicago Teachers' Federation had carefully prepared, together with the information on which to base the complaint, I presented all that material to Mr. Ashton. Before doing this I was assured by Mr. Ashton that he considered that he was clothed with authority to present that complaint and to proceed to the end with it. Therefore we turned over to him our complaint against the assessment of 135 acres of Union Stock Yards Co. land which was assessed in 1923 by the assessors, and confirmed by the Board of Review, at a full value of $11,000 an acre, while the evidence of the Stock Yards' appraisers on file before the Department of Agriculture in Washington, showed that the Stock Yards Co. claimed the value to be $130,000.00 an acre.

Teachers Offer Co-operation.

We furnished to Mr. Ashton, 307 pages of that record certified from Washington; and we paid for it. We furnished an assistant attorney to Mr. Ashton and paid him $35.00 a day for the time he spent; we paid for stenographic and other services for him; we did everything to help Mr. Ashton get the complaint filed before the Board of Review against this assessment. We had all arrangements made to file this complaint ourselves and to carry it to the end.

Mr. Ashton filed the complaint in the name of the Board of Education and there was a hearing before the Board of Review on December 26th last. I have the stenographic record of that hearing during which I took occasion to explain the relation of the Teachers' Federation in the matter of this complaint. I wish to make it perfectly clear that we were not interfering with the Board of Education, that we were trying to cooperate with the Board, to make effective what the Board was trying to do, through Mr. Ashton.

The attorneys for the Stock Yards Company came before the Board of Review on Dec. 26. We have the record.

The record shows they admitted that the value of that ground is $130,000 an acre, that they are contending before the Department of Agriculture that this is the value, and that they intend to continue to insist that the Department of Agriculture permit them to make service rates to the public based on that valuation. Yet they demanded to pay taxes on a valuation of $11,000 an acre.

Where Anarchy Comes From.

I do not wonder that men like John Fitzpatrick and those he represents feel cynical about these things when a man representing the Stock Yards Co. stands up before a public body like the Board of Review and in the presence of a room full of teachers demands a valuation of $11,000 an acre on which to pay taxes and a valuation of $130,000 an acre as a basis for fixing service rates to the public. You do not need to go to the Reds and the Bolsheviks to find out where the anarchy is coming from in this country.

A discussion took place at the conclusion of the hearing as to how Mr. Ashton could protect the right of the Board of Education to take this complaint to the courts in the event that the Board of Review failed to comply satisfactorily with the request to raise the assessment. Mr. Ashton had a petition for mandamus prepared,—he had it in the room that day and showed it to me and he asked the Board of Review to give him time to file this petition if the action of the Board of Review was not satisfactory.

Mr. Ashton made clear to the Board of Review that if it announced its assessment and then immediately turned its books over to the County Clerk he would not be able to start proceedings in the courts on behalf of the Board of Education. He told the Board of Review that it was his intention to take the matter to the courts if the assessment was not satisfactory. There are several pages of discussion on that matter in the stenographic report. The Board of Review asked how much time Mr. Ashton wanted and he said twenty-four hours. It was finally agreed that Mr. Ashton would be given twenty-four hours which he said would be sufficient, and he further said he would be ready to start action in the courts if they would give him twenty-four hours before they turned over their books. That was on December 26.

Last Friday, January 23rd, the Board of Review held a meeting, which I attended, and this is what happened: Mr. Ashton appeared and the Board of Review announced that it had added $2,000,000 to the full value of this 135 acres of Stock Yards land, making the total full value, as fixed by the Board of Review, about $3,500,000, whereas, the appraisement by the Stock Yards Company's own appraisers showed the full value to be $18,000,000. Even on Assessor Weber's basis of valuation namely, 75% of actual full value, the Board of Review should have fixed the full value at not less than $13,000,000 instead of $3,500,000.

Mr. Ashton Threatens Mandamus.

Mr. Ashton objected to this valuation and then and there showed me his petition for mandamus which he had brought to the hearing ready to file against the Board of Review. Naturally I was interested and urged Mr. Ashton to lose no time but to proceed at once to file this petition in order that he might get service on the Board of Review at once before they turned their books over to the County Clerk. I said, "You know they will turn those books over in twenty-four hours as agreed on December 26." Mr. Ashton said he was ready but that courtesy required him to consult the attorney for the Board of Education.

I reminded Mr. Ashton that two months before, when I turned that complaint over to him as special counsel for the Board of Education to be filed in the name of the Board I relied upon the assurance given by the President of the Board of Education and of Mr. Greenebaum, printed in the Post of November 29, that he had authority to proceed in the courts if the action of the Board of Review on the complaint was not satisfactory. When Mr. Ashton took that complaint of the teachers and filed it in the name of the Board of Education he told me he would bring mandamus proceedings against the Board of Review in the name of the Board of Education if that assessment was not satisfactory. The stenographic record shows that Mr. Ashton made it clear at the hearing before the Board of Review that he intended so to do.

When I left Mr. Ashton at the foot of the stairs on the seventh floor of the County Building at noon on January 23rd he was on his way to the eighth floor to file that petition and thereby secure the right of the Board of Education to proceed in the Courts and test that case which was one of the best that could be found. A half hour later I learned to my amazement that instead of proceeding to the eighth floor to file his petition for mandamus Mr. Ashton had proceeded to Judge Torrison's Court to consult the Attorney for the Board of Education who was engaged in the hearing of a case in that court. I proceeded at once to Judge Torrison's court and at one o'clock we had a conference in Judge Torrison's jury room at which Mr. Righeimer, Mr. Ashton, Mr. Winston, the attorney we had employed with Mr. Ashton's approval to work with him, Mr. Condee and myself were present.

Up Like a Rocket—Down Like a Stick.

Mr. Righeimer told Mr. Ashton at this conference that the resolution adopted by the Board of Education on November 26 gave no authority to file complaints before the Board of Review or to bring proceedings in the courts; that he, Mr. Righeimer, would have to consult the Board of Education in regard to signing that petition. I asked him if he would have to have a meeting of the Board and he said he would have to see the President of the Board. He refused to give Mr. Ashton authority to sign that petition and he did not sign it himself. That was all I heard until yesterday when Mr. Ashton called me up to tell me he had received the following letter from Mr. Righeimer:

"Telephone Dearborn 9181-2
BOARD OF EDUCATION
City of Chicago
Law Department
79 West Monroe Street
Frank S. Righeimer, Attorney

January 27, 1925.

Henry M. Ashton, Esq.,
50-138 N. LaSalle Street,
Chicago, Illinois.

My dear Mr. Ashton:

I have been engaged in court so that I have been unable to get in touch with you, but I felt that in view of what

Digitized by Google

you said to me the other day at Judge Torrison's that I must make the following clear:

The resolution under which you were employed provided for the appearance of an Attorney before the Board of Review on complaints filed. The Board of Review having adjourned it follows that there is at present no authority for your further employment.

Very sincerely yours,

(Signed) Frank S. Righeimer.
Attorney."

If that isn't going up like a rocket and coming down like a stick, I don't know.

Now, Mr. Chairman, I want to say that we started in to cooperate with the Board of Education in good faith to get the tax laws enforced, and when we had our own case of this kind and brought our own mandamus proceedings, some years ago, we filed our petition and we got service on the Board of Assessors, and we brought them to time. If the Board of Education had been ready, if Mr. Righeimer had been ready and his signature was on that petition, and if that petition had been filed as soon as the Board of Review closed its hearing on Jan. 23, the Board of Education would have a case against the Board of Review and we would have had the satisfaction of having the case thrashed out in court. The proof is beyond question, that $130,000 an acre is the admitted value of that property of the Stock Yards Co., while it is assessed now at about thirteen or fourteen thousand dollars an acre.

I say, Mr. President, that that is what is the matter with the teachers and the work in the schools and why we have crowding of the children and platooning of the children and all the rest of it,—we haven't the money.

The Board of Education in its resolution of Nov. 26 made a statement which is well worth remembering:

"Whereas, Although there were increases in taxable property in the City which, by conservative estimates, amounted to much more than $500,000,000 since the valuations were made for the year 1921, there was, nevertheless, in 1923 only about $80,000,000 added to the total assessed values for the City of Chicago beyond the figures of 1921":

Board's Action Fiasco.

We find that this resolution of the Board gave its special counsel no authority to proceed to get the difference between that $500,000,000 and the $80,000,000 put on the tax books. That is $420,000,000 of property, and I insist, Mr. President, that if this Board of Education, after laying the foundation, saying it had authority, and that it was its right to proceed before the Board of Review had, in fact, acted on that authority and with that right, it was within the power of the Board of Education to demand and insist that that $420,000,000 be put on the tax books. If we can do that, instead of going after the children and increasing the size of classes, you would have harmony in the schools and you would have co-operation from the teachers.

The teachers know that if they have 48 children, or 54 children, as some of them have now, that, notwithstanding what Mr. Henry may think about it, they will fall down. Then a superintendent of schools can come along from somewhere or nowhere, and tell the teachers that they are falling down, and the teachers get the blame. The superintendent does not get the blame; his assistants do not get it; the next row down in the hierarchy does not get it; neither does the next. The people that are officially blamed are the teachers in the school rooms. They are the ones who carry the burden; they are the ones that are held responsible; and, Mr. President, the teachers do feel that responsibility, they feel it keenly. When Mr. Wright comes here and says the schools are not making good; they know it is true. Teachers know that they cannot teach 48 or 54 children, they cannot teach 45 as they should. They are not teaching school, they are keeping school; and we feel that it is a wrong state of affairs.

We feel that if the Board of Education would take hold of this tax matter, take hold of it in good faith, adopt a resolution that has teeth in it, and ask for the cooperation of the teachers the Board would see how quickly it would get it; but we do not want sham cooperation; we do not want to spend $8,000 advertising a case like that Stock Yards assessment, as we did advertise that case in all the Chicago newspaper on the third of last November and then have it fall down.

Now, this Stock Yards case has fallen down to the ground. We must start it all over again if it is started at all. The Board of Review on Jan. 23rd gave the Board of Education the 24 hours—which your attorney on Dec. 26 asked, and at the end of 24 hours this Board of Education was not ready. Now, if the teachers have to go alone, as we have gone for 25 years, we are ready to go alone, and we are ready to fight it out; but I think that we ought not to have to go alone. I think the Board of Education and the teachers both are necessary; there are only a few members of your Board, but you have an enormous amount of power; there is a vast number of teachers; but if we take the two together, the power of the teachers, and the power of this Board, we could very soon put the money into the public treasury.

Ask Legislature for Relief.

There is an amendment to the constitution, which is to be presented to the Legislature in a few days, agreed upon by a large number of organizations, I think more than thirty; there seems to be a coming together of all the forces, to try to get that amendment to the state constitution, which would put an entirely different foundation under our taxing system, so we can proceed intelligently. If there is cooperation we may be able to get that through this session of the legislature and then get it approved by the people. Without cooperation, that too may fail.

Now, Mr. President, it is for cooperation I am pleading. We have the Federation of Labor. There is no reason why we should not have the other bodies I referred to. We are sick and tired of this tax-fixing and tax-dodging and the things that are coming out of it. A man left his desk a few days ago, closed it up and went out. He didn't even take his papers with him, he was so disgusted, I suppose he didn't want to put them on his person. When they went to his desk and opened it up they found he was a tax-fixer, and in four years as a tax-fixer he made enough money so that he moved into a $40,000 house the other day. He said he is out of that dirty business for the rest of his life. It is the moral side of this question that appeals to us; the morals of the whole people are being perverted by this tax-fixing and tax-dodging.

Schools Lose $6,000,000 Yearly.

I submit it is the responsibility of the Board of Education, as set forth in its resolution, to take hold of this thing. $500,000,000 you, yourselves, said, was the increase from 1921 to 1923. $80,000,000 got on the tax books. $420,000,000 escaped. Four per cent of that is $16,000,000. Take forty per cent of that $16,000,000 and you have $6,000,000. You would have $6,000,000 annually to put into the School Fund. You would not need to be crowding the children.

I submit, Mr. Chairman, that it is time that we did have this cooperation between the Board and the teachers, not against the children, but for the children, and against the tax-dodgers and against this tax situation.

MR. SMIETANKA: I would like to ask Miss Haley, whether she really meant,—you might have made the remark in the enthusiasm of your argument,—that the school teachers were not making good?

MISS HALEY: No, I did not. The school teachers can make good if they are allowed to go alone. They can make good; and they can make good in cooperation with the Board of Education; but neither one of us can make good if we attempt that kind of cooperation; if we attempt to cooperate with you and you fall down. If you stayed out of it, we might have done it ourselves, but you neither stayed out of it nor went into it.

MR. SMIETANKA: It might be interesting to you to have this information imparted, that the Board plans to establish a Tax Bureau.

MISS HALEY: Yes, I heard you did. Mr. Chairman, I would like to say if your Tax Bureau does not do a great deal better than you did in this last effort, it will not get the confidence of the people. You will have a whole lot of work to establish that confidence, because there was a clean-cut case; all this Board had to do was to instruct Mr. Righeimer to proceed and file that petition. All Mr.

Digitized by Google

Righeimer had to do was to sign his name to it, and that petition was filed. that case was in court.

MR. SMIETANKA: Well, couldn't you have signed that petition?

MISS HALEY: No, I am not considered a tax payer for the purpose of bringing a tax payer's law suit. I own no real estate and therefore I would not be permitted to bring a tax payer's suit.

MR. SMIETANKA: The situation could have been saved by calling upon any tax payer.

MISS HALEY: Mr. Chairman, I am glad Mr. Smietanka raised that point. That is what I told Mr. Righeimer the day we had the conference, the 23rd of January. I told Mr. Righeimer we did not want to interfere. If we went in and filed the petition that day, while Mr. Righeimer was withholding his judgment, waiting to consult members of the Board, if we filed a petition we would have been insulting the Board; we would have been working at cross purposes. There would have been no defense whatever for us to do such a thing as that. I had no way of knowing that Mr. Righeimer would not give his signature before the end of the day. Why should I assume that they were not acting in good faith? Mr. Righeimer had all the time from the 26th of December, the day of the hearing, until the 23rd of January, to get the consent of this Board. He knew Mr. Ashton wanted to file the petition. Why didn't he find out in that 27 days? Why this delay?

MR. SMIETANKA: Are you sure Mr. Ashton wanted to file that petition?

MISS HALEY: No; I don't know anything about what Mr. Ashton wanted to do. All I know about what anybody wants to do is what he says.

MR. FITZPATRICK: The bad situation was that Ashton, being a tax expert, was not in position to fire Righeimer, instead of Righeimer being in position to fire Ashton.

I would like to present the Secretary of the Chicago Federation of Labor, Mr. Nockels.

Senate Hearing On Tax Amendment

On Wednesday, April 1, a hearing was held in Springfield before the Committee of the Whole of the State Senate on the proposed amendment to the Revenue Article of the State Constitution providing for the classification of property and incomes for taxing purposes, Senate Joint Resolution No. 4.

A conference was called together by the Illinois Educational Commission which had been appointed by Governor Small in January, 1924. This Conference consisted of representatives of the following organizations: Illinois Agricultural Association, Illinois Bankers' Association, Illinois Federation of Women's Clubs, Illinois League of Women Voters. Illinois State Bar Association, Illinois Federation of Labor, Illinois Chamber of Commerce, Chicago Association of Commerce, City Club of Chicago, Women's City Club of Chicago, Chicago Principals' Club, Chicago Teachers' Federation, Union League Club, Building Managers' Association, Tenants' League, Civic Federation of Chicago, Chicago Real Estate Board, Cook County Real Estate Board, Farm Mortgage Bankers' Association, Investment Bankers' Association, Lions Club and American Railway Association. A Committee of Seven authorized by this Conference drafted this amendment and it was introduced into the Senate by Senator Lantz and was referred to the Executive Committee.

The hearing was called by the Executive Committee of the Senate. Edward E. Gore of the Illinois Chamber of Commerce, C. W. Boyden of the Illinois Bankers' Association, Mr. Everingham of the Illinois Agricultural Association, R. C. Moore of the Illinois State Teachers' Association, Victor A. Olander of the Illinois Federation of Labor, and Douglas Sutherland of the Civic Federation all committed themselves and their organizations definitely to the proposed amendment. Other speakers who favored it were Max Murdock, attorney for the Illinois Real Estate Association; Mr. Watson of the Illinois Agricultural Association and Walter F. Dodd, who was Chairman of the Conference which drafted the measure.

Jacob Lyle Vette of the Chicago Real Estate Board and Jacob Viner for the City Club of Chicago suggested changes in the Amendment. Mr. Viner said that he would favor this as it was rather than have no amendment adopted by this Legislature.

As a member of the Committee of Seven, I attended the hearing and called attention to one omitted point, namely, that unless this Amendment is approved by this session of the Legislature there will be no relief from this source for six years because it is impossible to get an amendment adopted by the people in 1928 which is presidential year.

On the same day, April 1, Senator James E. McMurray introduced a Joint Resolution providing for an amendment to the Revenue Article of the Constitution giving the Legislature power to classify personal property for taxing purposes. This Resolution was referred to the Executive Committee of the Senate and there will be a hearing on this amendment.

An amendment classifying personal property for taxation purposes was submitted to the voters in 1916 and defeated.

No action was taken by the Committee.

MARGARET A. HALEY.

SENATE JOINT RESOLUTION NO. 4.

This resolution was introduced in the Senate by Senator Lantz on March 10, 1925, referred to the Executive Committee of the Senate, and on April 1, 1925, there was a hearing on it before the Senate Committee of the Whole.

Resolved, by the Senate of the State of Illinois, the House of Representatives concurring therein: That there shall be submitted to the electors of this state for adoption or rejection at the next election of members of the General Assembly of the State of Illinois, in the manner provided by law, a proposition to amend Article IX of the constitution by adding thereto an additional section to be known as Section 14 of Article IX, as follows:

Section 14. From and after the date when this section shall be in force, the General Assembly shall have authority to provide by general law for the levy and collection of taxes for public purposes upon persons, property and income, free from the limitation contained in section one (1), three (3), and nine (9) and ten (10) of this article. Taxes levied under the authority of this section shall be uniform upon all persons, property or income of the same class. Exemptions from taxation may be established only by general law. This section shall not affect existing exemptions established by law under the authority of section 3 of this article. Taxes by valuation under the authority of this section shall be based upon a value to be ascertained by some person or persons to be elected or appointed in such a manner as the General Assembly shall direct, and not otherwise. No bill for the imposition, continuance or revival of a tax under the authority of this section, or for the establishment of exemptions under the authority of this section, shall become a law without the concurrence of three-fifths of the members elected to each House.

Digitized by Google

Digitized by Google

Twenty-Eight Years of Ups and Downs in Maximum Yearly Salary ACTUALLY PAID 2,500 to 3,400 Experienced Elementary Chicago Teachers From 1897 to 1925

The ups and downs of salaries of elementary school teachers in Chicago would seem incredible were it not a matter of record. Paper schedules, promises of salaries to be paid some time in the future mean very little to the teachers in the primary and grammar grades of the City of Chicago. Read the record.

Twenty-eight years of ups and downs in maximum yearly salaries actually paid 2,500 experienced Elementary Chicago teachers from 1897 to 1925 are given below:

	PRIMARY	GRAMMAR	
1897	$ 800	$ 825	
1898	875	900	Raised $75
1899	875	900	Increase due withheld
1900	800	825	CUT $75
1901	875	900	Raised $75
1902	800	825	CUT $75
1903	850	875	Raised $50
1904	850	875	Stationary, lower than 1898
1905	850	875	Stationary, lower than 1898
1906	850	875	Stationary, lower than 1898
1907 (Feb.)	900	925	Raised $50
1907 (June)	850	875	CUT $50, lower than 1898
1908 (Jan.)	875	900	Raised $25, back to 1898
1908 (May)	925	950	Adv. to 8th yr. of schedule*
1909	975	1000	Adv. to 9th yr. of schedule
1910	1075	1100	Adv. to 10th yr. of schedule
1911	1075	1100	Stationary
1912	1175	1200	Raised $100
1913	1175	1200	Stationary
1914	1235	1260	Raised $60
1915	1235	1260	Stationary
1916	1355	1380	$240 increase due, $120 paid
1917	1355	1380	$120 inc. due in 1916 withheld
1918	1475	1500	$120 increase due in 1916 paid
1919	1575	1600	Raised $100 and paid
1920	1975	2000	Raised $400 and actually paid
1921	1975	2000	Stationary—but actually paid
1922	2500	2500	Raised $500, in effect Sept. 1.
1923	2500	2500	Stationary—but actually paid
1924	2500	2500	Stationary—but actually paid
1925	2500	2500	Stationary, paid to date, April 16, 1925

*NOTE—The salary promotional scheme adopted in July, 1902, kept 1,600 of the 2,500 experienced elementary teachers at the 7th year of the 10-year salary schedule for six years—from July, 1902, to May, 1908.

A maximum salary of $1,000 for all Elementary Teachers was adopted by the Chicago Board of Education in 1898; payment suspended in 1899, and again in 1900 and in 1901; abolished in February, 1902; restored in January, 1903. But this maximum was not paid until 1905, and then to only 61 of the 2,500 Elementary Teachers of ten or more years' experience, the entire 2,500 not getting the maximum until May, 1910, by which time it had been increased to $1,100.

A maximum salary of $1,500 for Elementary Teachers was established by the Board of Education in February, 1914; payment suspended during 1914 and 1915; abolished in 1916; restored and paid in 1918. This pre-war maximum of $1,500 was increased to $1,600 in June, 1919—an increase of less than seven percent.

The table below shows the various maximums for Elementary Teachers established, published and maintained *on the records* of the Board of Education from 1897 to 1925, inclusive, and the number of teachers actually paid the then existing maximum in each of these 28 years.

Year	Maximum Salary	No. Paid Maximum
1897	$800 and $ 825	2,500 teachers
1898	1,000	0 "
1899	1,000	0 "
1900	1,000	0 "
1901	1,000	0 "
1902 Jan.-July	$800 and 825	2,500 "
1902 July-Dec	900	0 "
1903 Jan	1,000*	0 "
1904	1,000	0 "
1905	1,000	61 "
1906	1,000	219 "
1907	1,000	493 "
1908	1,025	864 "
1909	1,025	989 "
1910	1,100	2,600 "
1911	1,100	2,600 "
1912	1,200	2,600 "
1913	1,200	2,600 "
1914	1,500	0 "
1915	1,500	0 "
1916	1,380	2,600 "
1917	1,380	2,700 "
1918	1,500	2,765 "
1919	1,600	2,765 "
1920	2,000	2,800 "
1921	2,000	2,900 "
1922	2,500	3,100 "
1923	2,500	3,150 "
1924	2,500	3,200 "
1925	2,500	3,339 "

NOTE.—In addition to these 3,339 "regular" elementary teachers, that is teachers from Kindergarten to 7th grade inclusive, receiving $2,500, there are, at date (April 16, 1925) 959 elementary teachers receiving a special maximum ranging from $50 to $250 above this maximum of $2,500. This makes a total of 4,298 elementary teachers at the maximum salary, or 50 per cent of the total number of teachers in the elementary schools.

*NOTE—The payment, in July, 1902, of $597,033.97 of public-utility corporation back taxes for 1900, and a like sum annually thereafter—the result of the Chicago Teachers' Federation tax suit—followed by the Federation's suit against the Board of Education to secure for the teachers some benefit from this additional revenue, accounts for the restoration of the $1,000 maximum in January, 1903.

Digitized by Google

The Proposed Salary Schedule

Robbing Peter To Pay Paul

What the Proposed Salary Schedule does:

1. Cuts off $300 to $1,175 from the aggregate salary now paid every entering class room teacher for the first five years, in the "lower group" of the schedule.

2. Adds $5,500 each to the aggregate salary of entering principals for the five years of the "lower group" of their schedule.

3. Piles up higher salaries at the maximum of the schedules with no assurance that the large group of experienced class room teachers, now 50 per cent of the entire body, who are now at the maximum of their schedules, will be allowed to reach these new maximum salaries or that there will be any money to pay it if they do.

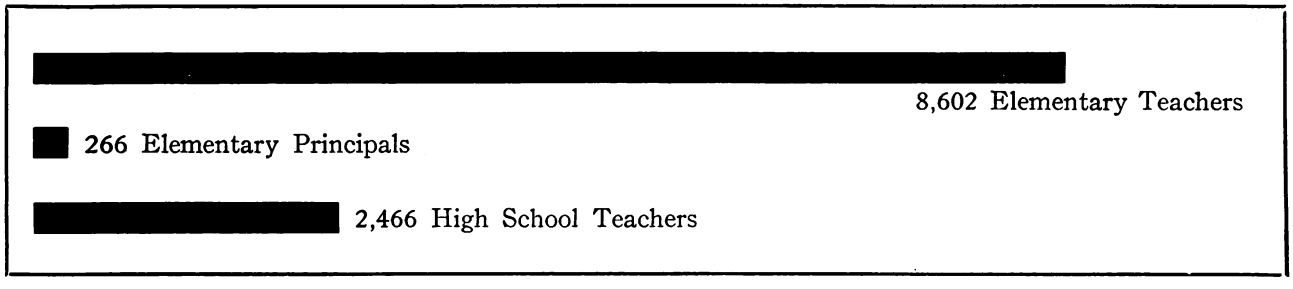
4. Provides no increase in salary for any class room teachers now in the "lower group" of the chedule, about 30 per cent of the entire force.

5. Increases, this year, from $1,000 to $1,200, the salaries of all principals in the "lower group" and from $950 to $1,350 all in the "upper group." This has been *recommended* by the Superintendent.

6. Cuts the salaries of more than 1,500 teachers now in the "lower group" of the schedules unless some positive action is taken by the Board of Education to keep the present schedules of these teachers in force three or more years. This has been *suggested* by the Superintendent.

The experience of elementary teachers in the last 28 years as shown by accompanying tables should be a warning against the adoption of maximum salaries which are not put into force when adopted.

The Larger the Group, the Smaller the Salary



Comparative Size of the Three Main Groups of Teachers in the Chicago Schools Comprising 11,334 of the Tota 12,102 Members of the Education Department.

Elementary Teachers

Table 1

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
LOWER GROUP						
1	$1500	$1500	$1500	$1500	0	0
2	1550	3050	1625	3125	0	$75
3	1600	4650	1750	4875	0	225
4	1800	6450	1875	6750	0	300
5	2000	8450	2000	8750	0	300
UPPER GROUP.						
6	2250	10700	2125	10875	0	175
7	2500	13200	2250	13125	$75	0
8	2750	15950	2375	15500	450	0
9	3000	18950	2500	18000	950	0
10	3250	22200	2500	20500	1700	0

Elementary Principals

Table 2

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
LOWER GROUP						
1	$4000	$4000	$3000	$3000	$1000	0
2	4250	8250	3200	6200	2050	0
3	4500	12750	3400	9600	3150	0
4	4750	17500	3600	13200	4300	0
5	5000	22500	3800	17000	5500	0
UPPER GROUP.						
6	5250	27750	4000	21000	6750	0
7	5500	33250	4200	25200	8050	0
8	5750	39000	4400	29600	9400	0
9	6000	45000	4600	34200	10800	0
10	6250	51250	4800	39000	12250	0

"To Him That Hath Shall Be Given"

Digitized by Google

MARGARET HALEY'S
WEEKLY BULLETIN

MARGARET A. HALEY . . . . . Editor and Publisher

MARGARET HALEY'S WEEKLY BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Three Dollars per year, One Dollar for 3 months. Single copies, 10 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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Building, 127 N. Dearborn St., Chicago

Phone Central 3904

The Salary Schedule

The proposed salary schedule is still before the Finance Committee of the Board of Education. The Committee is to meet on Saturday, April 18, when it is expected the schedule will be considered. The statement of April 6, from the Chicago Teachers' Federation to the Board of Education in regard to this schedule, was printed in the BULLETIN last week. It was presented to the Board at its meeting on April 8 and was referred to the Finance Committee.

A communication requesting a hearing, together with a supplemental statement in regard to this schedule, was sent to the Chairman of the Finance Committee and copies were sent to members of the Board.

This supplemental statement is reproduced here in full on pages 2, 3, 5, 6, 7 and 8.

Following is the communication:

CHICAGO TEACHERS' FEDERATION.
Office 1335, 127 N. Dearborn St.
Telephone Central 3904.

Mr. Julius F. Smietanka,
Chairman of Committee on Finance,
Board of Education,
650 S. Clark St., Chicago.

Dear Mr. Smietanka:

The statement herewith in regard to the proposed Salary Schedule for teachers presented to the Board of Education, March 11, 1925, and referred to the Committee on Finance on that day, is respectfully submitted.

This statement is supplemental to the one adopted by the Chicago Teachers' Federation on April 6, which we submitted to the Board of Education on April 8, and referred to the Committee on Finance on that date.

My request of April 7, on behalf of the Chicago Teachers' Federation for a hearing before the Committee on Finance when the Committee takes up this Schedule for consideration, is hereby respectfully renewed.

Yours truly,
MARGARET A. HALEY,
Business Representative.

"Once burnt, twice shy," says the old adage. This is the case in Chicago. The elementary teachers have seen salary schedules before this, beautifully drawn, a few salaries at the top securely fastened down, and then have heard the cry, "No money," and have found themselves with salaries cut and no redress. Over and over again this has happened and Chicago teachers have learned to ask, "Where is the money coming from?" before they become enamoured of a proposed salary increase.

Twenty-five years ago Chicago teachers discovered that the trouble with school revenues lies in the huge amount of property which is escaping taxation. For twenty-five years they have hammered on this theme. They are still hammering on it. A mass meeting at the Auditorium Theatre, October 3rd, 1924, speaks for itself. There, a statement was presented on the "alarming shortage of funds due to failure to enforce the tax laws." This statement was signed by the Presidents, respectively, of the Chicago Teachers' Federation, the Chicago Federation of Men Teachers and the Chicago Federation of Women High School Teachers. The statement contained the following paragraph:

> "The teachers have worked and will continue to work to secure revision of our antiquated tax laws. Pending such revision, we will continue to insist that the present laws be enforced so that the needed revenue may be secured without increasing the tax rate."

A copy of this statement was delivered to the Mayor by a Committee from the meeting.

The DesMoines Register of April 11 reports that it has received hundreds of congratulatory letters commending its course in segregating crime news on an inside page.

We need a subscription list of 5,000. When we get such a list we can get second class mailing privileges and mail 5,000 BULLETINS for $1.25 whereas now they cost $75 to mail. Send in your subscription and ask others to do the same. The price is only $1 for the rest of this school year.

Regular meetings of the Chicago Teachers' Federation will be held in Corinthian Hall, 17th floor, Capitol Building, corner of State and Randolph, on the second Saturday of the school month, at 10:30 a. m. The next meeting will be on the 16th of May.

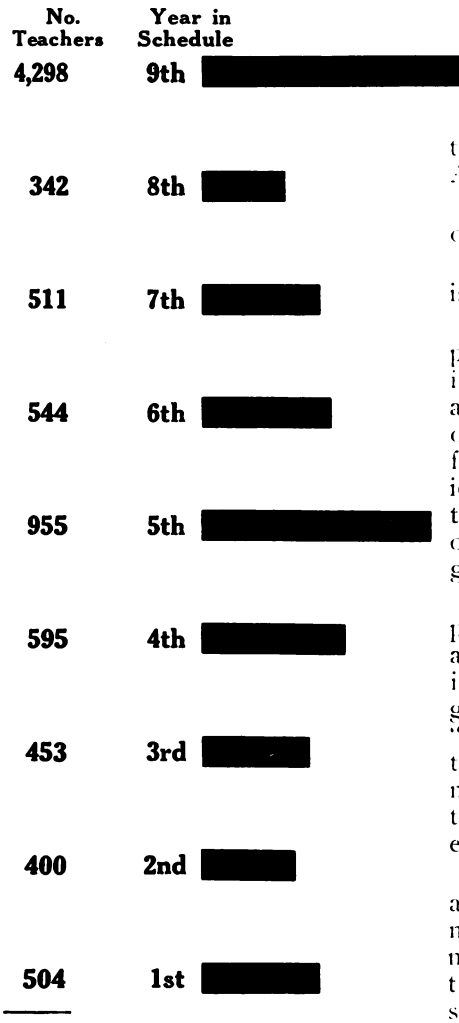
The National Baby Congress and Health Exposition of the Illinois State Medical Society, a not-for-profit exposition of positive health building and not in any sense a "disease show," is to be held at the American Exposition Palace, 666 Lake Shore Drive, during "National Baby Week, May 2 to 9th, inclusive.

Through the courtesy of the special committee of supervision of the Illinois State Medical Society, special complimentary "Teachers' Tickets"—two for each and every member of the Chicago Teachers' Federation—are being printed and will be available for distribution Saturday, April 25, at the offices of the Federation, 127 North Dearborn Street.

There are to be some sixty educational health exhibits on display during the eight days of the National Baby Congress and Health Exposition. There will also be three huge health competitions for babies, children of school age, 6 to 16 years, and for adults above 18, and all are to be conducted in conformity with the strictest ethical standards and scoring system of the Illinois and American Medical Associations.

Digitized by Google

Graph showing number of Elementary Teachers in each year of the Salary Schedule, April, 1925



The long line above shows the large number of elementary teachers—half the total—in the ninth year of service, or over. All these are at the maximum salary **now.**

This is the long line of teachers that has always been kept on the short side of the payroll when the "funds were short."

This is the "long line" that needs to stop and ask, "Where is the money coming from?"

This large group stands alone in its experience—twice repeated in 28 years—of having had a maximum salary adopted, its payment suspended for years, finally repealed, later readopted but after readoption not paid for another long period of years, and when finally paid, the payment of the long deferred maximum made another occasion for raising the salaries of the higher paid small groups—the original adoption and the readoption of the maximum having furnished two other occasions for two previous raises in the salaries of the small groups.

The combination of secret marking and the arbitrary power given to the Board of Examiners in the proposed salary schedule of 1925, makes it possible to hold back teachers in the "lower group" from advancement into the "upper group" of their salary schedule. This was done when this "promotional" scheme was established in 1902 with the result that in 1905 only 61 out of a total of 2,500 experienced elementary teachers were found to be on the maximum salary three years after this "promotional" scheme was put into effect.

Between the combination of the "promotional scheme" and perennial lack of money, these 2,500 experienced elementary teachers had to wait twelve years after they got a maximum of $1,000 adopted by the Board of Education to get this maximum paid. While the small groups, on the higher salaries were paid the maximum, the large group had to wait.

8,602—Total No. Elementary Teachers, regular and special, in April, 1925.

The Chicago Teachers' Federation has on hand pamphlets which it will send out, free, if addressed and stamped (large) envelope is received. Four leaflets relating to Overcrowding in Schools are as follows: Mrs. Snaffy and the Gary System, by Elizabeth A. Everett; Report on Detroit Platoon School, by Nine Chicago Teachers; Report Recommending Larger Classes in the Elementary Schools, by Nelson B. Henry; Minority Report on Platoon Plan of Elementary School Organization, by Rose A. Pesta. Other pamphlets are: Recent Criticisms of Our Schools, by Dean O. L. Manchester; Proposal to Establish Junior High Schools in Chicago, by Chicago Educational Commission; The Platoon School. (minority report by teacher members of committee appointed by superintendent of Milwaukee schools).

The pamphlet, "Recent Criticisms of Our Schools," by Dean O. L. Manchester, president of the Illinois Teachers' Association, is a convincing reply to the four volumes on the costs of Illinois schools published by the Educational Finance Inquiry Commission. Dean Manchester waives the point that this Commission is financed by great Foundations and that the authors of these four volumes are closely connected with the Chicago University. Purely on the merits of their argument he points out that the cheapening of the public schools for which they are contending is an object based on an entire misconception of the place of the public school in the present social scheme and in the hearts of the people. Not cheaper but much more expensive will be the schools of the future. The BULLETIN has a quantity of these pamphlets for distribution.

The Board of Claims of the Teachers' Relief Fund reports that the increase in the sick benefits being paid to teachers shows an appalling breakdown of teachers under the strain at present.

Digitized by Google

Excerpts from Superintendent's Report (page 842), Section II, Par. 2.

GROUPS. No teacher shall be advanced beyond the maximum salary of a lower group unless and until he shall have complied with the three following requirements:

1. He shall have served one year at the maximum salary of the lower group.
2. He shall have received an efficiency rating of "satisfactory," "excellent" or "superior," for the year immediately preceding, as shown by the records in the office of the Superintendent.
3. He shall have met one of the following conditions:
   (a) He shall have passed the principal's examination, and shall hold an elementary principal's certificate.
   (b) He shall have passed the examination for a general certificate to teach in the high schools.
   (c) He shall have passed the examination in professional study, and shall hold a certificate to teach music, drawing, physical education, manual training, or household arts, upon which he has not already received an assignment, to teach any of the subjects mentioned in this paragraph.
   (d) He shall present certification from accredited institutions for five study courses corresponding to five college majors, approved by the Board of Examiners.
   (e) He shall have written both a paper in professional study and in an academic subject, required in the promotional examination, and shall have attained an average of eighty per cent or more.

The academic paper may be in any one of the subjects named below and shall cover work superior in grade to that of the course in the high school.

English language and literature; general history; physical science; foreign languages (Latin or Greek or German or French or Spanish); arithmetic, algebra, and geometry; geography and physiography; drawing, music, manual training, household arts, household science, physical education, including physiology, anatomy and the theory of gymnastics.

(Note: A practical test may be given as part of the examination in music, manual training, household arts, household science and physical education. Teachers of special subjects shall not select the subject which they teach as the subjects of their academic papers.)

An average of eighty per cent shall be required for passing these tests; provided, that no examination mark below seventy shall be considered; and provided, that if a candidate divides the examination, the paper taken in the professional part shall not be credited in the final average unless the mark secured in such paper shall be eighty per cent or over.

Page 843, Section II, Par. 4.

NO SALARIES REDUCED. On passing to new schedules, provision should be made whereby present teachers who would suffer diminution of salary by loss of bonuses, etc., should continue on their present schedule, until they reach a year in which the old schedule is less than the new, at which time they should pass automatically at the beginning of such a year to the new schedule. Some such provision as the following should be made a part of the schedule:

No one teaching in the public schools of the City of Chicago on January 1, 1925, shall, by the operation of this schedule designated February, 1925, suffer any diminution in salary, but shall continue to be paid the salary of the schedule in force January 1, 1925, and shall continue to receive such bonuses as on January 1, 1925, appertain to various positions and years, until such persons reach a year of service at which the schedule of January 1, 1925, at yearly pay plus bonuses, if any, is less than the yearly pay for the corresponding year in the salary schedule designated February, 1925, at which time such person shall enter upon the new Salary Schedule designated February, 1925.

Excerpts from Page 845, Section VII.

(Paragraph 2.)

GROUPS. Elementary principals who have served a year at the maximum salary of the lower group and whose efficiency for the year immediately preceding, as shown by the records in the Superintendent's office is good, excellent, or superior, shall be eligible to promotion to the upper group upon attaining a mark of eighty per cent, or more, in an examination in professional work, including school administration, psychology, educational principles and methods, and the history of education. This paper shall be distinct from that written by any other group. Accredited study courses shall not be substituted for this examination.

(Paragraph 4.)

APPLICATION OF NEW SCHEDULE FOR ELEMENTARY PRINCIPALS.

It is recommended that each principal of an elementary school shall pass to the schedule for the same year of service as he or she is credited with at the time of the adoption of this salary report, and shall receive the new salary of that year contained in this "February, 1925, Salary Schedule, Elementary Principals," except that no principal shall be advanced during the year 1925 beyond the eighth year of this salary schedule.

(Note: Elementary Principals in schools having 50 or more teachers will have one year added to the schedule with a maximum of $6,500.)

Digitized by Google

Comparisons of Gains and Losses to Principals and Teachers and of Aggregate (Cumulative) Salaries in the Chicago Public Schools if the Proposed Salary Schedule is Adopted.

Table 3

Teachers of Manual Training and Physical Education.

LOWER GROUP.

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1750	$1750	0	$250
2	1550	3050	1875	3625	0	575
3	1600	4650	2000	5625	0	975
4	1800	6450	2125	7750	0	1300
5	2000	8450	2250	10000	0	1550

UPPER GROUP.

6	2250	10700	2375	12375	0	1675
7	2500	13200	2500	14875	0	1675
8	2750	15950	2625	17500	0	1550
9	3000	18950	2750	20250	0	1300
10	3250	22200	2750	23000	0	800

(Note: This group has no gain until the twelfth year.)

Table 4

Assistant to Principals, Elementary and Head Teachers of the Deaf.

LOWER GROUP.

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1750	$1750	$1750	$1750	0	0
2	1800	3550	1875	3625	0	$ 75
3	1850	5400	2000	5625	0	225
4	2050	7450	2125	7750	0	300
5	2250	9700	2250	10000	0	300

UPPER GROUP.

6	2500	12200	2375	12375	0	175
7	2750	14950	2500	14875	75	0
8	3000	17950	2625	17500	450	0
9	3250	21200	2750	20250	950	0
10	3500	24700	2750	23000	1700	0

Table 5

Teachers of Household Arts, Chicago and C. C. S. School for Boys and Juvenile Delinquent Homes.

LOWER GROUP.

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1700	$1700	0	$200
2	1550	3050	1825	3525	0	475
3	1600	4650	1950	5475	0	825
4	1800	6450	2075	7550	0	1100
5	2000	8450	2200	9750	0	1300

UPPER GROUP.

6	2250	10700	2325	12075	0	1375
7	2500	13200	2450	14525	0	1325
8	2750	15950	2575	17100	0	1150
9	3000	18950	2700	19800	0	850
10	3250	22200	2700	22500	0	300

(Note: This group has no gain until the eleventh year.)

Table 6

Teachers of Eighth Grade, Science, Printing, Subnormal, Aenemic, Epileptic, Home for Girls, Hospital, Open Air, and Adults.

LOWER GROUP.

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1600	$1600	0	$100
2	1550	3050	1725	3325	0	275
3	1600	4650	1850	5175	0	525
4	1800	6450	1975	7150	0	700
5	2000	8450	2100	9250	0	800

UPPER GROUP.

6	2250	10700	2225	11475	0	775
7	2500	13200	2350	13825	0	625
8	2750	15950	2475	16300	0	350
9	3000	18950	2600	18900	50	0
10	3250	22200	2600	21500	700	0

Digitized by Google

Table 7

Junior High School Teachers

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1800	$1800	$1800	$1800	0	0
2	1900	3700	2000	3800	0	$100
3	2000	5700	2200	6000	0	300
4	2200	7900	2400	8400	0	500
5	2400	10300	2550	10950	0	650

UPPER GROUP

6	2700	13000	2700	13650	0	650
7	3000	16000	2850	16500	0	500
8	3300	19300	3000	19500	0	200
9	3700	23000	3150	22650	$350	0
10	4100	27100	3300	25950	1150	0

Table 8

Junior High Principals

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$4250	$4250	$3600	$3600	$650	0
2	4500	8750	3800	7400	1350	0
3	4750	13500	4000	11400	2100	0
4	5000	18500	4200	15600	2900	0
5	5250	23750	4400	20000	3750	0

UPPER GROUP

6	5500	29250	4600	24600	4650	0
7	5750	35000	4800	29400	5600	0
8	6000	41000	5000	34400	6600	0
9	6250	47250	5200	39600	7650	0
10	6500	53750	5400	45000	8750	0

Table 9

High School Teachers—General Certificate

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$2000	$2000	$2000	$2000	0	0
2	2100	4100	2200	4200	0	$100
3	2200	6300	2400	6600	0	300
4	2450	8750	2600	9200	0	450
5	2700	11450	2800	12000	0	550

UPPER GROUP

6	3100	14550	3000	15000	0	450
7	3500	18050	3200	18200	0	150
8	3900	21950	3400	21600	$350	0
9	4300	26250	3600	25200	1050	0
10	4700	30950	3800	29000	1950	0

Table 10

Senior High Principals

ONE GROUP ONLY

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$5000	$5000	$4300	$4300	$700	0
2	5500	10500	4500	8800	1700	0
3	6000	16500	4700	13500	3000	0
4	6500	23000	4900	18400	4600	0
5	7000	30000	5100	23500	6500	0
6	7500	37500	5300	28800	8700	0
7	7500	45000	5500	34300	10700	0
8	7500	52500	5700	40000	12500	0

(Note: Maximum for Principals of Schools having less than one hundred teachers to be $7000. Maximum for Principals having one hundred or more teachers to be $7500.)

Table 11

High School Teachers—Limited Certificate

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1300	$1800	$1800	$1800	0	0
2	1900	3700	2000	3800	0	$100
3	2000	5700	2200	6000	0	300
4	2200	7900	2400	8400	0	500
5	2400	10300	2550	10950	0	650

UPPER GROUP

6	2700	13000	2700	13650	0	650
7	3000	16000	2850	16500	0	500
8	3300	19300	3000	19500	0	200
9	3600	22900	3150	22650	$250	0
10	3900	26800	3300	25950	850	0

Table 12

Teachers of Deaf, Crippled and Truants

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1675	$1675	0	$175
2	1550	3050	1800	3475	0	425
3	1600	4650	1925	5400	0	750
4	1300	6450	2050	7450	0	1000
5	2000	8450	2175	9625	0	1175

UPPER GROUP

6	2250	10700	2300	11925	0	1225
7	2500	13200	2425	14350	0	1150
8	2750	15950	2550	16900	0	950
9	3000	18950	2675	19575	0	625
10	3250	22200	2675	22250	0	50

Table 13

Teachers of Blind, Correction of Speech, and Parental School Teachers

UPPER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1550	$1550	0	$50
2	1550	3050	1675	3225	0	175
3	1600	4650	1800	5025	0	375
4	1800	6450	1925	6950	0	500
5	2000	8450	2050	9000	0	550

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
6	2250	10700	2175	11175	0	475
7	2500	13200	2300	13475	0	275
8	2750	15950	2425	15900	$50	0
9	3000	18950	2550	18450	500	0
10	3250	22200	2550	21000	1200	0

Digitized by Google

Jc 6 '25

Special Salary Number

Margaret Haley's Weekly Bulletin

100

VOL. II. CHICAGO, ILL., MAY 1, 1925 DOUBLE NO. 3 AND 4

Trustee Protests Illegal Delegation of Authority to Superintendent to Retard Salaries of Individuals.

Excerpt from Statement of Trustee Mullenbach to Finance Committee of Board of Education, April 21, 1925.

I am not a member of this Committee, but I must make a protest here.

* * *

We concur in matters without fully understanding them, and I never do it without hesitation. We passed this resolution without anybody seeing it the other day. There was a single copy in the hands of Mr. Henry in the office, and I find it contains matters I did not grasp when it was read or published here.

Under this resolution the Superintendent is authorized by the Board to retard the salaries of the individuals. I did not catch that in the resolution, but it has come to my attention since, and there are two points about that.

In the first place, the Board has no legal authority to delegate to the Superintendent the right to alter the compensation of any individual in the system. That is a constitutional responsibility that rests upon the Board itself.

In the second place, if we did delegate that right, I object to it seriously, because it puts into the hands of one man the most terrible weapon against any particular individual in the system who might not please him. Conscientiously, I cannot vote for the resolution unless that is modified in some fashion — that must be taken out of it.

(Complete Stenographic Report of Mr. Mullenbach's Statement on Next Page)

Digitized by Google

Excerpts from Stenographic Report of the Proceedings of the Finance Committee of the Chicago Board of Education, April 21, 1925

MR. MULLENBACH: I am not a member of this Committee, but I must make a protest here. This Committee has before it the most important piece of legislation in this body for the coming year, passing this budget and especially the teachers' salaries. It is a thing Mr. McAndrew professes to be most interested it. He did not attend the meeting last Saturday, and is not at the meeting today. Personally, I don't know why this Board should be particularly interested in the salary schedule. Mr. McAndrew is not; he does not care to attend these meetings and answer questions regarding this schedule. Why should we constantly have to refer to Mr. Wight to go to Mr. McAndrew with a question? Why isn't he here to answer? There are several things I want to speak about with your permission.

We concur in matters without fully understanding them, and I never do it without hesitation. We passed this resolution without anybody seeing it the other day. There was a single copy in the hands of Mr. Henry in the office, and I find it contains matters I did not grasp when it was read or published here.

Under this resolution the Superintendent is authorized by the Board to retard the salaries of the individuals. I did not catch that in the resolution, but it has come to my attention since, and there are two points about that.

In the first place, the Board has no legal authority to delegate to the Superintendent the right to alter the compensation of any individual in the system. That is a constitutional responsibility that rests upon the Board itself.

In the second place, if we did delegate that right, I object to it seriously, because it puts into the hands of one man the most terrible weapon against any particular individual in the system who might not please him. Conscientiously I cannot vote for the resolution unless that is modified in some fashion—that must be taken out of it.

MR. GRIFFENHAGEN: Mr. Mullenbach, I believe you misinterpret that resolution, if I understand what Mr. Henry wanted to put into the resolution. This does not mean they are to pass the resolution as originally drawn. It is proposed there shall be an amendment so that the money cost may be reduced to come within the limits of the borrowing power.

MR. MULLENBACH: I know that was the theory of it, but that is not what it says. This says the Superintendent may retard the salary of any individual.

MR. GRIFFENHAGEN: That is bad.

MR. MULLENBACH: This does not speak about the retardation of a class or classifications. I don't mind if you retard a group, if you have to do it, in order to save money; but what I object to is the power of discrimination that this gives the Superintendent.

MR. HENRY: Just a word in explanation. It might be in order if Mr. Mullenbach would suggest an amendment. We thought in the language drawn it was pursuant to the instructions of the Committee at the previous meeting to draw a recommendation or resolution so that the progress of teachers on the salary schedule above the present maximum salary, Mr. Mullenbach, might be retarded if necessary to bring the total expenditures from the educational fund within the amount that will be appropriated therefor.

May I ask, Mr. Mullenbach, does not the resolution you have in your hand state above the present maximum? It was certainly intended that it was not to give the Superintendent discretionary power. For that matter, the wording might be changed.

MR. MULLENBACH: It says "that the Superintendent shall be instructed to modify the schedule by retarding the rate of progress of individuals on the schedule beyond the present maximum rate of their respective groups to the extent necessary to keep the total expenditures within the educational fund from exceeding the borrowing power of the school district," and so on and so forth.

MR. HENRY: The language may be unfortunate, Mr. Mullenbach, but the intention of the Committee, I am sure, was that he was to specify a particular class of teachers, namely, those who are to increase, and the retardation would apply only beyond the present rate, and I did not understand and I did not intend the wording to convey to the Superintendent discretionary power to apply to one individual and not to others.

In working on that, I merely wanted to make clear what I understood was the intention of the members of the Committee. I merely tried to say what I thought the Committee wanted me to say. If that is there, Mr. Mullenbach, then I am wrong about it.

MR. MULLENBACH: I will have to look at it more carefully.

MR. WIGHT: May I say a word? Mr. Mullenbach speaks of the Superintendent not being here. Mr. McAndrew said to me this morning, "I am very busy; if the Committee wants me, telephone me and I will come over." He said, "As long as they can get along without me I don't want to go there, because I have other things to do and want to be doing them." I don't want the Committee to feel Mr. McAndrew is not interested in this schedule. He was at the conference Saturday.

THE CHAIRMAN: Would you care to go over this with Mr. Henry?

THE SECRETARY: Madam Chairman, may I interject a word here?

THE CHAIRMAN: Mr. Gilbert.

THE SECRETARY: This resolution was adopted by the Committee Saturday. If there is any amendment to be made in the resolution, it seems to me the resolution has gone to all the members, and

(Continued on page 15.)

Digitized by Google

When is a "Raise" Not a "Raise"?

When There's a Cut at the Bottom and No Money at the Top

At a meeting of the Finance Committee of the Chicago Board of Education, held on April 18, Margaret A. Haley, Business Representative of the Chicago Teachers' Federatoin, appeared and offered an amendment to the proposed salary schedule then before the Committee. A stenographic report of the proceedings (in full) of that meeting is published below.

A resolution, adopted at that meeting of the Finance Committee, subjected to the scrutiny of I. T. Greenacre, attorney for the Federation, elicited the opinion published on page 10 of this BULLETIN.

At a later meeting of the Finance Committee held on April 21, Miss Haley again appeared and in response to her request an amendment was recommended to the resolution mentioned above.

This amendment is embodied in the resolution adopted by the Board of Education on April 27, and constitutes the entire last paragraph of that resolution printed in this issue on page 7.

This amendment protects from loss of salary all class room teachers (High, Junior High and Elementary) now in the system who are on the first four years of the schedule and many beyond that.

The resolution was further amended, in line with Mr. Greenacre's opinion, by eliminating the illegal delegation of authority granted to the Superintendent to retard individuals on the schedule.

Stenographic Report of Proceedings of Finance Committee of Chicago Board of Education, Saturday, April 18, 1925 at 3:30 P. M.

The meeting was called to order by the Chairman of the Committee, Mr. Smietanka, who presided.

Roll call by the Secretary, Mr. Gilbert, showed the following present:

Members of the Finance Committee: Miss Temple, Mr. Hanson, Mr. Smietanka. Other members of the Board of Education: Mrs. Hefferan, Mr. Mullenbach, Mrs. Gregg.

There were also present: Mr. Byrnes, Mr. Wight, Mr. Condee, Miss Margaret A. Haley, Miss Mary M. Abbe.

THE SECRETARY: There is a quorum present.

(The Secretary then received from the Chairman and read "Salary Schedule Resolution of the Committee." This resolution is printed on page 6.)

THE CHAIRMAN: Mr. Hanson.

MR. HANSON: I move the acceptance of the resolution or concurrence in it.

MISS TEMPLE: I second the motion.

THE CHAIRMAN: Before putting the motion I have a communication I would like to present.

THE SECRETARY: This is addressed to the Chairman of the Committee by Miss Margaret A. Haley.

(The Secretary then read the communication of April 16 from Miss Haley, renewing her tabled request of April 7 for a hearing on the salary schedule whenever the Committee should take it up for consideration. This letter is printed in the BULLETIN of April 16, page 4.)

MR. HANSON: I think we should do that.

THE CHAIRMAN: It is so moved by Mr. Hanson. There being no objection, I will ask Miss Haley to appear. How much time do you want, Miss Haley?

MISS MARGARET A. HALEY: Not very much, Mr. Smietanka.

THE CHAIRMAN: Would you mind stepping up here?

MISS HALEY: Mr. Chairman, the statement I have before me must be taken in connection with that resolution, of which I have seen no copy. I would like to have a copy of the resolution. May I see it, for there is something that I don't understand? It says something about the schedule as amended. I don't know of any amendment to the schedule—I mean the report of the Superintendent.

MR. SMIETANKA: There were three other recommendations, two concern the salary of the presidents of the two colleges.

New Schedule Cuts Salaries

MISS HALEY: Mr. Chairman, I would like to ask if the schedule as recommended now to the Board contains any provision of the kind that is pointed out by the Superintendent on page 843, section 2, paragraph 4, which reads, "No salaries reduced"? The Superintendent said:

"On passing to new schedules provision should be made whereby present teachers who would suffer diminution of salary by loss of bonuses, etc., should continue on their present schedule until they reach a year in which the old schedule is less than the new, at which time they should pass automatically at the beginning of a year to the new schedule. Some such provision as the following should be made a part of the schedule."

Then the Superintendent outlined something which does not appear in the form of a recommendation. He outlines it:

"No one teaching in the public schools of the city of Chicago on January 1, 1925, shall, by the operation of this schedule designated February, 1925, suffer any dimunition in salary, but shall continue to be paid the salary of the schedule in force January 1, 1925, and shall continue to receive such bonuses as on January 1, 1925, appertain to various positions and years, until such persons reach a year of service at which the schedule of January 1, 1925,

Digitized by Google

at yearly pay plus bonuses, if any, is less than the yearly pay for the corresponding year in the salary schedule designated February, 1925, at which time such person shall enter upon the new salary schedule designated February, 1925."

I want to say if that is not adopted, and it will not be adopted as I understand—if it is left in the report in this way, that is, the Secretary's office would not have any authority to proceed under this report in this form, if it is not made as a recommendation.

THE CHAIRMAN: I think it is a part of the original schedule, Miss Haley.

MISS HALEY: Well, it is not made a part, Mr. Smietanka, of this. I have asked the Secretary's office what they would have to do under the rules of the Board and the action of the Board on this, and Mr. Gilbert said, while he does not want to give any opinion, he knows what has happened under similar circumstances, and I have figured out what will happen.

Young Teachers Lose $265,000

The teachers who are now in the first year will lose $300. There are 504 of those teachers. They would lose $151,200 in the next two years.

THE CHAIRMAN: As you go along would you accord the Superintendent's office the privilege of replying, Miss Haley?

MISS HALEY: Oh, surely, I will be glad, what we want to do is clear this up, Mr. Smietanka, so we will know what the teachers are going to get.

There is a loss of $80,000 for the fourth year. There are 400 of those teachers, and they lose $200 apiece, and the teachers now in the third year will lose $33,975. It makes a total of $265,175.

THE CHAIRMAN: You mean if that provision just read is not adopted in conjunction with the resolution, without giving consideration to that?

MISS HALEY: No, I mean even if this is adopted they will lose that much. If this is not adopted they lose a great deal more. I have talked this over with the staff that puts the schedules into effect; after the Board of Education is done then the Secretary's office has to take up the work of what the Board of Education did and put these schedules into effect.

A teacher now at $1,500 a year by the next step should go to $1,625 under the present schedule. Now, $1,550 is the schedule for the second year and that teacher will suffer no diminution of salary because going from $1,500 to $1,550 is not a diminution. So that teacher will go from $1,500 to $1,550. In the next year she should go to $1,625 and she loses $75, just as pointed out here. The next year, when she should go to $1,675 she goes to $1,600, and then $1,775, and she loses until she gets to the fifth year, she loses $300. Now, that is the way this schedule works out, even if this provision is put in, because the way this schedule is worded, "No one teaching in the public schools of the city of Chicago on January 1, 1925, * * * shall suffer any diminution in salary."

That does not mean, Mr. Chairman, what we might interpret it to mean. You might interpret it to mean she will go right on with the present schedule, the second year at the present schedule, the third year at the present schedule until she attains the new salary which is higher than the present schedule, but that is not what it means and that is not what it will be interpreted to mean, in the Secretary's office.

Cut at Bottom, No Money to Pay at Top

There will be enough money taken away from the teachers in the second, third and fourth years to make up for any increases that will come in the sixth and seventh years. Possibly even in the eighth year, not enough to make up for the increase in the ninth year, but it is taking it from those younger teachers and putting it in at the eighth year and at the ninth year, when no one will get it, Mr. Chairman, under existing conditions.

I think, as far as I could hear the resolution of the Board, this schedule will be in effect as long as the Board has money to pay it. Is that the idea? Is that what that resolution means?

THE CHAIRMAN: Yes.

MISS HALEY: When the Board gets up against it and there isn't any money, they will do as they have always done, of course, cut off the teachers, now at the maximum, there is no use cutting anybody's salary if you don't get any money or make any impression on the budget, so the teachers at the maximum will get $2,750 a year, and after that they will get a cut, but anybody who is working along in the schedule and is in the third year, fourth year, fifth year, or sixth year—it is not likely they will cut—of course, we cannot tell what will be done, but we know what was done in the past—the salaries are always cut where it is worth while to cut. It is no use cutting 300 principals, the Board has never done it, the Board has always cut the big group.

At the present time there are 4,298 teachers at the maximum. Those are the teachers who will get the cuts in the elementary schools.

I venture to say there will be no cut any place else in the system. Even if there is, the amount cut off will be very much less than the amount that is given the principals who are getting $1,000 increase this year, and another $250 the following year. Of course, they won't be cut.

Teachers Arbitrarily Retarded

Then I want to call your attention, Mr. Chairman, to that long line at the fifth year (referring to diagram published last week, p. 5), and while there are 504 teachers in the first year and 400 in the second year, 453 in the third year, and 595 in the fourth, there are 955 teachers who are stopped at the fifth year and this proposed schedule puts those teachers more at the mercy of the Board of Examiners than they ever were before.

It provides that not only the Board of Examiners shall accredit the institutions where these teachers take their work, but gives the Board of Examiners the power to pass on the courses.

I brought four cases to this Board two years ago, where I showed the Board of Examiners had four applications before it for four courses of study, that

(Continued on page 12.)

Digitized by Google

Chronology of Salary Schedule From January 26 to April 27, 1925

January 26, 1925—Tentative draft of Superintendent's Salary Schedule Report mailed to members of Board of Education. Tax rate increase suggested.

February 5—Meeting of Chicago Teachers' Federation at Studebaker Theatre. Superintendent's "tentative" report presented. Federation adopted statement (printed in April 9 BULLETIN, page 2) reiterating demand for lawful assessments instead of increased tax rates as set forth in statement of joint meeting of teachers at Auditorium October 3, 1924. (Statement printed by Federation.)

March 11—Superintendent's Salary Report (11013) presented to meeting of Board of Education. Referred to Finance Committee. (Not considered by committee until April 18.)

April 6—Meeting of Chicago Teachers' Federation at Studebaker Theatre. Statement of February 5 reaffirmed and ordered sent to Board of Education together with communication containing queries on salary schedule and wherewith to pay it in view of deficit (printed in April 9 BULLETIN, p. 2).

April 7, 10 a. m.—Secret conference of Board members in president's office.

11 a. m.—Open meeting of Finance Committee. Federation's communications, adopted April 6, delivered to chairman and to president of Board. Salary schedule not taken up.

12 o'clock—Newspapers given two-page telegram to Board members, dated April 6, from chairman and secretary of Schools Committee naming fourteen affiliated organizations of teachers asking adoption of salary schedule (telegram printed on p. 15).

2 p. m.—Adjourned session of Finance Committee. Letter read from Miss Haley requesting hearing for Federation on salary schedule whenever taken up. Request tabled by following vote: For tabling—Miss Temple, Mr. Fellows and President Moderwell. Against—Mr. Hanson and Mr. Smietanka.

April 18, 1 p. m. (Saturday)—Secret conference of Board members in president's office.

3:30 p. m.—Open meeting of Finance Committee, other Board members in attendance, 50 teachers present. Salary schedule resolution (printed on p. 6) read. Letter from Miss Haley renewing request for hearing for Federation on salary schedule read and request granted. Discussion on salary schedule by representative of Federation (printed in full, pages 3-4). Salary resolution adopted by committee without discussion (see p. 6). Chairman of committee asked Federation representative to present suggested amendment to protect teachers now in service from loss of salary under new schedule. Committee adjourned to meet on Tuesday, April 21, at 10 a. m., on account of objections raised by Federation representative.

April 19—Attorney I. T. Greenacre prepared opinion pointing out (1) that the salary resolution adopted by the Finance Committee on April 18 was an unlawful attempt to delegate to the superintendent the Board's statutory authority concerning compensation of teachers; (2) that without amendment to resolution, teachers in service would suffer loss of salary by diminution and retardation. (Opinion and quotations from law printed on pages 10 and 11.)

April 20—Federation printed 5,000 copies of the resolution together with Attorney Greenacre's opinion thereon. Meeting of Federation called for following day.

April 21, 10 a. m.—Finance Committee met, other Board members present. Communication from Miss Haley transmitting Federation amendment to resolution to protect present teachers from loss in salary under new schedule presented to committee, read by secretary (printed on page 7). Letter from superintendent read to Committee acknowledging receipt of stenographic report of discussion of his salary report before Committee on April 18 and denying that amendment to his report was necessary to prevent loss of salary to present teachers by diminution and retardation. (Superintendent's letter printed on page 7.) Greenacre's opinion presented to committee by Miss Haley. Acting chairman of committee (Miss Temple) ruled that no amendment was necessary as shown by superintendent's letter. Mr. Mullenbach insisted amendment was necessary. That part of Mr. Greenacre's opinion was read and finally the proposed amendment was agreed to and ordered added to the resolution. (See amendment on page 7.)

10:30 a. m.—Mr. Harris Keeler addressed the committee against financial policy of raising salaries with huge deficit existing. Mr. Mullenbach made statement regarding illegal attempt to delegate power to superintendent to retard individuals on salary schedule (his statement printed on page 2). Mr. Henry was directed by committee to draft an amendment to remove this illegal and unjust feature. Committee adjourned to 3:30 p. m.

3:30 p. m.—Mr. Henry presented two amendments: (1) Federation's amendment to prevent loss of salary, word for word as Miss Haley presented it; (2) amendment to meet objection of illegal delegation of authority to retard teachers. Committee agreed to ask the Board to accept both amendments. On objection of Mr. Mullenbach the Finance Committee directed that Mr. Henry, together with the secretary, the auditor and the superintendent attach the salary schedules to the resolution and make it a part of it in order that everyone should know just what was being adopted.

4:15 p. m.—Teachers' Federation Committee visited Mayor and showed him the resolution and the Greenacre opinion on same. Mayor agreed Greenacre objections were well founded.

4:15 p. m.—Meeting of Federation; 5,000 copies of resolution and Greenacre opinion distributed.

April 22, 9 a. m. to 12—Committee authorized on April 21 redrafted salary schedule resolution and attached thereto salary schedules as directed by Finance Committee to meet objections of Mr. Mullenbach.

2 p. m.—Board of Education met. Salary resolution not presented by Finance Committee. No action on salary schedule. Adjourned to meet Monday, April 27, at 10 a. m.

April 27, 10 a. m.—Secret conference of Board members till 12:30. Board members received letter from executive committee of Association of Commerce approving schedule (page 14).

12:30 p. m.—Open Board meeting. Second revised draft of resolution presented with salary schedule attached as demanded by Mr. Mullenbach, fully embodying amendments proposed by the Teachers' Federation based on Greenacre opinion. Resolution adopted without discussion except as three members explained their votes. (See pages 6 and 7.)

April 27, 2:30 p. m.—Mayor Dever sent names of six Board of Education appointments to City Council. Action on confirmation deferred by Council for one week.

Regular meetings of the Chicago Teachers' Federation will be held in Corinthian Hall, 17th floor, Capitol Building, corner of State and Randolph, on the second Saturday of the school month, at 10:30 a. m. The next meeting will be on the 16th of May.

We need a subscription list of 5;000. When we get such a list we can get second class mailing privileges and mail 5,000 BULLETINS for $1.25 whereas now they cost $75 to mail. Send in your subscription and ask others to do the same. The price is only $1 for the rest of this school year.

Digitized by Google

The Evolution of a Resolution

SALARY SCHEDULE RESOLUTION ADOPTED ON SATURDAY, APRIL 18, 1925, BY THE FINANCE COMMITTEE, BOARD OF EDUCATION, CITY OF CHICAGO.

Whereas, the Superintendent of Schools, aided by representative groups of teachers and supervisors in the school system, has made a careful investigation pertaining to the compensation now being paid to teachers and other officers of the Education Department for services rendered by them in the discharge of their duties as employes of the Board of Education, and

Whereas, as a result of this investigation the Superintendent, with the assistance of other members of the Education Department, has prepared and has submitted to the Board for consideration a revision of the present teachers' salary schedule and has recommended the adoption of this revised schedule, and

Whereas, it is the belief of the Board that the proposed new salary schedule provides a more equitable rate of compensation for the services rendered by the teachers and officers concerned and offers a means of improvement of the character and the quality of instruction afforded by the schools, and

Whereas, the estimated revenues of the Education Fund under the tax rates now authorized will not be sufficient to provide for the requirements of the educational program after the close of the fiscal year 1926 and to liquidate the accumulated deficit if the proposed new salary schedule is now adopted, and

Whereas, additional revenues sufficient for the purposes of the proposed new schedule must be provided by popular referendum and cannot be made available at an earlier time than for the fiscal year 1928;

Now, therefore, be it resolved, That the proposed new salary schedule or as amended be adopted to become effective September 1, 1925, and that this schedule be in operation until the earliest time that a popular referendum with reference to the necessary increase in the tax rate can be legally provided for, the same to continue in operation only in the event that the referendum when taken is favorable to such increase in the tax rate, it being understood that the present schedule will be reinstated if the increased tax rate is denied, except that the **Superintendent shall be instructed to modify the schedule by retarding the rate of progress of individuals on the schedule beyond the present maximum rate of their respective groups to the extent necessary to keep the total expenditures within the education fund from exceeding the borrowing power of the school district in the fiscal years of 1925, 1926 and 1927,** estimates of the limitations of such borrowing power to be made by the Committee on Finance for the Superintendent whenever needed, and

Be it further resolved, That the President and Secretary of the Board be authorized to take such steps as may be necessary to place this proposition before the people for referendum in connection with the first election at which such proposition can be legally voted upon.

SALARY SCHEDULE RESOLUTION ADOPTED ON MONDAY, APRIL 27, 1925, BY THE BOARD OF EDUCATION, CITY OF CHICAGO.

Whereas, the revenues of the Educational Fund for the city school system are, and have been for several years past, insufficient to meet the requirements of the educational program the city is providing through the instrumentality of its schools, with the result that there is an annual deficit of increasing size in this fund, and

Whereas, the accumulation of this deficit has reached such proportions that the estimated revenues of the Educational Fund under the tax rate now authorized will not be sufficient to continue the schools under the present organization and under the administrative policies now in force beyond the fiscal year of 1926, and

Whereas, the several movements which the board has recently initiated in the interest of economy in the administration of the schools will probably not suffice to extend the period during which the financial transactions of the board can be held within the limit of the borrowing power for purposes of administering the Educational Fund through the fiscal year 1927, and

Whereas, the normal growth of the school system and current developments in educational procedure and administrative practices make it desirable from time to time to provide in various ways for the improvement of instruction and for the expansion of the scope of service of the school system, and

Whereas, the time has arrived when it seems expedient to revise the teachers' salary schedule with the end in view of establishing a rate of compensation which is more equitably adjusted to the requirements of the teaching staff at the present time and which will in the future tend to attract the best available talent whenever new positions are established, and

Whereas, additional revenues sufficient for the purposes of the present program together with the desired changes in the salary schedule and in the scope and quality of the social services being rendered by the schools cannot possibly be made available at any earlier time than for the fiscal year 1927,

Be it resolved, That the President and the Secretary of the Board take such steps as may be necessary to secure a referendum in connection with the first election at which a vote can be legally provided for on the proposal to increase the tax rate for the Educational Fund of the school district of the city

Digitized by Google

of Chicago from the present rate of $1.92 on each $100 assessed valuation to a rate of $2.92 on each $100 of such valuation, and

Be it further resolved, That the salary schedule hereto attached and made a part hereof and marked "Salary Schedule, February, 1925," be adopted to become effective September 1, 1925, which schedule shall continue in operation until such time as a popular referendum with reference to the necessary increase in the tax rate is held, the same to continue in operation only in the event that the referendum when taken is favorable to such increase in the tax rate, it being understood that the present schedule will be reinstated if the increased tax rate is denied, except that the Superintendent shall, when and if instructed by the Board of Education, arrange that the following groups of teachers shall not be advanced prior to 1927 to a salary rate higher than the following specified amounts:

Elementary school teachers receiving	$2,750
Assistants of elementary school principals receiving	3,000
Head teachers of the deaf receiving	3,000
Heads of branch schools (4 to 7 divisions) receiving	2,825
Heads of branch schools (8 or more divisions) receiving	2,900
Junior high school teachers (general certificate) receiving	3,700
Junior high school teachers (limited certificate) receiving	3,150
Junior high school deans of girls receiving	3,900
Senior high school teachers (general certificate) receiving	3,900
Senior high school teachers (limited certificate) receiving	3,600
Senior high school deans of girls receiving	4,200
Extra teachers in elementary schools receiving	2,250
Extra teachers in high schools receiving	2,925
Extra teachers in office of district superintendents receiving	2,925
Elementary school principals (less than 50 teachers) receiving	5,750
Elementary school principals (50 or more teachers) receiving	5,750
Junior high school principals receiving	6,000
Senior high school principals receiving	6,500
Assistants to principals in junior high schools receiving	4,000
Assistants to principals in senior high schools receiving	4,400
Teachers in charge of senior high school branches receiving	4,050
Teachers in Chicago Normal College and junior colleges receiving	4,200
Deans of women in Chicago Normal College receiving	4,500
Heads of departments Chicago Normal College receiving	4,900
Teachers in practice schools receiving	2,950
Assistants in child study receiving	3,600
Assistants in vocational guidance receiving	3,500
Visiting teachers receiving	2,750

Be it further resolved, That no one teaching in the public schools of the City of Chicago at the time of the adoption of this resolution shall, by the operation of the schedule designated "Salary Schedule, February, 1925," which schedule is hereto attached and made a part hereof, suffer any diminution in salary, but shall continue to be paid on the schedule in force January 1, 1925, and shall continue to receive such automatic increases and such bonuses as on January 1, 1925, appertain to various positions and years, until such person reaches a year of service at which the schedule of January 1, 1925, at yearly pay plus bonuses, if any, is less than the yearly pay for the corresponding year in the salary schedule herein designated "Salary Schedule, February, 1925," at which time such person's salary shall be fixed as provided in the salary schedule designated "Salary Schedule, February, 1925."

In response to an invitation by the Finance Committee of the Board of Education, Superintendent McAndrew addressed a letter to the Finance Committee in comment on Miss Haley's statement of April 18 appearing elsewhere in this issue (page 3 and following).

As shown in this letter the Superintendent's interpretation of the resolution then before the Finance Committee was in direct conflict with the interpretation of I. T. Greenacre, attorney for the Chicago Teachers' Federation. (Mr. Greenacre's opinion will be found on page 10 of this issue.) The Finance Committee, however, in presenting the resolution which was finally adopted by the Board of Education, met the objections of Mr. Greenacre. (The resolution in its final form, as adopted, appears on page 6.)

Superintendent McAndrew's letter follows:

April 20, 1925.

Committee on Finance,
Board of Education.

Ladies and Gentlemen:

Under the date of April 20 the Secretary submitted to me transcript of the proceedings of the Committee on Finance, Saturday, April 18, 1925, in which the chairman says, "Stenographic notes of what has transpired here this afternoon will be presented to the notice of the Superintendent, and if he, in his judgment, believes that there ought to be some modification of the salary schedule, and comes to us with a recommendation, the Board will be glad to co-operate with it."

I have carefully gone over the transcript. Its objections simmer down to this, that the proviso "no salaries reduced" will not be adopted by the Board, and that the proviso is not part of the schedule as recommended, and that teachers in the service January 1, 1925, will be put upon the new schedule even though their salaries are reduced.

Answer: The proviso "no salaries reduced is a part of salary schedule, February, 1925, report No. 11013." It is so printed, it follows the recommendation, is a part of it, and will, instead of reducing the salaries of teachers in service January 1, 1925, pay them $1,625 the second year, $1,750 the third year, $1,875 the fourth year, $2,000 the fifth year.

There is nothing in the transcript of the minutes which requires any modification of the schedule, but there are many statements which are ill considered, absurd, and directly contrary to the plain language and spirit of the schedule.

Respectfully submitted,
(Signed) WM. McANDREW,
Superintendent of Schools.

Digitized by Google

MARGARET HALEY'S
WEEKLY BULLETIN

MARGARET A. HALEY . . . . . Editor and Publisher

MARGARET HALEY'S WEEKLY BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Three Dollars per year, One Dollar for 3 months. Single copies, 10 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Building, 127 N. Dearborn St., Chicago

Phone Central 3904

Taxation and Salaries

The teachers are seeking and expecting relief from the legislature through the submission to a vote of the people of the pending tax amendment to the Constitution.

If adopted by the people of Illinois this amendment will give the legislature power to classify property for taxation so that the billions now illegally escaping assessment may either be legally exempted or forced to pay taxes according to law. While this amendment is still before the legislature and this tax program to secure additional funds without increasing the tax rate is being pushed, it is unfair to the teachers and to the taxpayers for the Board of Education to consider asking an increase in the tax rate ostensibly to pay an increase in teachers' salaries.

While we who know and understand the proposed salary schedule know that it is not intended to be an increase for any but a few highly paid, that in fact it will reduce teachers on the low salaries and retard those at or nearing the maximum by some such device as basing the salaries on the secret marks, yet the public has been fed up on the idea that the proposed schedule is an increase for everybody.

The teachers' case is prejudiced in advance with the taxpayers by the recommendation of this schedule.

This appears to be exactly what the proponents of this schedule want and then they can put the salaries of the teachers just where Superintendent Cooley put them, years ago, when by basing increases on secret marks and a secret examination only 61 out of a total of 2,500 teachers were drawing the much-advertised maximum of $1,000 seven years after its adoption.

The resolution offered by the Finance Committee favoring the adoption of the "Salary Schedule, February, 1925," was passed by the Board of Education April 27, 1925.

The following voted in favor of the resolution: Smietanka, Mullenbach, Temple, Hefferan, Gregg, Fellows, Moderwell and Coath, the last stating his opposition and voting "Aye" only to base a motion to reconsider. Hart Hanson was present but passed his vote.

Several prolonged conferences behind closed doors by both the Finance Committee and the Board of Education preceded the adoption of the new Salary Schedule.

Within three hours after the Board of Education adopted the new salary schedule, Mayor Dever presented to the City Council six names of men to succeed six members of the Board of Education. They were: Edward P. Ellicott, to succeed Charles M. Moderwell, term expiring May 1, 1928; John A. English, to succeed Hart Hanson, term expiring in 1928; Theophilus Schmid, to succeed Miss Grace Temple, term expiring in 1930; Charles T. Byrne, to succeed Dr. John Dill Robertson, term expiring in 1927; Dr. Victor R. Schiller, to succeed William K. Fellows, term expiring 1929; and James Mullenbach, to succeed himself, term expiring in 1930.

Action by the City Council on confirmation of these nominations was deferred for one week and the nominations ordered published in the proceedings.

The following protest was made at a meeting of the Chicago Federation of Men Teachers on April 16 and again at the High School Teachers' Central Council meeting on April 21.

PROTEST.

Chicago Federation of Men Teachers:

One day last week a story was published in *The Tribune* to the effect that the Chicago Federation of Men Teachers had among other organizations sent a telegram of approval to the Board of Education in regard to the proposed salary schedule. I immediately checked up and so far as I know the Federation did not send such a telegram. It was sent by the Chicago Schools Committee and used by the Board in an attempt to show that "more than half the teachers are in favor of the schedule."

I wish to protest against such action on the part of the Schools Committee, not upon the issue of the salary schedule, but upon the general principle involved. This is a matter of policy and should have come back for approval to the Federation. If the Schools Committee can commit 2,000 high school teachers as well as some other groups involved upon this matter, it can do so upon other matters and immediately becomes a dangerous political tool in which this Federation should have no part.

Please understand that I do not question the motives of those who sent the telegram; they are my friends. Nor am I discussing the salary question as an issue. The only issue is the danger of trusting matters of policy to such a small group of people.

(Signed) R. R. SMITH.

April 16, 1925.

The business of "retarding" teachers' salaries in Chicago has been reduced to a science. When 2,500 teachers have their salaries retarded for eleven years that is something of a record.

Digitized by Google

Editorial Comment on Salary Schedule

RECONSIDERING THE McANDREW SCHEDULE

Trustee J. Lewis Coath has announced that he will move to reconsider the ratification of the McAndrew salary schedule at the next meeting of the school board. We believe the majority members of the present board will act wisely if they approve his course.

The McAndrew schedule of increases has been authorized by the board on a merest gambler's chance that the revenue for their continuation can be found or will be authorized by the taxpayers. The money for the first year's additional expense may be raised by artificially augmenting school revenues through the sale of "unnecessary" school property, but this does not in the least mitigate the obnoxious principle which the board has established—that of increasing heavily the school pay roll before the money necessary for the increase over a period of years is in any way available.

The schedule, as it was finally approved by the board, is a subterfuge in itself, for after approving the formal schedule, a joker is attached which from force of sheer financial necessity is certain to become operative.

The resolution putting the schedule into official effect calls for the authorization of a referendum on the question of a tax rate increase from $1.92 to $2.92 per $100 of assessed valuation. It then goes on to say:

"Be it further resolved, That the salary schedule hereto attached and made a part hereof be adopted to become effective September 1. . . . the same to continue in operation only in the event that the referendum when taken is favorable to such increase in the tax rate, it being understood that the present schedule will be reinstated if the increased tax rate is denied, except that the Superintendent shall, when and if instructed by the Board of Education, arrange that the following groups of teachers shall not be advanced prior to 1927 to a salary rate higher than the following specified amounts."

"The following specified amounts" allow elementary school teachers, now receiving a maximum of $2,500 a year, a possible maximum of $2,750. Senior high school teachers, now receiving a maximum of $3,800 a year, have a maximum fixed of $3,900, when on general certificate. Those on a limited certificate are granted an increase from $3,300 to $3,600 as a maximum.

Thus 2,917 elementary teachers now in service receive no increase in their salaries beyond those authorized by the old scales. Of the remainder, 5,685 teachers are eligible for annual increases of from $125 to $375 a year, depending on the length of their service. Teachers entering after September 1 incur a loss in salary of $75 a year during the second year, $150 during the third and $75 for the fourth; instead of being given an increase.

Elementary school principals are accorded different treatment, receiving an annual increase ranging from $950 to $1,350 during ten years of service, with a maximum possible under the limiting paragraph of $5,750 a year. The present maximum is $4,800.

With the senior high school teachers there is an even greater reduction for those entering the service after September 1, while those with from six to ten years' experience are eligible to increases of from $100 to $500 a year. Senior high principals make annual gains from the outset, ranging from $700 to $1,600 a year. Under these circumstances, to call the schedule, subject to the joker paragraph which is certain to be enforced, a "teacher salary increase" is to achieve the ironic. The principals are the ones who are the chief beneficiaries.

It would take a statistician, armed with all the information which the Board of Education has in its possession, to compute the exact amount added to salary totals by this somewhat bewildering system of reductions and maximum increases where they are the least needed. The fact remains, however, that the present school board has added a heavy expenditure from an educational fund which is already burdened by a deficit, without knowing exactly where the money is coming from.

This step, too, has been taken in the face of opposition, not only from bodies like the Chicago Bureau of Public Efficiency, but from the Chicago Teachers' Federation, which ought to know the sentiment of the elementary teachers if any organization does.—*Chicago Evening Post,* April 29, 1925.

HANDS UP!

On the hit and run for cover policy, the board of education shoved over the teachers' salary increase Monday on the instant it thought it was to be superseded by a board largely new.

It is not new to the Chicagoan to have a gun poked into his ribs and to be ordered to shell out. But it is not common practice, nor is it a safe one, for public officials to use this device and appropriate funds which do not exist.

The school teachers themselves vigorously protested this raise, and in the circumstances all the dictates of good business and common sense were against it. The voting of the raise is, in effect, a command to Chicagoans to vote a tax increase.

School affairs in this city have long been managed in a shameful way, but the "Hands up" idea in this particular field of municipal affairs has a touch of novelty. The board may wish to pin on the school teachers responsibility for this example of bad business and official effrontery, but that will not work. Guilt lies entirely with the board. Having mired the school system in debt up to its eyes, while leaving tens of thousands of children without decent facilities for gaining an education, the board pushes the public schools deeper into the muck, leaves word that the rescue is up to the voter, and ducks for cover.—*Chicago Daily Journal,* April 28, 1925.

Digitized by Google

OPINION OF I. T. GREENACRE RE RESOLUTION ADOPTED BY COMMITTEE ON FINANCE OF BOARD OF EDUCATION, SATURDAY, APRIL 18, 1925

(Resolution printed here in full on sixth page)

Chicago, Ill., April 20, 1925.

Miss Margaret A. Haley,
Business Representative,
Chicago Teachers' Federation,
Chicago, Ill.

Dear Miss Haley:

In reply to your questions concerning the resolution recommended Saturday, April 18, 1925, by the Finance Committee of the Board of Education of the City of Chicago concerning "New Salary Schedule or as amended," permit me to report that:

According to the copy submitted to me, the resolution provides that "the **Superintendent** shall be instructed to modify the schedule by **retarding** the rate of progress of **individuals** on the schedule beyond the present maximum rate of their respective groups to the extent necessary to keep the total expenditures within the educational fund from exceeding the borrowing power of the school district in the fiscal years of 1925, 1926 and 1927, estimates of the limitations of such borrowing power to be made by the Committee on Finance for the Superintendent whenever needed."

It is my opinion that the above provision, if adopted, will in effect automatically instruct the Superintendent "to **modify** the schedule by **retarding** the rate of progress of **individuals** on the schedule," and further that such instruction will be an unlawful attempt by the Board to delegate to the Superintendent the Board's statutory authority concerning **compensations,** and to transfer to him a duty which the statute imposes on the Board and not on the Superintendent, and also that the direction to retard the progress of **individuals** for financial reasons is unlawful both as a direction to discriminate, and as an interference with the Superintendent in the performance of his educational statutory duties, and amounts to a direction to consider matters other than "for merit only." The various reasons which constrain me to these conclusions are obvious from the statutory provisions concerning the powers and duties and liabilities of school officers shown in the schedule of excerpts from the statute herewith presented.

Attention is called to the fact that the proposed resolution provides "that the proposed new salary schedule or as amended, be adopted" but does not purport to adopt anything else in the superintendent's report (No. 11013, Proceedings Mch. 11, 1925, p. 840 et seq.). That report contains schedules and also arguments and suggestions. As to elementary teachers Section II, page 842, No. 3, contains comparisons between New York and Chicago; No. 4 contains suggestions entitled, "4 No Salaries Reduced," which is as follows: "On passing to new Schedules, provision **should be made** whereby present teachers who would suffer **diminution** of salary by loss of bonuses, etc., should continue on their **present** schedule, until they reach a year in which the old schedule is less than the new, at which time they should pass automatically at the beginning of such a year to the new schedule. Some such provision as the following **should be made a part of the schedule**: No one in the public schools of the City of Chicago on January 1, 1925, shall, by operation of this schedule designated February, 1925, suffer any diminution in salary, but shall continue to be paid the **salary** of the schedule **in force** January 1, 1925, and shall continue to receive such bonuses as on January 1, 1925, appertain to various positions and years, until such person reaches a year of service at which the schedule of January 1, 1925, at yearly pay plus bonuses, if any, is less than the yearly pay for the corresponding year in the salary schedule designated February, 1925, at which time such person shall enter upon the new salary schedule designated February, 1925." This admits on its face that it is **not** a **part** of the **Schedule.** As the resolution adopts only the Schedule, it follows that the above suggestions are **not adopted.**

Note also, that these suggestions even if they should be added to the recommended resolution would only provide against **diminution** of the present salary and not against **retardation** on the schedule, involving loss of automatic increases under old, i. e., present schedule. This situation exists as to all **teachers'** schedules, but not as to **principals'** schedules. As to principals, provisions are made in and as a part of the schedule, and not merely suggested as things which "should be made."

The language and subject matter of the report is so legally involved and capable of different meanings and constructions and uncertain as to what paragraphs are and are not parts of the schedules that (particularly in view of the statutory liabilities scheduled herewith) it is to be feared that vouchering officers might insist on court interpretations to insure their safety in making many payments under the proposed resolution and new schedules. It is to be feared that teachers might incidentally suffer most from any such confusion.

I. T. GREENACRE.

Digitized by Google

I. STATUTORY POWERS AND DUTIES AND LIABILITIES UNDER SCHOOL ACT OF SUPERINTENDENT OF SCHOOLS.

Sec. 129 "shall have general charge and control subject to the approval of the board of education department and the employees therein of the public schools."

Sec. 130 "shall prescribe and control, subject to the approval of the board of education the courses of study, text books, educational apparatus and equipment, discipline in and conduct of the schools, and shall perform such other duties as the board may by rule prescribe pertaining to the educational department. Appointments, promotions and transfers of teachers, principal, assistant and district superintendents, and all other employees in the teaching force shall be made, * * * by the board of education only upon the recommendation of the Superintendent of Schools, unless it be by a two-thirds vote of all the members of the board."

Sec. 138. "A board of three examiners is hereby constituted, whose duty it shall be to examine all applicants who are required to hold certificates to teach * * *. Such board of examiners shall consist of the **Superintendent of Schools** together with two persons approved and appointed by the Board of Education upon the nomination of the Superintendent of Schools." * * * Appointments and promotions of teachers, principals and other educational employees shall be made **for merit only.**

II. EXCERPTS CONCERNING STATUTORY POWERS AND DUTIES AND LIABILITIES UNDER SCHOOL ACT OF THE BOARD OF EDUCATION OF THE CITY OF CHICAGO.

Sec. 129. "shall, subject to the limitations contained in this Act, prescribe the duties, **compensation** and terms of employment of all its employees."

Sec. 137. "shall, subject to the limitations contained in this Act, have power to prescribe the courses and methods of study in the various schools and to employ **teachers** and other educational employees and **fix their compensation.**"

Sec. 131. "shall, subject to the limitations prescribed in this Act, establish by-laws, rules and regulations, which shall have the force of ordinances, for the proper maintenance of a **uniform system of discipline** for both employees and pupils, and for the entire management of the schools." * * * **Salaries** shall be **fixed** or **changed** * * * only at regular meetings * * * the board shall keep a faithful **record** of **all** its proceedings * * *."

Sec. 135. shall not add to the expenditures for school purposes anything over and above the amount that shall be received from the state common school fund, the rental of school lands or property, funds otherwise received and the amount of school taxes levied annually for **educational** and for building purposes. If said board shall so add to such expenditures the City shall not in any case be liable therefor.

Sec. 162. The specifications of powers herein granted are not to be construed as exclusive, but the **board of education** shall exercise all the powers that may be requisite or proper for the maintenance and the fullest development of an efficient public school system, not inconsistent with those general provisions of the school laws of the state which apply to **all** school districts.

III. OF LIABILITY OF SCHOOL OFFICERS APPLICABLE TO ALL DISTRICTS (INCLUDING CHICAGO).

Sec. 128. "Each city having a population exceeding 100,000 inhabitants shall constitute **one school district** * * *" which shall be a body politic and corporate by the name of "Board of Education of the City of..... * * *."

Sec. 258. "The real estate of * * * all other school officers entrusted with the care, control, **management** or **disposition** of any **school,** * * * fund for the use of any * * * **district** or school, shall be bound for the satisfaction and payment of all claims and demands against such * * * school officers, arising from the conversion, unlawful use or waste of such funds * * *."

Sec. 264. **See also:** in re Liability for loss occasioned by neglect of officers.

Digitized by Google

(Continued from page 4.)

they were exactly the same, that there was not a particle of difference. The applicants went to the same institution, took the same work, the same courses. The Board of Examiners allowed two of the teachers to have their courses credited and the other two teachers were denied it. There was no difference in the world, only the Board of Examiners did not desire to let those particular two teachers get credit for those two courses, and there might have been some excuse for it if there was any difference. But one of them was a second grade teacher who got the credit, and the other was a second grade teacher who was denied the credit. It was purely abritrary.

Big Group Held Back

This whole group of teachers from the first year through the fifth is put into the hands of that arbitrary, irascible Board of Examiners and they will determine arbitrarily whether these teachers move on or not, and you have put the greatest possible incentive before the Board of Examiners to do that very thing. It was done before this when the Board adopted a schedule it could not pay, they took advantage of that kind of a barrier with the result as shown in this report (referring to report published last week, p. 2), that at the end of three years on that schedule 61 teachers out of 2,500 were drawing the maximum, and the rest of the 2,500 teachers did not get it.

They were not allowed even to start toward it, they were held back in the seventh year, by that barrier and they didn't even move into the eighth or ninth year. When they did start moving they had to go through the eighth and ninth year to get the maximum, and they were held back. It was 11 years after the Board adopted that recommendation, before the teachers drew it, they were held back. In the meantime every high paid officer and principal over there in the educational system had had their salaries increased several times, and those people were reaching the maximum.

Cut Salaries or Raise Tax Rate?

Of course, the alternative is for the teachers to go out and work for an increase in the tax rate. I presume it means the teachers are to go out and ask the people to raise the tax rate. If the teachers do not do it, it is not at all likely that the tax rate will be raised; if the teachers oppose it, and the teachers have taken the position that the tax rate ought not to be increased, that that is not the trouble with the revenue. The trouble with the revenue is that property is not assessed as it should be. They hope to address themselves to that.

If it is put up to the teachers it is either a cut in salary or go out and get an increase in the tax rate, and I submit, Mr. Chairman, it is very unfair to the teachers, I believe this is a very unfair thing to do.

I would be very glad to have a copy of that resolution to see just exactly what it is.

THE CHAIRMAN: We have one alternative or the other. You know we have already gone to the expense of establishing a tax bureau within the attorney's office, and that we realize that there is a field for profitable operations, so far as the Board of Education is concerned, and this Board is committed to exercise an effort to see that proper tax valuations are made this coming year.

Get After Assessors

MISS HALEY: Well, I hope they will be more successful than they were in the first venture. Now, Mr. Chairman, I would like to say ——

THE CHAIRMAN: The first venture was successful, I would say, and because suit had not been filed, you cannot attribute that directly to the Board. The Board's policy has been established and if in some administrative fashion suit was neglected, you cannot blame the Board for it or say that the Board is not willing to go along and go to the sources for money wherever indicated.

MISS HALEY: Mr. Chairman, I would like to point out that the employe of the Board who failed in that case is the man who has charge of the Tax Bureau now, he is your attorney.

THE CHAIRMAN: Mr. Ashton?

MISS HALEY: No, I don't mean Mr. Ashton. The attorney for the Board of Education had twenty-six days in which to decide whether he should bring suit or not. On the day when suit had to be brought he did not know what was to be done and was not prepared. He had twenty-four hours to do it and he was not prepared to do it then, and I asked him if the Board is willing to do it if he was willing, and he said he didn't know, and yet any new Tax Bureau that you have is simply in the attorney's office, in the hands of that same man. Maybe he will do something, I will have to see him do it first before I will believe it.

Teachers' Schedule Drawn by Principal

Now, Mr. Chairman, I would like to ask about this: It says the Superintendent of Schools, aided by representative groups of teachers and supervisors, prepared this schedule. I wish to say that except for one teacher, and I think that was an accident, there was not a single regular elementary class room teacher in that group. There were eighty-one persons, but there was one teacher who had been a specialist and who reverted again and became a regular, and I think maybe between the time she was put on and the time her name was published, she became a regular elementary teacher. She may have possibly gotten on by mistake and may have been an elementary teacher at the time she was appointed. But outside of that one there was not a single regular elementary teacher in this group, and I want to say, too, that the elementary teachers didn't know anything about this schedule until it was brought to the light of day and presented.

The person who prepared it and presented it, who was the Chairman of the committee who handled this schedule for the elementary teachers, was a principal. That may not be news and it may be news.

Clear Up Doubts Now

I wish to take issue then with the statement in there that there was a careful investigation pertaining to the compensation now being paid. I wish to say there was no careful investigation made by the people who are getting the lowest salaries.

I want to point this out now, if after this sched-

Digitized by Google

ule is adopted you have the same kind of complaint we had after the 1922 schedule, I am sure the Board will hear from it, because they heard from it then. That time it was left in the twilight zone as to what anybody was to be paid. I don't know now whether any of these teachers, these special teachers who are now drawing $1,725 for their first year will draw $1,725 for their second year. Mr. Gilbert thinks they will. I asked Mr. Gilbert about what he, as Secretary, would do if this schedule was adopted. Here is a teacher who starts out in the first year with the ——

THE SECRETARY: Miss Haley, Mr. Chairman, if you please: I told Miss Haley I had not even studied that schedule and I have no knowledge of how the schedule is to be operated till after it passes the Board and the various organizations in the Board who are interested in the schedule will have to work out the operation of the schedule. I made that very plain to Miss Haley because I purposely refrained from going into this schedule matter.

MISS HALEY: Mr. Chairman, we cannot refrain from going into these things before, because after they have happened nobody can do anything. If these teachers who are expecting next year to draw $1,875, and they stay on $1,750 for five years or four years, I don't know how many Board members will hear about it, but a good many of the teachers themselves will hear about it, and the way this is worded, Mr. Chairman, I don't see there is anything else can be done but leave them on that salary.

I believe, between now and the time this is presented to the Board, it will be for us to decide whether some definite provisions ought to be made that will make it clear, what is meant by keeping the present schedule alive. I would like to show you what I mean. Here is a teacher now drawing $1,500; next year she should draw $1,625, instead she will draw $1,550, the next year $1,600, next year she will draw $1,800, and she will stand to lose, that teacher will lose $75 the first year, in all she will lose $300.

Rob Peter to Pay Paul

THE CHAIRMAN: On the five years?

MISS HALEY: Not five years, three years. She will lose $300, she will lose $100 a year. If you are going to increase principals $1,000 a year and cut off $100 for three years from that group of teachers, I don't think there will be much happiness in the system with what is called a raise. A good many of these people won't see any raise in sight, when from the very first there is not enough money to pay this schedule and something has to be done, and it will be in effect only until something is done, they will not see anything coming to them in the future, and there certainly isn't anything for the present, and I think it is a very serious mistake to call that kind of an arrangement a raise. It is a very fine raise for those who get it, they may be very happy over it, but I don't see how they can feel happy taking it from the young teachers who need it. I think a young teacher starting at $1,500 a year, and expecting to get $1,625 the next year and then $1,750, and then $1,875, and instead draw $1,500 and $1,600, draws those low salaries—I don't see any great happiness that comes to the teachers in that group, and there are thirty per cent, Mr. Chairman, of the whole teaching force in that group.

And then this barrier besides that is put up and made more stringent. I want to point out that it is not a very hopeful outlook. I think it is a matter of very deep regret that there cannot be some definite arrangement, and I hope it can be worked out, like that statement that is made by the Superintendent. He has not fully formulated it. Maybe that could be so formulated, Mr. Chairman, that it would save that trouble. I think it would be very well worth consideration.

THE CHAIRMAN: The committee will take notice of your remarks, Miss Haley, and if the points you make are deserving of consideration, I am sure that consideration will be extended. We have the assurance of the Superintendent that if any inequities have crept into this proposed arrangement, that certainly his office, and I am sure the Board, would not lie passively quiet without taking some steps to modify and readjust the arrangement in order to work justice and work equity. I take this thing to be a continuous proposition, a living thing that will be worked over and mulled over constantly in order that the teaching force do get consideration from the members of the Board.

Teachers Refuse to Rob One Another

MISS HALEY: I would like to say, Mr. Chairman, on behalf of that portion of the 4,298 teachers who are regular elementary class room teachers, they are a pretty large number—all but about 300 of them, I think—I know for those people that their policy has never been to want any increases granted to them at the expense of the other teachers. They have always asked that the younger teachers be given consideration, and I know they will deeply regret that any money is taken away from the younger teachers and given to those people at the maximum.

Mr. Chairman, if we present such an amendment —it is not an amendment, because there is not even a recommendation, it is only a suggestion—if we can so word it that that will not cause that loss, that these teachers will continue on the present schedule even if they do not suffer diminution, if they would suffer diminution by not getting the increase due them, will the committee give us a chance to have that drawn up before this is presented to the Board?

THE CHAIRMAN: I think whatever you have to present, Miss Haley, you should present it now, and if you haven't it, then we will see that stenographic notes of what has transpired here this afternoon are presented to the notice of the Superintendent, and if he, in his judgment, believes that there ought to be some modifications and comes to us with a recommendation, I think the Board will be very glad to co-operate with him.

MISS HALEY: Mr. Chairman, I must say until I came into this room this afternoon I did not for a moment suppose that that suggestion would be interpreted as I now believe and am pretty sure—know it will be interpreted. That is the reason we did not make a recommendation. Our recommendation is based on a different interpretation.

I supposed it meant the teacher drawing $1,500

Digitized by Google

this year would not go to $1,550 next year, she would go to $1,625, the present schedule, for the second year. After talking it over with some of the people here who have the duty of interpreting the schedule, they satisfy me that that will not be the interpretation. The teacher goes from $1,500 to $1,550, she does not suffer diminution, therefore, that does not apply to her, therefore, that teacher will draw $1,550.

We had supposed until this afternoon that that applied to teachers who are not now in the system, teachers coming in in the future. It now means the teachers in the system stand to lose, Mr. Chairman, and that is what will always happen when people who are affected by these things have no voice when things are being drawn up. Of course, you cannot expect people who are not going to lose out by this to look at it as carefully as people who are going to suffer.

THE CHAIRMAN: We will call the Superintendent's attention to this, Miss Haley.

MISS HALEY: It ought to be, even though it is not part of the resolution.

THE CHAIRMAN: If we act favorably on this resolution this afternoon, as I anticipate we will, we still have until Wednesday to make any amendments that might be necessary.

MISS HALEY: Would it be possible, Mr. Chairman, to have an interpretation of that, as to what that means?

MR. HANSON: I think before Wednesday morning we should have that. I think there are several matters in there about the same as that Miss Haley is speaking of. I do not myself quite agree with the Superintendent's position on it, and I think before we pass it on the Board on Wednesday it ought to be straightened out.

MISS HALEY: First, I would like to know, is this in effect?

MR. HANSON: Yes, I would like to put the same question myself about the point you raise here.

MISS HALEY: Is it in effect, and if it is in effect what does it mean? If we had that, there would be some satisfaction in that. It does not mean we are going to be happy over a schedule that is going to come to an end after it is adopted.

THE CHAIRMAN: Anything else on the part of the committee? Are you ready for the question? Those in favor of the resolution say aye. Contrary, no. The ayes have it. It is so ordered.

We have considerably more business, but in view of the remarks of Miss Haley, calling our attention specifically to some of the items that she questions, I believe we ought to have another meeting of the Committee, say, Tuesday.

MR. HANSON: I think so.

THE CHAIRMAN: Tuesday. I am sorry I cannot be here Tuesday, but I have a business engagement outside of the city.

MR. HANSON: Can't you have it some other day?

THE CHAIRMAN: I won't be back until Thursday. Perhaps I will be back Wednesday in order to be present at the meeting of the Board. If I can be here Wednesday I would like to. Can't this be adjusted just the same?

MR. HANSON: Yes, I think if you call a meeting, if there are three of us here, there are some other things that ought to be looked into.

THE CHAIRMAN: We can have the meeting on Tuesday. We can let this go until Tuesday. We are going to have another hearing on Tuesday. We have a few communications.

(The Secretary then announced a communication from the Child Study Department in regard to their salary schedule, which was referred to the Superintendent. Another in regard to the Chief Clerk was read and referred to the Business Manager.)

THE CHAIRMAN: So ordered, if there is no objection. If there is nothing else before the Committee, we will adjourn until Tuesday at 10 o'clock—this coming Tuesday at 10 o'clock.

Adjourned until Tuesday, April 21, 1925, at 10 o'clock.

The Chicago Daily Journal of April 27 published the following with reference to the meeting of the Board of Education on that day—the day on which the new salary schedule was passed:

Prior to the meeting each member of the board received a letter from the Chicago Association of Commerce, reading as follows:

"April 25, 1925.

"The salary schedule for the Chicago public schools submitted by Superintendent McAndrew is a matter of importance to the entire community. In view of the public interest, I had the matter brought before the executive committee of the Chicago Association of Commerce at its meeting yesterday, and am authorized by that body to advise you as a member of the board that in view of the necessity of adjusting salaries of teachers without further delay, the proposed schedule is favored.

Proposed After Study

"We are informed that this was proposed as a result of thorough study and competent advice from many sources as to the economic principles involved, and that it will present as near a solution of the problem as it is perhaps possible to obtain.

"It occurs to me that you may find this expression as to the attitude of a business organization of value. I am accordingly writing each member of the board a similar statement of our views.

"Very sincerely yours,
"WILLIAM R. DAWES,
"President."

Miss Margaret Haley, business representative of the Chicago Teachers' Federation and leader of the opposition to the proposed schedule, made the following statement in answer to the letter from the Association of Commerce:

"When did it become a scientific thing for the Board of Education to raise salaries while it hasn't money to pay present salaries, while, in fact, it is literally going on the rocks? If anything were needed to convince the teachers that the so-called salary increase is not an increase, but a redistribution, robbing Peter to pay Paul, this statement ought to convince them."

Digitized by Google

The Ricca Salary Bill

The Ricca Salary Bill, which passed both Houses of the New York Legislature but was vetoed by Governor Smith, had the backing of the New York Teachers' Union, whose president, Henry R. Linville, writes to the BULLETIN that both the Board of Examiners and Dr. John L. Tildsley asked the Union to distribute literature favorable to the adoption of this measure. "It would appear from this official confidence expressed in the Teachers' Union," writes Mr. Linville, "that we are recognized as an effective agency in the things the officials would like to have done." (It will be remembered that Dr. Tildsley has long been an oppponent of the Union.)

The Ricca Salary Bill differed in principle from the new salary schedule just passed by the Chicago Board of Education in the fact that instead of lowering the salary increments of teachers in early years of service, it increased them. Entering elementary teachers from kindergarten to 6-B, inclusive, were to receive $1,525 (a slight increase), with yearly increments increased from $125 to $165 and the number of increments increased from ten to eleven, making the maximum $3,340.

Entering elementary teachers from 7-A to 9-B, inclusive, were to receive $2,050 (an increase of $150 above the present schedule) and the yearly increase for these teachers for nine years was to be $190, making their maximum $3,700. This also was the schedule of teachers of special subjects (music, drawing, sewing, cooking, foreign languages, shopwork, physical training, vocational and trade teachers, etc.) and for the Junior High school teachers. The schedule for the teachers having special licenses to teach sick, crippled, truant, open-air, and sub-normal children was the same except that on entrance the salary was $2,060 and the maximum was $3,710.

The high school teachers' schedule ranged from $2,100 (instead of $1,900) to $4,800, the increment being increased from $150 to $225. First assistants in high school and administrative assistants were to begin at $4,500 and in five years reach $5,750.

Schools Committee Telegram

The following telegram was sent to each member of the Board of Education April 6, 1925:

Chicago, Ill., April 6, 1925.

Chicago Schools Committee at a meeting this afternoon respectfully urged upon the Board of Education in behalf of increased efficiency of the schools system the early adoption of the salary schedule recommended by Superintendent McAndrew. The Schools Committee represents through its constituent organizations all ranks of Chicago teachers. There were present and voting this afternoon the Principals' Club, George Howland Club, Federation of Women High School Teachers, Federation of Men Teachers, Schoolmasters' Club, High School Teachers' Club, High School Central Council, Teachers' League, Association of Assistants to Principals, Eighth Grade Teachers' Club, Kindergarten Association, Physical Education Club, Household Arts Club, Elementary Manual Training Teachers' Club.

CHAS. B. STILLMAN,
President Schools Committee.
LUCIE W. ALLEN,
Secretary.

(Continued from page 2.)

it seems to me tomorrow would be the time to make an amendment changing it. It cannot be amended here.

MR. HANSON: It cannot be amended here?

THE CHAIRMAN: It can be amended tomorrow.

MR. HANSON: Only tomorrow?

THE CHAIRMAN: I will say to the Committee there are two more gentlemen who wish to be heard for not more than two minutes. Are you willing to hear them or shall we proceed with the budget?

Send the BULLETIN details of what you think of school life as it affects either teachers or pupils.

SUBSCRIPTION

to

Margaret Haley's Weekly Bulletin

Name .....

Address ....
(Street and Number)

..... City

Subscription price—$3.00 per year, $1.00 for three months.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

Digitized by Google

Tales Told Out of School

Whispered in the corridor: "Lamentations in the Temple! We are without Grace!"

* * *

A six-year-old Chicago girl had absented herself from school for several days before she was discovered. She had gone home regularly at lunch time and after school. She had a very pleasant room and a popular teacher. But when she was asked why she had played truant she replied with force: "I was so d—d tired of that Little Red Hen."

* * *

Married women are making a career of teaching in Chicago. The period of compulsory vacation in event of motherhood has been reduced from two years to one. This tendency of married women to remain in the teaching force not only has enriched it from the point of view of experience but it has greatly stabilized the teaching body, it has strengthened the teachers' organizations and it has increased and strengthened the pension fund.

* * *

Principal to Teacher: "Do you not know that if District Superintendent X finds you sitting down when teaching that you will be marked "Fair" and that if you are marked "Fair" twice you will lose your position?" And in that school the teachers are actually standing throughout the whole of the class periods! This reminds one that years ago when some such idea got abroad, Thomas Cusack, then a member of the Board of Education, read the labor laws of the state to the school officials calling their attention to the fact that these laws forbade employers obliging their employes to stand all day.

* * *

The Teachers' Councils plan of Superintendent McAndrews, adopted by the Chicago Board of Education on April 8, does not provide for meetings of the class-room teachers but allows delegates from voluntary teachers' and principals' organizations to send delegates to a conference with the members of the supervisory staff on the call of the superintendent.

* * *

The ukase demanding printing on the part of the pupils in the Chicago schools has created a large amount of criticism. An eighth grade boy in printing his name made the initial letters of larger size as he had been accustomed to do in writing. When his teacher told him this was an error he demanded to know why there was printing anyway and was told that she did not know, that those were her orders. At home he said to his mother, "My teacher isn't allowed to use the intelligence she was born with."

* * *

By retiring members of the Chicago teaching force at 70 even with an annuity of $1,500 it is estimated that the saving to the budget will be $60,000 yearly through replacing those receiving maximum salaries with others receiving minimum salaries.

"I don't like Lincoln," said a little colored boy in one of Chicago's primary schools after the teacher had given a talk on the Great Emancipator. "Why?" asked his teacher. "Because," was the reply, with a look of scorn at the other colored boys who had said they liked Lincoln, "because he had a cap made out of a little coon's skin."

* * *

The Teachers' Pension Board, at its meeting last week, refused to raise the teachers' pension, as authorized by law, owing to the increase in the number of teachers going out on pension because, as was stated, they were unable to stand the pressure in the schools. Information has reached the Board that many others are ready to do likewise.

* * *

One woman principal in Chicago writes to another: A little tribute to you. I met one of your ten-year-old pupils not long ago and he was rather surprised when I informed him that I was a principal. A little later he began this conversation:

"So you're a principal, are you?"

"Yes, I am."

"Well, I hope you are not like our principal."

"Why, how is that?"

"Oh, she flies around like a wild woman. You never know where she is. In the other school I went to, we had a man principal. She's not like him. Why, he sat in the office all day, and tended to his own business. She flies around all over."

* * *

She is a Fourth Grade teacher and though a good disciplinarian, she is sympathetic and "human." One day the principal brought a 14-year-old boy in to join her class. He was awkward; he had a repelling disfigurement in the nature of a big growth over one eye; he slammed the door and took his assigned seat noisily.

The teacher thought, "Here is another problem," and attacking it at once, as the class was dismissed for the day she stepped over to the boy's desk and quietly asked him to stay a few minutes.

She began, "Do you realize that you came into the room so noisily as to disturb the whole room?"

"Why," he answered, "I don't know any other way to come in: Just show me how and I'll do it."

Quite taken aback, the teacher gave the boy some directions as to to the proper mode of entering a room and then she took another tack. It was before the day of free text books.

"I see that you have no books," she said. "If you will bring a note from home to the principal explaining that you cannot afford the books, I will be glad to get them for you without any cost."

"Oh," said the boy, "never mind. Don't take the trouble. I hardly ever use 'em!"

Digitized by Google

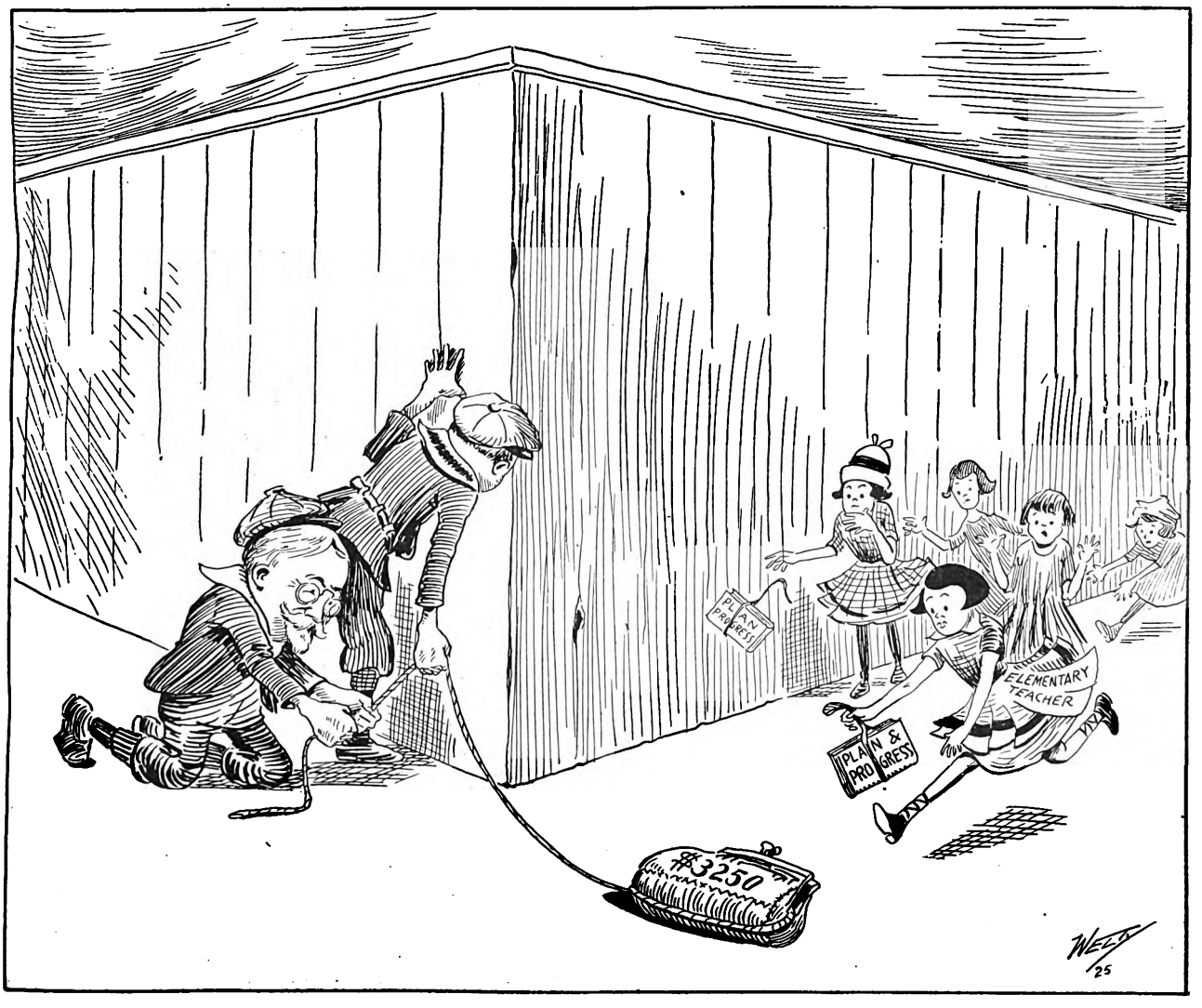
City Council Number

Margaret Haley's Weekly Bulletin

100

VOL. II. CHICAGO, ILL., MAY 14, 1925 DOUBLE NO. 5 AND 6

"Somebody is Going to be Fooled---AGAIN"



In the Next Issue: "Repressive Rules" of Board of Education

Digitized by Google

Schools Committee of Chicago City Council Meets

School Board Candidates Appear

A communication to Mayor Dever and to the City Council was sent by the Chicago Teachers' Federation, May 4th, requesting the Council to refer to a committee the names of the six appointees to the Board of Education which were presented to the Council by the Mayor on April 27. The Federation's communication is printed below.

At the request of Mayor Dever the City Council, on May 6, by unanimous vote referred these appointments to the Committee on Schools, Fire and Civil Service.

The Schools Committee met at 10:30, May 8th, in the Council Committee room. Alderman Brieske, chairman, and Aldermen Mills, Nelson, Coughlin, Fick, Hoellen, Bowler, Clark, Adamkiewicz, Cronson, Boutell, Pontow, Arvey, Wilson and Kaindl, members of the Committee, were present, as well as Messrs. Mullenbach, English, Byrne, Schmid and Ellicott, five of the Mayor's nominees; a message was received that the absence of Dr. Schiller, the remaining nominee, was due to illness. The room was soon crowded, several other aldermen being present. Many stood throughout the meeting, which did not adjourn till one o'clock.

Alderman Fick started the ball rolling by endorsing Dr. Schiller, and, further, by assuring the prospective school board members that this hearing was in no sense a reflection on the candidates who had been invited to attend it.

A motion was made by Alderman Fick and seconded by Alderman Cronson inviting the School Board appointees to make statements of their position with reference to cooperating with the City Council.

Before the question was put several aldermen took the floor. Aldermen Nelson and Mills made extended remarks touching on the present unrest in the schools and the causes therefor. They pointed out the haste with which the platoon schools and the junior high schools had been organized and extended in the city in spite of the fact that, only a short time ago, the school authorities had declared both to be mere experiments. Alderman Mills gave an interesting account of the development of the official Teachers' Councils, which were proposed when he was a member of the School Board nearly twenty years ago. Aldermen Coughlin and Bowler spoke, the former stressing the rights of teachers to their Councils and the latter objecting strenuously to the manner in which the president of the School Board had turned a cold shoulder to the intimation that the City Council had any rights which a member of the Board of Education was bound to respect.

Following the statements of the aldermen which are printed here the motion to hear from the nominees was unanimously carried. The five nominees spoke briefly. Their statements are here printed in full.

After the statements by the nominees Chairman Brieske invited Miss Haley, the representative of the Chicago Teachers' Federation, to address the Committee. Miss Haley discussed the serious situation in the school finances and the inequalities of the salary schedule with $265,000 taken from the younger teachers and $1,000 each given to 265 principals. She also pointed out the rank injustice of the pending amendments to the rules of the Board of Education designed to be oppressive and to deprive the teachers of rights which they had gained after long and bitter struggle. The new appointees listened with marked interest to these statements regarding the rules and finances. Miss Haley also severely criticized the recent action of the Board in holding long sessions behind closed doors and in refusing a hearing on the salary schedule, to the representative of the teachers.

At an executive session of the Schools Committee held immediately after the public hearing the six nominees of the Mayor received a favorable recommendation for confirmation by the City Council.

Federation Seeks Hearing

CHICAGO TEACHERS' FEDERATION
Office 1335, 127 N. Dearborn Street
Chicago

May 4, 1925.

To the Honorable, the Mayor and the City Council of the City of Chicago and the Members of such Council:

During the same hour in which His Honor, the Mayor, submitted to the City Council the names of six proposed new members of the Board of Education, the present Board took action, which, if followed by the incoming Board, may result in adding $25 yearly to the taxes on every $5000 home (and other property in proportion) thereby increasing the burden of the tax-payers directly and of all the inhabitants indirectly.

Your honorable body is therefore requested to cause the nominations of His Honor, the Mayor, to be referred to the Committee on Schools, or to any other proper Committee, so that citizens may be heard before the Committee before any nominations are confirmed.

There is pending before the Legislature a resolution to submit an amendment to the Constitution to relieve this tax situation—Senate Joint Resolution No. 4. Unless the Legislature takes action at this session there is no present prospect of relief for the tax-payers.

This amendment gives to the Legislature power to classify property for taxation, to exempt classes of property that should properly be exempt but which cannot now be legally exempted and the taxing of which under our present laws amounts to confiscation. Illegal and corrupt practices of tax-evasion and tax-fixing have created an intolerable situation. The attitude of the City Council and of the new Board of Education may be a controlling factor in correcting this evil.

Under the present system of selecting the members of the Board of Education the Mayor nominates and each Alderman casts one vote as the representative of the people of his ward. The responsibility rests upon the City Council and each member thereof to make such inquiry before voting that the people may reasonably expect that their interests and those of their children will be protected.

Respectfully submitted,
THE CHICAGO TEACHERS' FEDERATION,
MARY M. ABBE, President.

Digitized by Google

Excerpts from the Stenographic Report of Proceedings Before the Committee on Schools, Fire and Civil Service, in the Committee Room, City Hall, Chicago, Friday, May 8, A. D. 1925, 10:30 O'Clock A. M.

The Committee called to order by Chairman Brieske, who presided.

Roll call by the Secretary, Mr. Harrah, showed the following members present: Alderman Nelson, Alderman Mills, Alderman Cronson, Alderman Fick, Alderman Adamkiewicz, Alderman Bowler, Alderman Boutell, Alderman Coughlin. There were also present: Mr. John A. English, Mr. Edward B. McEllicott, Mr. Theophilus Schmid, Mr. Charles R. Byrne, Mr. James Nullenbach.

Alderman Fick: Is this meeting for the purpose of approving the gentlemen who have been appointed to be our trustees on the School Board?

Chairman Brieske: Yes.

Alderman Fick: I will say to you I am ready to vote for Dr. Schiller. I have known him for a great many years and have found him to be a man of integrity, a fair man, a business man and one who knows the difference between right and wrong.

"Yes" Member Rebels

In so far as the others are concerned I am going to make a frank statement at this time. I have sat in the Council for many, many years and I have been a "Yes" member on all appointments submitted by the Mayor with reference to those names that were submitted by him for our approval to be members of the Board of Trustees, but the time has arrived, Mr. Chairman, when I am going to rebel. I feel at this time that I, as one member of this committee, want to know more about these gentlemen. I as one member of this Council want to know these men, I want to know what they stand for; I want to know whether they will treat the City Council as they ought to be treated and not tell us, after once confirmed, that we have absolutely no voice in the affairs of the school system; that our only function in the whole proposition is to pass the budget as they submit it to us, and in the matter of vacation of streets and alleys for the school system, to make those approvals.

Now, I want to know from each and every one of these men whose names are submitted as members of the Board of Education how they are going to stand with the Council; how they are going to stand with the teachers; whether they are going to give everybody a square deal, and will they listen to reason.

Alderman Bowler: I would suggest that the names of the people be read at this time, and as they are read will they please stand up so we will get a chance to see them.

Chairman Brieske: Mr. Secretary, read the list of the appointees.

(Each candidate for school board honors thereupon rose as his name was called and was identified.)

Alderman Fick: My only anxiety in this proposition is that the people of our wards hold us responsible because of the situation in the school system. They do not hold responsible the members of the Board of Education; they do not hold responsible the Board of Trustees; they hold us, absolutely hold us responsible. We make our campaigns upon the basis that we are going to give them a greater and better public school system, better education, and everything else, and the result has been in the many years, as we all know, for the past number of years we have not had any voice in the matter whatsoever, and they have given us about as much consideration many times as they would have given to a rat. That is a bald and broad statement that I have made, but I make it because I know what I am talking about.

What I want to know is, how these gentlemen stand. Are they going to be fair with everybody concerned? Are they going to consider that the Council has a right to raise its voice in the operation of the schools? Are the aldermen going to be considered when they make a suggestion? I want everybody to get a square deal, the Council, the teachers and everybody.

Alderman Adamkiewicz: What was your motion?

Alderman Fick: That we hear from the five gentlemen present how they stand.

Alderman Cronson: I will second Alderman Fick's motion.

* * *

Alderman Nelson Protests

* * *

Alderman Nelson: In my opinion the members of the City Council haven't a more important duty to perform as representing their ward than to look carefully into the appointment of members to the Board of Education; there is not any public activity, I do not know of any public office, in my opinion, that is more important than membership on the Board of Education. It has to do not only with the administration of school affairs, but legislative as well, and while the members of the Board of Education receive no salary I think their responsibility is greater than any executive, judicial or legislative position within the gift of the people, almost without exception.

I presented a resolution May 21, 1924, in the City Council dealing with the matter of the operation of the junior high schools in the public school system, and clearly recognizing that the Council has no jurisdiction over Board of Education affairs in so far as being able to dictate or interfere in any way, but recognizing nevertheless that as representatives of the public we are

Digitized by Google

in a position to reflect, to a certain extent public sentiment and public desire. This was the resolution I introduced:

(Alderman Nelson read from page 3064 of the Council proceedings, the resolution authorizing the Council Committee on Schools to conduct an investigation of the matter of the Junior High School system and to invite the Board of Education and Superintendent of Schools to be present at public hearings to give definite information as requested by the Council.)

It prevailed unanimously. Copy of this resolution was sent to the Board of Education, to the Superintendent of Schools, with a courteous letter of invitation, the same as we would send to any citizen when we had a matter that affected an ordinance, or anything else that affected the public generally, to be present at a meeting of this Committee.

Board Discourteous to City Council

We received a letter from the President of the Board of Education, Mr. Moderwell, that lacked courtesy, that said in very curt, cold terms, that the Board of Education was charged with the responsibility of administering the public school system, and that they would not be present; that if we cared to we could be present at the Lane Technical High School, where hearings, or where classes were being conducted for the teaching force of Chicago, and where members of the University of Chicago were giving information on this subject of junior high schools.

Now, the resolution in its first "Whereas" clearly stated that we recognize that the Board of Education is charged with that responsibility. We merely asked them as a courtesy to the Council to come over here and discuss this very important subject and give us information. It was refused. Only one member of the Board of Education came over here, Trustee Coath attended that meeting. The Superintendent of Schools was absent, and it is that action to which we object, and the action of the Board in instituting not only this radical change of junior high school and platoon system, but other decided changes in the school policies without giving the representative citizens like the Council, or any element of the citizenry an opportunity to be heard.

Revolutionary Changes Rushed Through

They adopted changes that the record of the Board of Education shows clearly were to be merely an experiment, and under the guise of an experiment they got it through the Board, and just as soon as they had the authority to institute that change, they went ahead and made the change permanent. Plans were made to put it into effect. For instance, there was the junior high school. That was adopted on May 14, 1924.

The action of the Board on May 14th authorized the Superintendent of Schools to institute junior high schools in five schools that were designated in the resolution, and such other schools as in his judgment he saw fit; but the statements were made there that day that it was simply to be an experiment. No opportunity was given to any civic organization, parent or teachers, or Association of Commerce, Federation of Labor, or anybody to be heard on it. Here was the school season terminating in June, the parents throughout the City of Chicago were worried all summer for fear that their school might be designated as a junior high, and the children under the sixth or under the seventh grade be transferred to other schools, parents who had rented apartments, who had bought homes in order to be closely adjacent to some schools, so that their children would not have to cross car tracks and boulevards, were worried all summer. You could not get from the Board of Education a bit of information as to what schools might be converted into junior high schools.

Mass meetings were held to protest; delegations went to the Board of Education. The President of the Board, the Superintendent of Schools, refused information. They said they were still investigating, and it was not until the school term opened in September that the parents and the public of Chicago knew definitely what schools were going to be converted into junior high schools.

Board Provokes Rebellion

Now, that is an attitude and an action that causes rebellion in the minds of the public against any public official. If the City Council attempted anything like that, we would have mobs in the corridors, if we attempted to pass an ordinance affecting even a part of the public, without according them a hearing in open court, we would not only be criticized, but there would be action taken to see that members of the City Council that were responsible for such action would not return to the Council.

Now, the same action was taken on the platoon system. Here is an article in the Chicago Evening Post, as recent as April 17th, this year.

Platoon System in Public Schools to Be Permanent—Superintendent McAndrew Confident Plan Is a Success.

Adoption of the platoon system as a permanent policy for the public schools of Chicago was seen today as a result of an announcement at the board of education that the system is now "well beyond the experimental stage."

The latest grade school to be platooned is the Lloyd, at 2103 North Lamon avenue. Others recently converted into the "shift" schools are the Scanlan, 11727 Perry avenue; the Stewart, 4525 Kenmore avenue, and the Ryerson, 646 North Lawndale avenue.

Superintendent William McAndrew, it was said, is now fully convinced the platoons here will be a success.

Aided by Milwaukee Election.

His attitude has been strengthened by the recent election in Milwaukee, where candidates backing the platoon system were elected as school trustees in a hotly contested election.

Many of the school principals, it was said, have also been converted to support of the platoon system. This is, in part, due to the intensive educational campaign which has been carried on, and partly, it is said, to the fact that they receive extra pay for double-shift schools. The proposed McAndrew salary schedule, however, eliminates this bonus.

Plan to Be Extended.

The opening of the school year in September, it is predicted, will find a majority, or at least a very great number of the grade schools operated under the platoon system.

Digitized by Google

The installation of the system has been repeatedly opposed by the Chicago Teachers' federation as being unfavorable alike to the teacher and the pupil.

On April 18th the Post said editorially, under the heading,

The Platoon System Expands.

The unfortunate part of the whole situation from the viewpoint of the neutral observer, however, seems to be that a comprehensive platoon system has been slipped into the elementary schools before the Chicago parents have had an opportunity to learn which side of the argument is right.

Now, as Alderman Fick well stated, while we have not an iota of authority or jurisdiction over school affairs except the responsibility of confirmation of trustees, the general public of Chicago, our constituency, as members of the Council, seem to think because we confirm members of the Board of Education that we have a voice in school affairs; and the first ones that receive a kick back in the way of a grievance, the recital of a grievance, are the members of the City Council; and I take it that it is the purpose of this meeting to simply seek to impress upon you gentlemen who are nominees for that important position of a school trustee, that the Council as citizens, not as having any particular authority, but as representative citizens, would like to have you, upon your confirmation and taking office in the school system, cooperate with the City Council, at least to listen to suggestions; particularly, I think, that we have a right to say to you, any nominee for the position of member of the Board of Education, that you ought to subscribe to the principle of a hearing before any action is taken on any important matter affecting the school system; an important matter, such as making a radical and decided change in policy; because there isn't anybody in any legislative or administrative capacity in any branch of our Government, I believe, that should not subscribe to the American policy of a hearing to the constituency before any action is taken.

Platoon Slipped in as Experiment

I might go on to point out any number of acts of the Board of Education, that is going out of office now. For instance, on the platoon system, to show you that it was intended to be experimental, here is a copy of the minutes of July 9th. Superintendent McAndrew in discussing it says:

"Is there any danger of even this Board of Education drifting away from its original efforts? Before you ever heard of the present Superintendent of Schools, this Board appointed an Educational Commission years ago. Your Educational Commission brought in a report recommending an experiment with the platoon system. You referred that report to the Superintendent of Schools, and the Superintendent of Schools made a report upon that report and recommended its adoption.

"The first thing you know you will be in the position of thinking that the Superintendent of Schools is bringing a platoon system to you and wants you to try it, which is absolutely contrary to the facts. Your own Commission made the investigation, made its report. The last paragraph recommends that you experiment carefully, testing results as you go along with the platoon system. Now, if the Board of Education wants to recommend seven schools or seventy schools, it is the business of the Superintendent and his staff, as executives to carry out the wishes of the Board."

In making the motion to adopt the report recommending the establishment of the platoon school as an experiment, Mr. Smietanka said:

"The report before us is a declaration of policy and I do not see any objection to adopting it at this time. The question of carrying out the policy, as the Superintendent states, is a matter for subsequent action on the part of the Board. The Superintendent may come in after surveying the field and recommend to us and we can, if we see fit, accept his recommendation or reject it. He may come in and limit the number of schools for experimental purposes, say to four, and it will be up to us at that time when the question is presented to pass upon it. Hence I will move at this time the adoption of the report as it is."

Does This Look Like Experiment?

All throughout you will find in the minutes of the Board of Education that these radical changes in policy were adopted, and the minutes show that they were to be experimental, and that was the excuse given for not according to the parents, civic organizations, teachers and others, a hearing—simply an experiment. "Why should we hold a hearing? We have the authority and there should not be any criticism if this Board experiments." But instead of experimenting they went ahead and mapped out—there is now a building program over there contemplating the erection of 17 schools to be junior high schools. That does not look like an experiment. It looks as if that Board were attempting, without giving the public a hearing, to fasten onto the public school system of Chicago as a permanent institution a policy of teaching, a policy of education, that the public may not want. In fact, they have heard enough criticism to put them in a frame of mind where they know and really honestly believe the public have made up their minds they do not want it.

It is to prevent a repetition of the action of the Board, of the people that have been in a majority on that Board for the last twenty or twenty-two months, that we take your time this morning to recite these facts, particularly emphasizing that while there is no desire on the part of the Council to interfere with your official duties, we would like the same amount of cooperation that we ask for a citizen in any walk of life when a matter is presented to the City Council.

* * *

Alderman Coughlin Renews Request for Teachers' Councils

Alderman Coughlin: Mr. Chairman, I introduced a resolution at the last meeting of the City Council which I think would be in order. May I have it read? It was unanimously adopted by the Committee.

Chairman Brieske: It might be all right to read that.

(Whereupon the clerk read the following:)

"WHEREAS, the City of Chicago has one of the best equipped and operated public school systems, and its teachers and principals are very efficient, and the most learned men and women in this our American Land; and

"WHEREAS, it is the intention of his Honor the Mayor and the City Council of the City of Chicago to give to the school children of this our beloved city the most

Digitized by Google

that can be had in every way possible, by equipment or otherwise, and also by the counsel and advice of the various bodies organized that make up our educational system, organized for the betterment, proper regulation and understanding of its various governing and advisory bodies;

"THEREFORE, BE IT RESOLVED, That we, the members of the City Council of the City of Chicago, recommend to the members of the Board of Education to call meetings of the Teachers' Councils, to recognize them, and to meet in peaceful and harmonious manner and for an honorable agreement, to sit in the councils when called or assembled, to promote the welfare of the school children of the City of Chicago, and to give them the benefits that might be derived from the knowledge and association of the teachers of the City of Chicago, or any duly authorized committee appointed to act for the Council; and

"BE IT FURTHER RESOLVED, That a copy of this resolution be sent to each and every member of the Board of Education of the City of Chicago."

Alderman Coughlin: Now, Mr. Chairman, I introduced that having only in mind the harmonious idea in our city. Alderman Nelson has reviewed almost everything in regard to the practical educational idea.

We are here assembled this morning to try to pacify, and to get all interests together only in the interests of the children of Chicago. For some unknown reason—I cannot understand it, I have tried to figure it out, why the present members of the School Board drive the teachers from the Board rooms; drive them away from any knowledge which they might get from them; do not want to have anything at all to do with them in any connection. We had the same experience, I believe, when Superintendent Cooley was here; and then later on when other Superintendents were elected, then there was a peaceful situation again.

Gives Teachers Square Deal

Now, we have the same thing under this man—I do not know him; I do not think I have ever met him, but the children and the teachers of Chicago are entitled to consideration. We do not come here and invite you in here to drive you or to exact anything from you. What we wish is a gentleman's agreement of honor. We confirmed a man at one time, a Mr. Loeb, and he gave us his agreement of honor when nominated by Mayor Thompson. The following week or two weeks after, he went back on everything that he had said. The teachers are entitled to something. They should be recognized as teachers. They should receive recognition. You take the children and the teachers in the lower grades, in grade 1, where the little kindergarten boys and girls come to the school, and where do you get the knowledge of a practical suggestion, if you do not get it from the teacher who rules over those school children?

Then go to No. 2 and No. 3, all the way on during the entire grades of the school. They send in writing through their Council certain recommendations which you men should receive. When we grow older in life we haven't got that knowledge that the children impart and the teachers receive from them. We haven't got that knowledge; the members of the Board of Education or Mr. McAndrew hasn't got the knowledge to promote the welfare of the children, because they are not working with children; just the same as a member of this Council, if we were out for four or five years and were not in as a junior alderman, we would not have that experience. Give to those who have the hard knocks in life. You do not know. Give to those who teach the child first to take the little American flag in his hand, teach the boy and the girl to become Americans. Give to those who teach who George Washington is in their school books, and so forth. Give recognition to those who are entitled to every consideration.

Stop Turmoil and Strife

If I were a member of a school board my first thought would be towards the teachers. I was educated here in the public schools of Chicago, in the Jones School, at that time at Clark and Harrison Streets, then at Van Buren Street, then where it is now, at Federal Court and Harrison Street. There has been no one nearer to me in the world than my teacher—next to my mother.

We are here to try to do everything we can to bring harmony, and why drive the teachers away? Recognize their Councils; receive their suggestions; receive their recommendations, both from the teachers and the principals. Let them all get together. We are now approaching a total of four million people, and why should this turmoil and strife go on in our city? There isn't any other city that is fighting like this. Why should it go on? We are all Americans and we all love our land; we love our schools and love our children. We are here to do what we can for them, and why drive the school teachers away?

Chicago Laughing Stock

To you men who are to be confirmed, I will say that I have no axes to grind with the School Board, only to give to the teachers and to the school children of Chicago a square deal. Why, we are the laughing stock of the entire country, and why is it a man comes here unknown to us, that we do not know anything about? Is he playing into the hands of the enemy somewhere? I do not know what it is, but universities? Is he playing into the hands of the every day we read the paper we find we are fighting and antagonizing the teachers of the City of Chicago. Are they not human? Are the fathers and mothers here that have been born and raised in the City of Chicago, are they not human? Are they not flesh and blood? Then why not consider them, as members of the Board of Education, in a humane way and a practical way, in a way that is for the interests of all, including the school teachers of the City of Chicago?

I would only ask these men here—not as Mr. Loeb did who betrayed us—to enter into a practical, unwritten, gentlemanly, honorable agreement, to give the school teachers a fair chance to be heard, and to receive them through their Councils, as was done before when we were organized under the previous Superintendent.

Alderman Hoellen: Realizing the importance of close co-operation between the schools and the City of Chicago and the City Council, and, as has been so ably spoken of by Alderman Coughlin and

Digitized by Google

Alderman Nelson and Alderman Fick, I believe it is only fair to the teachers and the great mass of children of Chicago that we hear from the nominees today as to what their idea is as to co-operation between the Board of Education and the City Council. They can in a very few words tell us what they believe and how the school system should be conducted along the lines of honest co-operation in order to bring about the best results. I believe the nominees are successful business men, and they realize that in order that their business may be a success that they should have close co-operation between the executives in their particular line of business and their employes, regardless of what work the employe is doing, whether it is the lowest kind of work, that is, the smallest job or the biggest job in that particular establishment, there must be close co-operation between the different departments in order to secure the best results.

Mr. Chairman, I believe if it might be in order to hear from the five gentlemen here today in a very few words, following along the lines of Alderman Coughlin's remarks in having an honest expression of opinion and telling us they will co-operate with our Committee, the City Council Committee, and thereby with the people of the City of Chicago.

* * *

Alderman Mills Reviews School Situation

* * *

Alderman Mills: I happened to be a member of the Board of Education eighteen years ago, and eighteen years ago last January, as a member of the Committee on School Management, I voted for a report recommending to the Board the passage of a report organizing the Teachers' Councils, to bring about the very thing that Alderman Hoellen has just spoken about as being the proper thing in the business world, and that was the closest co-operation between the teaching force, who do the actual work, and the Board of Education, who settle the policies of the educational system. The position taken by Alderman Hoellen is correct.

Our marvelous material progress is very largely due to the fact that we have encouraged ideas and suggestions from the shops, from the grimy hands that do the work. Most of the inventions that have made for this marvelous material progress have not come from the swivel chairs, but have come from the work bench, and from those who have wielded the tools, who did the actual work.

Teachers' Councils Essential

In this great educational system it is the teachers who do the work. As was said in that report, "Even if it were true that all goodness and wisdom in affairs educational dwell with the school authorities, the fact remains that in the end their decrees must be executed by the teachers. It is the teachers, after all, and not boards, committees, or superintendents, that must be depended upon to give vitality to public school education. "Their cordial co-operation"—your very words, Alderman Hoellen—"their cordial co-operation is therefore essential."

And then we said further: "Their cordial acquiescence in the wisdom, justice and sincerity of the policies they are called upon to promote must be secured, or their work will fall short of the highest possibilities. In the nature of things this acquiescence cannot be secured either by preventing discussion or by ignoring recommendations. To prevent discussion irritates; to ignore the results of discussion is disheartening. The important thing is not that the recommendations of the teachers shall be adopted by the Board regardless of their merits, but that they shall be considered in good faith upon their merits." And then the proposal in that report of January, 1907, was: (1) "That the responsibility of legislative authority and final control should be reposed in the Board, (2) that the responsibility of administrative authority and advisory direction should be reposed in the superintendent, and (3) that advisory authority and responsibility on educational subjects and the relation of the teaching body to the school system, should be vested in the teaching body."

Councils Abandoned

Now, a little more history bearing upon these Councils.

This was adopted in 1907, in the winter of 1907. I had the privilege and honor of voting for it. There was a change. That work was thrown away in a few hours by the Board that succeeded after a few of us were removed, or, rather, after the then mayor thought he had removed us, the Supreme Court restored us in less than a year later, and we finished our terms. Later, when Mrs. Young came into the system, the Teachers' Councils were again organized and became an articulate part of the system, and, as Alderman Coughlin has said, peace reigned and progress obtained in the public school system.

Councils Restored

Then there was another change of administration and the Councils were abandoned because up to that time they had not provided—the rules had not provided that they should be called as a matter of course. So that when Mr. Mortenson came in, the rules were amended. I think that was in 1922, so that it became the duty of the Superintendent of Schools—his official duty, just as much as to sign any paper that he might have to sign, or to make a report or recommendation to the Board—it became his duty to call those Councils at a certain time. Mrs. Young had arranged it so that the teachers were to meet on school time. Mr. Mortenson carried that out. It consumed, in the course of the year, eleven hours, two and one-fifth days of school time. But it was the most important—one of the most important parts of the teacher's work. Why? Because in those Councils you had assembled four times a year the teachers who were doing the actual work. They were there under conditions that made for free discussion. They were all there. If it had not been on school time you could not have required them to attend.

(Continued on page 10.)

Digitized by Google

MARGARET HALEY'S
WEEKLY BULLETIN

MARGARET A. HALEY . . . . . Editor and Publisher

MARGARET HALEY'S WEEKLY BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Three Dollars per year, One Dollar for 3 months. Single copies, 10 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Building, 127 N. Dearborn St., Chicago

Phone Central 3904

Minimum Essentials for Peace

A real teachers' council should be established. Meetings should be held during school hours so that the councils will be by their very nature official bodies expressing the opinion and judgment of the teaching force. On all matters which affect the plan and policy by which the schools are administered the findings of the councils should be transmitted direct to the Board of Education.

Salary should not be based on marks. There is no known system of marking which can evaluate the "more or less" of a useful teacher. A teacher who is not good enough to draw the wage which pertains to the position should be separated from the system. She is dear at any price.

Salary schedules should not be voted when there is no money to pay them. That is the present situation. The teachers believe that a new taxing system affords the only permanent relief. If a raise in tax rate becomes necessary to maintain the schools the case for the raise in rate should not be prejudiced beforehand by a raise in teachers' pay.

The Chicago teachers are practically unanimous in their opposition to the Platoon form of school organization. Their reasons are not personal or selfish. They believe the system to be educationally unsound and probably more expensive than the system now in use. They reached this conclusion after investigation and full discussion. Their conclusions were submitted to the Superintendent by the General Council and to the Board of Education at its meeting on June 25, 1924.

The school system is in a death grip with the tax system. Classes of from 40 to 55 will not result in the kind of education which our modern society demands. School systems are advancing, are progressing. The antiquated tax systems must be brought up to date to meet the emergency.

Through the Chicago Teachers' Federation the elementary teachers of Chicago secured a $900 increase in four years.

City Council Committee Hearing

The hearing before the Schools Committee on May 8 on the Mayor's school board appointees is unique not only in the history of Chicago but in the history of the development of school administration and in the selection of Boards of Education everywhere. It marks an epoch in our history. Hence, the practically complete verbatim report of the hearing in this issue.

Before Chicago goes shopping round for a school system it should get a cost expert who knows something about overhead; and such an expert should consult the rank and file of the teachers. Houses were an abomination to live in until the women who had to do the work in them were consulted as to how they should be built.

Alderman Coughlin's resolution of May 6th, unanimously adopted by the City Council and placing that body on record for the restoration of the Teachers' Councils recalls the incident that just a year ago, on May 7, it was, likewise, Alderman Coughlin who secured the unanimous adoption by the City Council of another resolution of similar import protesting against the refusal of the Superintendent to call the Councils as then provided in the rules of the Board of Education.

An appeal has been sent by Secretary Hoover to all the public schools in the country asking co-operation in educating the children in the principles of highway safety. It is high time when 6000 children were killed by automobiles last year, one-third of the totals deaths from this cause. It is interesting to realize that no other agency except the public schools can undertake the task of teaching the youngsters the art of self-preservation in this world mad with haste and speed. But 6000 children killed annually! More than 50 Iroquois Theater disasters! One remembers that when the battle of Marathon was on and the Spartans sent back for fifty boys the city fathers replied: "Not fifty boys! No one knows what a boy may become! We will send you one hundred men but not one boy!"

The day of the driver is past. In fact, the day of all tyranny is past. Fair treatment and consideration are the essentials of all bosses' jobs. Arrogance is always an indication of incompetence.—John Blake.

Subscribers failing to receive the BULLETIN will confer a favor upon the office by reporting the same. Telephone Central 3904.

Federation Meeting

Regular meetings of the Chicago Teachers' Federation will be held in Corinthian Hall, 17th floor, Capitol Building, corner of State and Randolph, on the second Saturday of the school month, at 10:30 a. m. The next meeting will be on the 16th of May.

I hope I may live to see the day when an unfettered start and a fair chance in the race of life is guaranteed to every American boy and girl.—Abraham Lincoln.

Digitized by Google

Communications

Long Hours in High School

A high school teacher writes to the BULLETIN commenting on the diagram in the issue of April 16 (p. 3) entitled The Larger the Group, the Smaller the Salary:

"Why word the line in this way? Is it to create a feeling of injustice done the elementary teachers? Speaking for high school teachers, I can assure you that they are in favor of equal pay for equal preparation and equal time and responsibility.

"Few people know that the high school teachers teach longer hours than the elementary teachers and at present under very much worse conditions than any elementary teacher."

The diagram was not intended to create a feeling of injustice. It was designed to represent a fact—that small groups can be benefitted while large groups cannot under the present deplorable tax-dodging situation in large cities. "Equal pay for equal preparation and equal time and responsibility" is a slogan under which all teachers would do well to unite.

Forcing Teachers Out

A Chicago teacher writes: The state of unrest, anxiety and utter hopelessness of the teachers is such that I feel that nothing should be left undone that offers any hope of relief. At the Federation meeting Saturday a teacher told me that principals are being instructed not to mark every teacher in their schools satisfactory; that principals would not be made to feel unhappy if they did not mark them all satisfactory but they might be very unhappy if they did so mark them all. This seems to indicate a determination to get rid of a large number of teachers so as to reduce the number of teachers in the system. The amount of the salaries which would be paid to the teachers thus squeezed out will be available to pay the so-called increase as a compensation to the intimidated teachers who remain. By this instruction a principal is granted power almost over the lives of the teachers, a ghastly situation which has aroused the teachers to a condition bordering on desperation.

The above information in regard to marking teachers was given me by a teacher whose principal received it from the District Superintendent who, in turn, in giving these instructions to the principals told them they were not his (the District Superintendent) but they were orders that had been given to him to transmit to the principals. It seems that as in the old Loeb days some victims must be found and any principal not finding victims will himself be victimized.

Kind Words

E. H. Anderson, director of the New York Public Library, writes: "We have in this Library a copy of Vol. 2, No. 1 (April 9, 1925), of 'Margaret Haley's Weekly Bulletin.' Would it be possible for you to send us all remaining issues to date? We are keenly desirous that our collection of publications should render the utmost service to interested readers. In this effort your publication would be of great and permanent service."

* * *

Thomas Cusack writes: Your Weekly Bulletin of the 1st of May was handed to me last evening and my attention directed to the fourth paragraph on the last page. It brought up recollection of incidents long forgotten and I very much appreciated the kindly memory of the service I was able to render then and had forgotten during the busy years that followed. I trust there will not be a further necessity for the reading of the Labor Laws to your superintendents.

It is impossible for us adequately to conceive the boldness of the measure which aimed at universal education through the establishment of free schools. —Horace Mann.

SUBSCRIPTION

to

Margaret Haley's Weekly Bulletin

Name .....

Address ....
(Street and Number)

..... City

Subscription price—$3.00 per year, $1.00 for three months.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

Digitized by Google

(Continued from page 7

It is important in any advisory proposition that we have the advice of all. Everybody is wiser than anybody. So these Councils were held, and, after Superintendent McAndrew came here, about six weeks after he came, he called the Councils in the regular way as the rules provided. The Councils met about the middle of March, 1924. In thirty-nine district groups the teachers met; in the district councils, that is; and those thirty-nine Councils, most of them, voted for more light on the question of the junior high schools. Most of them—I can't give the exact number, but I think it was something over thirty, voted against the platoon school.

Miss Haley: No, all of them.

Councils Vote Against Platoon

Alderman Mills: All of them voted against the platoon. Now, what happens? This advisory body, this essential part of the educational system, this most essential part, because it was the avenue of communication and co-operation from the teachers who do the actual work, through the directing heads, the Superintendent, and through him the Board of Education that settles the policies—what happened? Immediately the Councils are to be wrecked, despite their very vital and essential work in the system, probably because they opposed the platoon plan.

What is back of this? Great amazement has been expressed here—and no wonder—that these things are taking place, and we do not yet realize the extent of them. I wonder what it is? I join with the aldermen who spoke first, and I am grateful to them for giving that word at the beginning, in saying to these gentlemen that there is no reflection upon anybody in the fact that you have come here. Names have been sent to the Committee before. As Alderman Nelson pointed out two years ago there was an emergency, and the rules were suspended and the nominations put through at once. That came about by the acceptance of resignations that had been in the Mayor's office for a long time. It was felt that there were certain educational policies and plans pending that were undemocratic, in the large sense, of course, that were not for the best interests of the schools. So those resignations were accepted and the new members appointed; and they are men of high character and standing—men and women. They are men of that character, and all of them have done these most astounding things. Why?

Councils Ruthlessly Abolished

They have abolished the Teachers' Councils. They have introduced in this hasty, arbitrary, stealthy way, if you please, the junior high schools and the platoon schools, as Alderman Nelson had pointed out. Why, then, do men of this character do that? It is because there is an invisible power that somewhere is directing the system. So I am glad that these gentlemen are here, that they may know in advance what the pressure will be. I do not know what the purpose is, but when we organized the Board two years ago to get away from the Thompson regime in school matters, we did not succeed, for, on the 23rd of May, Dr. John Dill Robertson, then the President of the Board, made a farewell address, and I have it here; somebody kindly sent it to me at the time; and in that, after speaking of the junior high school and the platoon school and the Educational Plan Commission, he says this:

"To illustrate for example. Take the so-called platoon system. Fifty-four cities and towns of the United States have adopted it for grammar grades."

I want you to note this, gentlemen:

Robertson Admits Educators Oppose Platoon

"If adopted in Chicago it would save this city in the next few years more than one hundred million dollars in new buildings. Personally I am sold to the idea." Dr. Robertson says: "But what would happen if the Board of Education decided to inaugurate it? Certain educators in and out of the system would rise up and it would be impossible to put it into effect; the people would not understand what was meant by it. Public opinion might make it impossible for the Board to proceed, and the one hundred million dollars which I am convinced could be saved to the taxpayers thus would not be saved. On the other hand, if this thing could first be projected by the School Plan Commission, and thoroughly explained to the people of Chicago, it would at least have an opportunity for a fair hearing."

Now, part of that program he suggests is carried out. On the 12th of December, 1923, a few months after this speech by Dr. Robertson, not a School Plan Commission by name, but an Educational Commission was appointed, and it was constituted to carry out this purpose. Certain cities were visited. A report was made, and on that Commission was an elementary school principal, Miss Rose Pesta—and I mention the name because it is a name that will be honored by the people of Chicago—she had the courage to bring in a minority report against this system.

Platoon Harms Children

Some of you gentlemen know that I have twice taken the floor in the City Council, about a year ago, to defend the Board of Education in its right to go outside and hire anybody; and that afterwards I was obliged twice to take the floor and condemn the utterly uncalled for and almost scandalous haste with which they were introducing the junior high schools. I said then, and I am still saying, that I took and I take no position upon the merits of the junior high school; whether it shall be a good thing depends very much on how it is to be administered; but I did say, assuming that it is altogether desirable for the people of Chicago, we might far better wait a year or more and have it given a start under a fair condition.

Alderman Nelson has shown you what was done. I do not intend to go into that. The platoon system has been even more flagrant, and

Digitized by Google

there I do not hesitate to say that it is a thing utterly undesirable and harmful in the lower grades. There may be some who think the other way, but let me say to you, gentlemen, you younger men who have a direct interest, such as Alderman Coughlin and I have not; our children are educated and gone to the field of active life; but some of you have children in the schools, and so you have that direct, vital interest. Let me say to you that what the little children need, as Alderman Coughlin has so well said, is that they have that motherly contact with the teacher. The little things are afraid of their shadows. The teachers are for a good part of the waking hours of the child's life the foster mothers, taking the place of the real mothers as far as it can be, and developing these little minds.

Platoon School Permanent

I say to you that for children of those tender years, it is a vicious thing to have them excited, have them running about from one place to another, to have two or three, or possibly four hundred or more children in school than there are seats provided for; to have them run about from one room to another, carrying their books and bundles and rubbers and wraps, it is a vicious thing. If it is to be tried at all, it ought to be tried, as they said last July it would be tried, cautiously as an experiment; and then they come out having the first platoon school established, I believe, on the 24th of February, this year, the day most of you gentlemen were elected, or re-elected, starting about that time, and now in this past month starting another in the Lloyd School, in the ward I represent, and now they say it has been proved a success in Chicago and that September next will find a majority of the schools or, at least, a great number of them platooned.

Gentlemen, there is some purpose in this action. Reasonable people do not act without some motive, and when they fail to give the real motive, I think we may justly assume that the motive that is the real motive in their judgment will not stand examination.

Alderman Nelson: Alderman Mills, will you pardon a question?

Alderman Mills: Yes, sir.

Alderman Nelson: How many platoon schools have they in Milwaukee?

Alderman Mills: I do not know.

Alderman Nelson: I understand just one.

Alderman Mills: I did not know. Thank you.

Alderman Nelson: And that the election there was the re-election of the old board that had simply experimented with one school. Here we started an experiment on February 10th, and by April 17th they declared that policy is to be permanent; less than two months' trial; or about two months' trial.

Aldermen Responsible for Board

Alderman Mills: I am very grateful for this interruption, and may I say, Gentlemen, any of you in the room, I should welcome questions at any time; it will not disturb me, because this is not a set speech. I may be showing unusual earnestness, but it is because of my experience as a teacher as a young man, my heart is always with the children, and, Gentlemen, we cannot shift this responsibility and say it is the Mayor's matter. We have an obligation to the children, born and unborn, to make no mistakes in what we do in relation to the schools.

Alderman Arvey: Alderman Mills, may I ask a question?

Alderman Mills: Certainly.

Alderman Arvey: Has not the Legislature shifted the responsibility?

Alderman Mills: It has not shifted it. It has delegated it to the Board of Education, and it has delegated the appointment to the Mayor and the City Council, just as the Federal Constitution places upon the President and the United States Senate the responsibility of making appointments to the President's cabinet, and within a few weeks the Senate has twice rejected the nomination of Charles B. Warren of Michigan for Attorney General.

Alderman Arvey: Why?

Alderman Mills: Because they believed—

Alderman Arvey: He was not fit—

Alderman Mills: Whether rightly or wrongly, because he was too close, or had been connected with the sugar trust.

Alderman Arvey: Because he could not discharge his duties, and could not discharge his duties faithfully. Is not the only question before us whether these men are honest and able?

Alderman Mills: I am not talking about that. I am bringing before these men and you, Alderman, things that—specifically presenting things that the average person does not know, and I happen to know it, because of my experience on the Board, and following the thing closely as a result of that.

Alderman Arvey: In other words, this discussion is simply for the purpose of enlightening these new appointees?

Alderman Mills: And the old aldermen also, if you please. Not that I wish to be considered in any way as having anything over anybody else. I simply happen to have paid dearly in time for the experience that enables me to follow these things with great interest and with some, I think, discernment.

Now, then, what is the motive? Let me read just a word from one of these gentlemen here, Mr. Mullenbach, in the month of March, this year, when this question was before the Committee on School Administration, which corresponds to School Management Committee of my day on the Board.

Mr. Mullenbach, speaking on this question of the abolition of the Councils,—I have shown you the importance of the Councils—says, from the record of March 10, 1925:

Digitized by Google

"In moving that the Superintendent's recommendations be not concurred in, Mr. Mullenbach said: 'When the historians of the future look back, one of the chapters of immense interest will be the tremendous reaction which took place in the school system of Chicago in 1924-25, when Councils were suddenly and ruthlessly withdrawn.

No Democracy in Chicago Schools

'I feel ashamed of the schools of Chicago when I think that the teachers have less to say about their work than has the humblest sewing girl in the manufacture of a garment.

'How can we raise free citizens in a democracy when the guides and directors of our boys and girls are allowed no democracy in the school system? I can see the industrial system organized on an autocratic plan, but I never thought the school system would reach the place where democracy would be set aside and autocratic principles would be introduced. Why a school board composed of citizens who believe in democracy support these other principles, I do not know. I think Mr. Layman is absolutely right. The new plan would not be a teachers' council, nothing but a hand picked conference of the Superintendent. I move that we do not approve the plan of the Superintendent."

And yet that policy has been adopted. Why? Probably the original motive was that they opposed the platoon schools. It was planned to be carried out by the great tax dodging interests of the city. They are in perpetual warfare against the children. But I come to that later.

Business Seeks Cooperation—Board Repels It

Now, then, what does it mean when they expect the teachers to hold their Councils not on school time? It means they won't all be present. When they are expected to hold their Councils with a principal present, what does it mean? It means you do not get the real voice of the teacher. You do not get the real suggestions for good, such as you get in business, where the executive is welcoming co-operation and suggestion all the way down to the humblest employe in the system. It means that the teachers, almost none of the teachers would have the courage, and you could not blame them, to criticize a hobby of the principal that might be absolutely unsound educationally, but would persist and curse our children because there was no chance for freedom of expression.

The children are entitled at our hands, Gentlemen, to be trained and educated by teachers who have a sense of freedom and security in their work. Can you see the difference in the work we do here, Gentlemen, during the campaigns when we are fighting to keep or preserve the tenure of our official lives and the work that can be done afterwards, when we have a measure of security for a time? And yet, that is the system that is to be substituted for these free Councils that were started eighteen years ago, that were revived by Mrs. Young, that were intrenched in the system by Superintendent Mortenson, and are now arbitrarily thrown away.

Now, then, about this platoon school. What is the purpose? Why, Dr. Robertson gave it away. It is to save money. The Post editorially, on April 18th, says substantially the same thing. "The obvious advantages are mainly financial," and it is done not only in an arbitrary, and secret way, it is done without consultation or consideration or discussion. The board is working this tremendous revolution, entirely changing the system and policies, in a stealthy manner—for they say in July, 1924, it will be tried only as an experiment in a few schools, and very cautiously. That is the official statement. And now they come out boldly and say next September will see the majority, or, at least a great number, of schools platooned.

Platoon to Save Money

I say to you, gentlemen, that it is a gigantic revolution that is being wrought here, and it is being done by these same people under the tremendous pressure of La Salle Street, or the tax dodging interests, or whatever you please to call it.

Let me prove that. Following the action taken by the City Council, July 2, 1923, the Board of Education, on November 26, 1924, adopted a resolution to secure needed revenue for the schools by demanding the assessment of property now escaping taxation.

That was adopted. Now, then, what has taken place within a few days? That Board of Education has passed a most astounding resolution. It has provided for an increase in salaries running into the millions. That, mind you, to show you again the tremendous power of this sinister influence, that Board of Education that abolished the Teachers' Councils, despite the value in the system, as a measure of economy, and I said at the time, you remember, Gentlemen, a year ago, that whatever the reason was, it was not economy, and I say now, whatever the reason was it was not economy, and I think I have given the reason today,—that Board, which in its spasms of economy abolished the penny lunches in the poor districts, discharged bath room attendants and quit furnishing bath towels,—that Board of education which in a single meeting in a certain school, the Wells School at Ashland and Chicago Avenue, the Polish district, Alderman Adamkewicz—

Alderman Adamkewicz: Yes, sir; that is my district; I know it.

Cut Penny Lunches—Raise Salaries

Alderman Mills: That school, where the teachers have worked for years to get certain advantages for the children—at one meeting of the Board of Education wiped out the day nursery, the housekeeping classes, and closed out the penny lunches at morning recess. The school is a double division school. Some pupils are there before eight o'clock in the morning, and not a few of them without their breakfast, and yet they are so hard up, and you, gentlemen, know I am a stickler for economy, that they abolished the penny lunches and the day nursery and the housekeeping classes, and yet they come in with

Digitized by Google

the most astounding proposition I have ever heard of, and adopt an increase in salaries running into millions, when they are already over fifteen millions in debt, when their deficit last year was increased by two millions, and when that deficit will continue to increase four millions this year, and when at the end of this year they will be twenty millions in debt—they come and adopt this measure, and provide in it—they show they know what the are doing—that if the people fail to adopt an amendment raising the tax rate for educational purposes from 1.92 on the hundred to 2.92, an increase of a dollar a hundred in valuation, then certain parts of it shall not be effective.

Teachers Protest

Alderman Nelson: Isn't it a fact that the teachers never asked for this increase?

Alderman Mills: The teachers protested against it.

Let me quote to you a little bit on that, the way in which that was done. On April 21st, when this matter was up before the Committee on School Administration, Mr. Mullenbach said:

(At this point Alderman Mills read that statment by Mr. Mullenbach printed in the last issue of the BULLETIN. This statement was a protest against the illegal attempt to delegate to the Superintendent the power to retard individual teachers on the salary schedule.)

Gentlemen, that suggests another thing that fits in both with the abolition of the Councils and also with this astounding increase of the salaries against the protests of the teachers, in spite of the tremendous deficit, amounting at the end of this year to twenty million dollars, and in spite of not having the money in sight to pay them with. Later on I may read to you that astounding resolution if you have the patience, but for the present let me say this: There has been talk for the past year about regrading, about efficiency and so on. What does it mean? It means that the Superintendent is to have power, or the administrative system, over the lives, and living, if you please, of the teachers. It means a system of salary groupings. That is what they have in view on that line, the salary groupings that will enable them to promote in the salary sense, in the pay sense, the sycophants and bootlickers, and to drive out of the system the people of independence and character, and, Gentlemen, let me say to you that no worse crime could be committed against the children of Chicago than to have their education and training entrusted to people of the sycophant class entirely.

We owe to the children everything that we can do to see that they are trained, that their education is intrusted to people of independence and character, working under free conditions, and with a reasonable sense of security.

* * *

Alderman Bowler Demands Normal School

Alderman Bowler: Mr. Chairman, Ladies and Gentlemen: No doubt by this time the new members of the Board realize the gigantic task that is before them. I can remember about a year and a half ago when a sub-committee was appointed by this Committee, Aldermen Pontow, Nelson and myself, and we went over to the Board of Education on a question of vital interest to everybody on the North and the Northwest Side. The question was the building of a Normal school either on the West Side or the North Side.

* * *

Now, I cannot understand for the life of me how for forty years a city like Chicago has run along with one Normal school. Here is a Normal school situated way over on the South Side. In order that the children from the ward that I represent, say, Edison Park or Norwood Park, go to the Normal school, why they would have to travel about forty miles a day, which would be a physical impossibility. They do it for a week or so and then they tire of it and quit.

At that time, you remember, Alderman Pontow, the President of the Board of Education and the Superintendent of Schools, with two or three members of the Board promised us that when they built the new Roosevelt High School in Alderman Jenson's ward at Kimball avenue and Wilson, that in conjunction with that high school we would have a Normal school so that the children on the West Side and North and Northwest Sides would have a chance to become school teachers. I think that the only reason that they promised it to us was that they wanted to get rid of us. They said, "All right, you can have anything you want." They would have given us the building over there in order to get us out of the office.

Last Chance to Address Board

One thing more that has not been brought up here as yet, that is a disgrace to the City of Chicago, an absolute disgrace, and you know what I mean. I mean the portable school. I can take you out in the district where I live and show you the portable schools, with an old stove stuck in the corner, with the roof leaking and damp floors. Why, my father and my grandfather did not have to go into schools like that, and why should we have to put up with such conditions? This City Council unanimously passed a resolution against the portable schools, and still they are coming and coming. They say it is temporary. Some of them have been out there ten years, and they are still putting more out there. In the Beaubien School in my ward the children are in the assembly hall. There is no room at all, even with the classes going three hours a day, still they have no room, and still they keep on talking junior high school and the platoon system. They talk about everything except the school children and giving them a square deal. I think it is about time, and I know that the new members of the Board that are going in there—or at least I hope that we are going to get a voice over there. I am talking now because I may never get a chance to talk to the Board of Education again.

Digitized by Google

Good Riddance to Bad Rubbish

I have been over there several times, and they listen to you and they figure it is good riddance to bad rubbish when you get out of the room. They think that any time that you make any sort of a statement to them that you are usurping their power.

We have a Superintendent who has sent letters to the members of the City Council telling them he is very sorry that the people have come to the aldermen on this proposition, it is merely a school board proposition. I think everyone here remembers the time of the appointment of Mr. McAndrew that I fought it because I did not believe it was right to bring a man in here from New York City to run the schools in the City of Chicago, when we had the greatest educators in the world right in our city. I could not understand it. Why, our athletic director was brought in here from Pennsylvania, if you please, and they were going to have a business manager brought in here from Battle Creek, Michigan, where they have a school and a half. They talk about Milwaukee and the school platoon system. Milwaukee is as big as my ward. That is how big Milwaukee is, and they do lots of things in Milwaukee we would not stand for in Chicago.

One big problem in my mind is that at that time, when I was against the appointment of McAndrew, who, at the present time, is drawing a pension from New York City of nearly $3,000 a year—why, he has a better job than the Mayor, getting about $18,000 a year now. I told the Mayor that the other day and he did not believe it. Going to try to swap jobs with him, I guess.

Council Responsible But Without Control

At that time, when I asked for an opinion, they told me that we had no jurisdiction. Of course, I know that. I didn't know it then, but I think that three-fourths of the people of the City of Chicago do not know that the City Council has no jurisdiction. We have jurisdiction only this far, that you men who are to be appointed as members of the Board of Education are confirmed by us; we must concur in your appointment. Mr. Moderwell said a short time ago, "I must resign because I have moved to Evanston." Mr. McAndrew is from New York, and he does not have to resign, and New York is not even a suburb of Chicago. There is something wrong there, and I am going to find it out. If I had my way of doing things I would pay Mr. McAndrew for his four years and let him go back to New York.

I am only going to ask you gentlemen this, and I am going to ask Miss Haley this, too. I want you to help the West Side, the North Side and the Northwest Side. I want you to try to place a Normal school over there. I want you to do everything that you can to build additions to the schools, instead of building those old tin things with a big stove in the corner, where the children go and get diphtheria and everything else. I am not trying to persuade you to do this; I am just asking you on behalf of the children and the mothers and fathers of the West Side and the North Side.

* * *

(The motion that the school board candidates be heard was now put and carried and the candidates were invited to speak.)

Statement by Edward P. Ellicott

Mr. Ellicott: Mr. Chairman, and Gentlemen: I want to make it perfectly plain to you that I am not an applicant or a seeker for this position. I have not been, and it does not make any difference to me whether you confirm my appointment or not. There is a certain matter of pride in it naturally, but it is going to take, I realize, a third of my time, and I am perfectly willing to give it, but I must be free to use my own judgment after hearing both sides of every case. I do not know of any subject that has not two sides to it, just the same as a piece of paper. I think we ought to look on both sides. Therefore, I cannot pledge myself to any one of these questions that have been discussed, as I have only heard the one side.

I do, however, think that Alderman Nelson's idea of free and full hearing on matters is perfectly proper and should be carried out by the Board. Further than that I would not care to go.

I assure you I will not feel any resentment at all if you do not see fit to confirm my appointment. Thank you.

Alderman Fick: Mr. Ellicott, you certainly know of what has been happening in the school system for the last number of years; and you certainly have formed your own opinion from these things. Isn't that right, Mr. Ellicott?

Mr. Ellicott: Only so much as I have seen in the papers, Alderman. I have not heard both sides of it.

Alderman Hoellen: Mr. Chairman, so that there may be no misunderstanding as to the meaning of my motion, it was this, that we have the assurance of the nominees that they will co-operate with the City Council, which really is, we might say, the spokesman for the citizens of Chicago. It is merely along the lines of co-operation. We do not question the integrity or the matter of honesty of the nominees at all. It is just that we want their assurance that they will co-operate with the Committee on Schools, that is all.

Alderman Clark: Mr. Nelson has covered that in his remarks.

Alderman Coughlin: Yes, Mr. Chairman, and with the school teachers, to co-operate with them.

Alderman Hoellen: Yes. That is all. There isn't much to co-operation so far as the City Council is concerned. When you go over to your position, and go to your School Board rooms, as far as I am concerned, you can do everything you have a mind to. There is only one thing I would ask, that you recognize the teachers of the City of Chicago for the benefit of the school children, that is all.

Alderman Fick: Give the fathers and mothers and children a chance.

The Clerk: Mr. John A. English.

Digitized by Google

Statement by John A. English

Mr. English: Mr. Chairman, I do not know that this requires a very exhaustive declaration of principles. I presume that we are here to answer some of the important questions and not to make a speech.

I do believe that the greatest form of democracy should prevail in the public schools. I do not know of any better place of teaching that democracy than right in the school room. I do not know of anybody setting a better example for that form of democracy than those people who are charged with the very responsible task of administering the school affairs of this city.

I heartily believe in the closest co-operation between all of the elements. I believe there are two sides to every question. I do not believe it is required that anybody should ask a certain individual to declare himself when he only hears one side of a conference. I do not believe that there is any place in our Government for any form of autocracy, whether it is in the public school system or in the City Council. I do not believe we have any place for any such thing. So far as the City Council is concerned, each alderman is entrusted to represent his ward. He is conducting the affairs of our city, and naturally he feels the pulse of his community. It seems to me unthinkable that he should not have something to say when it comes to such a vital question as the children of his ward and the parents of those children.

I do not know that I can say any more on this subject, because I believe those are the principal questions that were brought up here this morning. I heartily believe in a real spirit of co-operation. I believe that all forms of warfare are destructive, no matter on what scale they are wrought, and I will simply reiterate what I have said, that so far as my activities in the city are concerned, I do not believe that anybody can question where I stand when it comes to a spirit of democracy and the spirit of fair play, and giving everybody an equal opportunity. I do not believe that anything of a very important nature should be done without the freest consideration, and without giving everybody, no matter how lowly they are, no matter how important a position they occupy, without giving all the elements an opportunity of being heard upon any question that comes up in the affairs of our city.

The Clerk: Mr. Schmid.

Statement by Theophilus Schmid

Mr. Schmid: Mr. Chairman, Ladies and Gentlemen: I feel a great deal as the previous speaker has said. I might state to you gentlemen that I represent possibly the most peculiar situation on the new Board or any board that has ever been appointed, from the simple fact that the territory from which his Honor, the Mayor, at this time has seen fit to appoint a representative on the Board, has never been represented on the Board of Education in the City of Chicago.

I have been a resident of the city for forty or more years; I have lived in the present territory for thirty-five years. I fully appreciate what has been said here by these distinguished aldermen, and I know if I haven't the retentive memory that possibly I ought to have, I might be pretty well posted by this time on one side of the question; but I certainly appreciate all that has been said here, and, like Mr. English, will surely take it into consideration.

Co-operation I think we all agree in, and, Gentlemen, from what I have heard here today, I must say that I am surprised that in the past as long as you have had a Committee on Schools in the City Council, that you have never been consulted on matters of importance that you have alluded to. Why, if you have a committee of this nature, I should think it deserves at least the recognition to function and to express its opinion on such matters that pertain to the citizens of Chicago.

As far as being a new member of this Board, it shall be my endeavor to act fair on all questions that are submitted. We are not in a position today, my colleagues or myself, to make any definite statement on any subject that has been brought before us; but I know that I feel as they do, that any matter that pertains to the welfare and to the best interests of the citizens of Chicago, or the school teachers and the children, will be fairly considered by me as well as by them when it comes up for consideration.

The Clerk: Mr. Charles T. Byrne.

Statement by Charles T. Byrne

Mr. Byrne: Mr. Chairman and Gentlemen: I do not believe I have very much to say in the matter. I feel, though, that in any organization, if you want to be successful, you have to have co-operation. You have got to have it from the employes as well as from the officials. I have not the slightest objection to that. I think that is the only way to be successful in business, to carry on any business, large or small.

In regard to the Council and your Committee, I believe any committee ought to be recognized. The business is entirely new to me; I am not familiar with it, and, therefore, am not in a position to make any promises on it. The only thing I can say is if I go in there I would go in there to do my duty as I see it, and I have no ax to grind in any way; I have no favors to grant or anything of that kind at all. I am in there unpledged to anybody or to do anything except to do the best I know how for the people of the city as well as the children of the city.

Alderman Fick: Would you be willing to give that consideration to the City Council that you believe they are entitled to?

Mr. Byrne: I would be willing, absolutely, to give to anybody consideration that they are entitled to.

Alderman Fick: You would not believe, would you, that after you had become a member that the City Council has absolutely no voice in the conducting of affairs?

Mr. Byrne: Well, I do not know anything about the rules of the Board of Education, or whether what they are doing, or what the law is in connection with it, but I would be always ready, and I do not believe in star chamber pro-

Digitized by Google

ceedings in connection with it. I do not know anything about what the Council's position in the matter would be, or what they are entitled to, but whatever they are entitled to I would be glad to grant it.

Alderman Fick: You recognize the fact that the members of the City Council are almost unanimously held responsible for what happens in the school system of the City of Chicago. You recognize the fact that the members of the Board of Education are not blamed, but——

Mr. Byrne: They should be blamed.

Aldermen Fick: But the aldermen are absolutely held responsible, and they have to carry the burden, and that is my protest at this meeting. I do not propose to do that any more if I can help it.

Mr. Byrne: Anything else, gentlemen?

Alderman Cronson: Mr. Byrne, just one thing. You live in the fourth ward and I live in the fourth ward. We have a lot of school teachers in our ward. I am anxious that there should be a member of the Board of Education, so that when the school teachers come to me I can send them to him, and I trust you will give the school teachers an audience.

Mr. Byrne: I always have. I have a lot of friends among the school teachers.

Alderman Fick: That goes for me, too.

Mr. Byrne: I was not born with a silver spoon in my mouth. What I have I had to work for, and I believe that everybody that works for a living is entitled to proper recognition.

The Clerk: Mr. Mullenbach.

Statement by James Mullenbach

Mr. Mullenbach: I do not know whether it is an advantage at this time to have served on the Board or not. One can come in and say what one wishes, of course, on an occasion of this kind; but there are two years of record there in my case, and you can check up on it.

I am willing to answer any question that you may raise as to why I did any particular thing, or took the stand at any particular time on any particular issues that arose.

I think there ought to be the closest co-operation between the School Board and the City Council. I don't think anybody could serve on the School Board without realizing that, fundamentally, perhaps, our school control is not properly organized. You know that this has been a matter of public discussion for a long time as to whether we ought to have an elective board, or whether the control of the schools ought to be lodged in a Council committee. I know how it is. I worked with Alderman Mills over there. We were in the same ward. We have been friends for a long time. There is naturally more co-operative contact than perhaps there would be with the ordinary Board member and any Council member because of that.

I think you gentlemen are entirely right to inquire very carefully into our merits and competency and general disposition and previous contacts and biases and so on, because after we are once elected any control that you may have over us as members of the Board ceases; whatever helpful relationship there may exist after that would have to be entirely upon a co-operative basis, and that means a matter of mutual consideration.

I deal in co-operation; that is my business. I act as a labor arbitrator. I have served with Alderman Nelson in cases for thirteen years. In fact, it is thirteen years ago that we had our first arbitration. For thirteen years I have been acting between capital and labor. It is largely a question of co-operation, and out of that has grown my knowledge of all the principles of democracy that I have. That is one reason why I have been so urgent in the defense of the school councils as they were organized, because they did represent a democratic principle. I am not defending what the councils may do at particular times, any more than what a member of the School Board or a church or a secret order or the City Council or any other group may do.

Efficiency Demands Teachers' Councils

It is the priviiege of any democratic group to make mistakes. That is inherent in a democracy; but they ought to be permitted to make their own mistakes, to be given an opportunity to do it. So that is why I think the organization of the Teachers' Councils ought to stand without control of the superintendent, the principal or Board members. Teachers' Councils, class room teachers' councils, ought to be perfectly free to criticise the actions of the Board of Education. That is the only way in which we are going to secure efficiency in our school systems, in my judgment, in the end—that is, by a perfectly free system of criticism on the part of the folk who do the work as well as those who do the directing. That is my general stand, gentlemen. You know what it is, and you may look at my record for two years. I am not seeking this place, and, as a matter of fact, it would be a personal favor to me if I were not elected to this Board; I would be very much happier if I could retire.

Alderman Fick: Would you permit me to ask you the same question I did Mr. Byrne? You would be willing to give that consideration to the Council and the teachers and everybody concerned?

Mr. Mullenbach: I would be willing to give to the Council that consideration that is due the most weighty body of representatives of Chicago; the aldermen, more than any other body in the city, actually represent the will of the people. They are elected by the people. They are the only legislative body that we have within our municipal corporation.

Alderman Fick: You would not be willing to be one of the members of the Board who would try to create a board that would be autocratic and plutocratic and arbitrary and everything else?

Mr. Mullenbach: Well, you will have to go to my record for it, sir.

Digitized by Google

"School Finance" Number

Je 9 '25 R

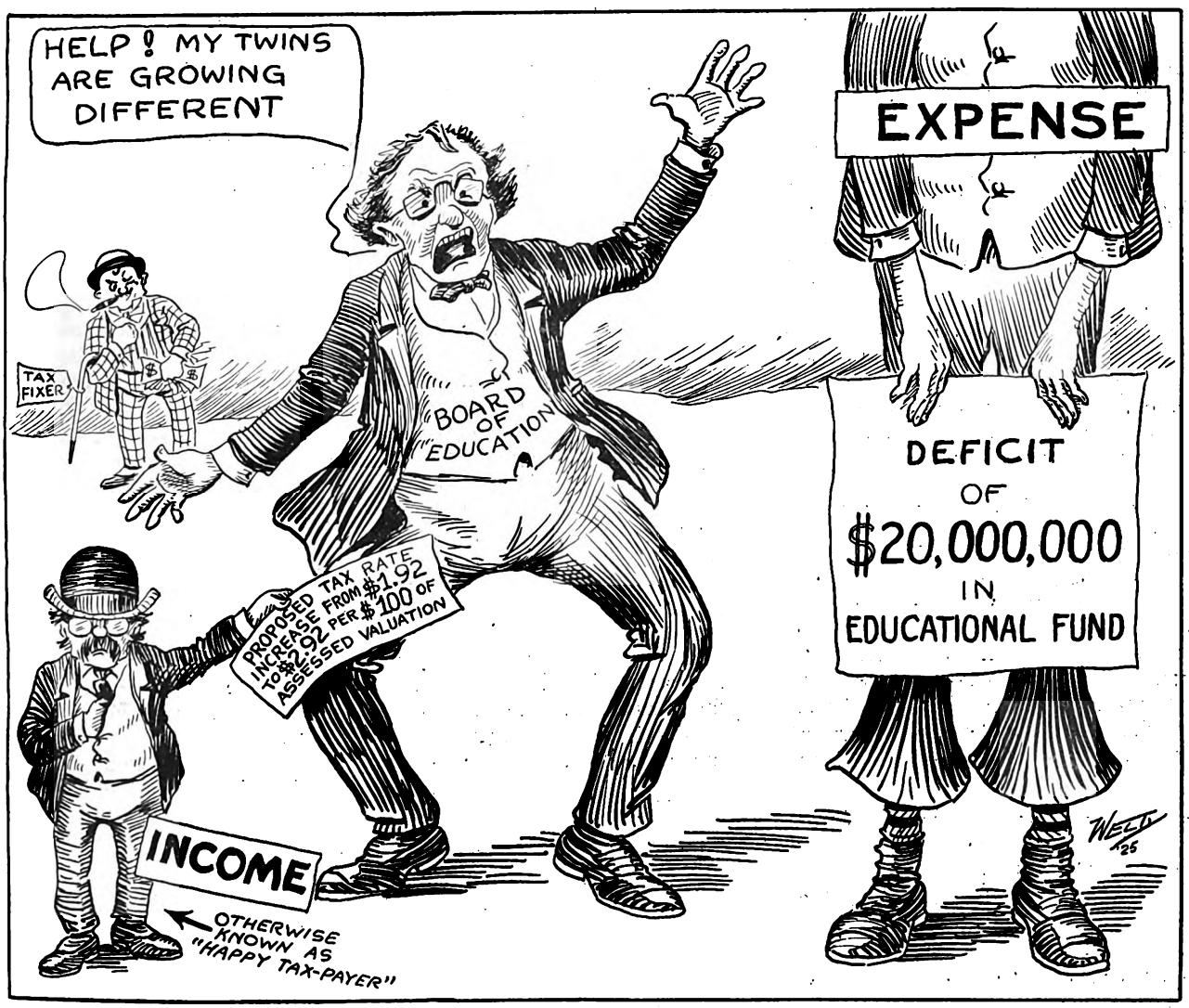
U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT NO. 3663

Margaret Haley's Weekly Bulletin

100

VOL. II. CHICAGO, ILL., MAY 21, 1925. NO. 7

S. O. S.



The Next Issue: Legislative Number

Digitized by Google

Statement to Schools Committee of City Council

From Stenographic Report—May 8

At the meeting of the City Council Committee on Schools, Fire and Civil Service, held in the City Hall on May 8, 1925, following the statements by the Aldermen and Mayor's appointees, published in last week's BULLETIN, Miss Haley, upon invitation, made a statement, a part of which follows:

Chairman Brieske: Miss Haley, do you wish to be heard?

Miss Haley: Yes, if you please, Mr. Chairman.

Chairman Brieske: Miss Haley.

* * * *

Miss Haley: The salary schedule was sent to the Board of Education by the Superintendent on March 11th. About January 26, I have forgotten the exact date, the Superintendent sent, privately and confidentially, to the members of the Board of Education this salary schedule. * * * One of them called me up when he got the schedule, and he asked me if I would like to see the Superintendent's schedule. I said of course, I would. He sent it to me.

The first thing I looked for was to see how they intended to get the money to pay any increase in salary. What was the proposition put there in plain, cold type by the Superintendent? To increase the tax rate. That seemed strange to us, because for years the Teachers' Federation has been against any further increases in tax rates. We had come out on four different occasions, and I have the printed statement here that we adopted against an increase in the tax rate. We said: "Why not make that nine-tenths of the property that is escaping taxes in Chicago pay its share instead of putting more burden on the one-tenth that has been paying it?"

City Council and School Board Responsible

We have been shouting for that. We have been trying to get it. We tried it alone. We got some results, and while we were trying it alone, we discovered something—no, it was this City Council that discovered it for us. On the 2nd of July, 1923, the Mayor of this City sent a message to the City Council, and following the message Alderman Woodhull, chairman of the Finance Committee, presented a resolution. It opened the eyes of the teachers, that message and that resolution.

In the message the Mayor said it was the duty of the City Council to sit in the Board of Review by representatives and to insist on the Board of Review assessing the property according to law; that it was the duty, mind you, the legal duty.

When we read that message we wondered if that were true. We looked it up. We looked at the statute. We were astounded to find it was true, that the statute conferred on the City Council a duty and responsibility to attend to that end of the business, and when we saw that, we said, "Well, if that is true of the City Council, why not of the Board of Education?"

We looked into the matter again and we found that Section 3 of the Revenue Law of 1898 did make that the duty and the respnsibility of the Board of Education. We called a meeting of the teachers, and we pointed that out. We passed a resolution, and we called on the Board of Education to meet its responsibility, because we knew and we know that the Board of Education is going on the rocks in 1926, salary schedule or no salary schedule, Mr. Mullenbach knows this; every member of the Board of Education knows it; that the borrowing power of the Board of Education of Chicago is coming to an end in December, 1926. They may shut off all the bath towels they like from the children; close up the bath rooms; shut off the penny lunches and put fifty children on top of one another in a room, which they are doing in some of the schools, and double them up any way they will, but when they come to December, 1926, with the existing conditions of taxation and assessment of property in Chicago, they will come to the end of their borrowing power, which is about $25,000,000—they will have a $20,000,000 deficit in December, 1925.

Going on the Rocks

Now, without adding a dollar, understand, of additional expense, going just at the rate they are going, without adding any new children or any new teachers, they are going on the rocks in 1926, and yet for years—two years since this Board of Education went into existence—we have been trying to get the Board to address itself, as the City Council did, to the question of increasing that assessment. We know all about this tax-fixing and tax-dodging, and we thought, and we still think, that it is the duty and the responsibility of the Board of Education, instead of taking away every right, every privilege and every responsibility, the teachers have exercised for twenty-five years in Chicago, to address themselves to the tax dodgers. We can see no reason why they should take a stick and go after the teachers, and take another one and go after the children and herd them into the platoon schools, and let this rotten tax-fixing situation go as it is.

Board Resolves to Reduce Tax-Dodging

We have been begging them to get after the tax dodgers.

Finally, after we adopted our statement on October 3, 1924, reciting that it was the duty of the Board of Education, the President of the Board came over to the City Hall and asked the Corporation Counsel about it, and the Corporation Counsel told him it was true, and showed him the statute. Then the Board, on November 26, adopted the reso-

Digitized by Google

lution which Alderman Mills read. That resolution recited that there was an increase of $500,000,000 in property values in Chicago from 1921 to 1923, and only $80,000,000 of it found its way to the tax lists; that $420,000,000 escaped taxation. They recited that it was their duty and responsibility, under Section 3 of the law of 1898, and adopted a resolution. I showed the resolution to the Mayor a few days ago, and Mayor Dever admits that the special counsel employed had no power to do anything. That is what we complain of; it was not in good faith. It did not have any teeth in it, and nothing has been done, and now right in the face of years of campaigning to make the property that is not taxed—corporation property, enormously valuable sites down town, buildings that escaped taxes for a year and a half, and some of them two years, because of a fifty-fifty split with the assessors—in the face of all this, what does the Board do?

Board Resolves to Increase Tax Rates

It comes in now and adopts another resolution counter to the teachers' platform—a resolution to increase the tax rate.

The teachers are up in arms against that, and the Board by this new resolution has practically taken the administrative whip in its hands, and it has said to the teachers, "You will go out and you will ask the taxpayers to raise that tax rate"; but I tell you men the teachers of this city will not go out and ask the people to raise that tax rate until the Board has exhausted the other remedies within its power.

Alderman Coughlin: How much will that tax rate be?

Miss Haley: It will be one dollar on each one hundred dollars of assessed valuation. On a $5,000 home it will be $25 increase, and the homes are the ones that are assessed the highest in proportion to their full value. * * *

(The resolution to increase the tax rate, referred to above, was adopted by the Board of Education on April 27, 1925, and appears on page 6 of the BULLETIN of May 1. The resolution in regard to property escaping assessments was adopted on November 26, 1924, and is printed below.—Ed.)

Resolution to Investigate Matter of School Taxes

(Proceedings of Board of Education, November 26, 1924, Page 450, Report 10332.)

Mr. Greenebaum presented the following resolution:

WHEREAS, The current revenues derived from taxation for school purposes are inadequate for the needs of the schools, and the tax rate of the Board of Education is limited so that such revenues depend on the valuations of property fixed by the taxing authorities; and,

WHEREAS, Although there were increases in taxable property in the City which, by conservative estimates, amounted to much more than $500,000,000 since the valuations were made for the year 1921, there was, nevertheless, in 1923, only about $80,000,000 added to the total assessed values for the City of Chicago beyond the figures of 1921; and

WHEREAS, it is a matter of common knowledge that so large a number of reductions are being made during the current year that there is danger of the totals falling below those for the year 1923; and

WHEREAS, The hearing of complaints in relation to valuations before the Board of Review is still in progress, so that effective work may be done by Counsel representing the Board of Education at such hearings; and

WHEREAS, The authority to appear before said Board of Review and to take all necessary steps to enforce the assessment of taxable property according to law is given by Section 35 of the Revenue Act of 1896 to all taxing bodies within the City, including the Board of Education, and it appears to be to the best interests of the schools that the Board of Education should have counsel to represent it for this purpose;

Therefore,

BE IT RESOLVED, That the Board of Education hereby authorizes the employment of counsel for the purpose of attending the hearings now in progress before the Board of Review on complaints filed which are to be heard or which have been taken under advisement, and to take such action in relation thereto on behalf of the Board of Education as may be necessary or proper, such employment to be at the rate not to exceed $50.00 per day and to extend over such period of time as may be determined by the President of the Board of Education.

Mr. Greenebaum moved the adoption of the resolution.

Seconded by Mr. Smietanka, and so ordered by the following roll call:

Yeas: Mr. Hanson, Mr. Smietanka, Mr. Fellows, Miss Temple, Mr. Coath, Mr. Greenebaum, Mrs. Gregg and President Moderwell—8.

Nays: None.

School Board Appointees Confirmed

Mayor Dever's six appointees to the Board of Education were confirmed by the City Council May 13, on the recommendation of the Council Committee on Schools, Fire and Civil Service. The new members are Edward B. Ellicott, president; John A. English, Theophilus Schmid, Charles T. Byrne, Dr. Victor R. Schiller and James Mullenbach, who was reappointed. The holdover members are Mrs. Hefferan and Mr. Coath, whose terms expire May 1, 1926, Mrs. Gregg and Mr. Greenebaum, whose terms expire May 1, 1927 and 1928, respectively, and Mr. Smietanka, whose term expired May 1, 1924.

At the meeting of the School Board, Wednesday, May 13, 1925, at 2:30 P. M.:

President Moderwell: We are advised that the new members of the Board are on their way over here from the City Hall, and the Attorney advises that we had better recess right here and await their coming. Without objection, there will be a recess.

Mr. Hanson: How long?

President Moderwell: Until they get here. I do not know whether they have an airship or not.

Digitized by Google

MARGARET HALEY'S
WEEKLY BULLETIN

MARGARET A. HALEY . . . . . Editor and Publisher

MARGARET HALEY'S WEEKLY BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Three Dollars per year, One Dollar for 3 months. Single copies, 10 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Building, 127 N. Dearborn St., Chicago

Phone Central 3904

Statement of Federation on Tax Rate Increase

The Chicago Teachers' Federation, at its regular monthly meeting in the Capitol Building, May 16th, unanimously adopted the following statement in regard to the Salary Schedule resolution adopted by the Board of Education on April 27, which provides for an increase in the tax rate for the Educational Fund:

1. This *Tax-Rate Increase Resolution* was adopted without public discussion or opportunity for such discussion.

2. The tax increase asked amounts to $25.00 on a $5,000 home and other property in proportion.

3. While the Board on April 27, 1925, authorized the submission of this proposition to the voters the proposition cannot be voted on until 1926 and probably not until November of that year, which is a year and a half away.

4. Before deciding to ask the voters to increase the tax rate the Board of Education should exhaust every means in its power to increase the educational fund without increasing the tax-rate. This the Board has not done.

5. There is pending in the Legislature a resolution to submit an amendment to the Constitution to relieve this tax situation—Senate Joint Resolution No. 4.

This amendment gives to the Legislature power to classify property for taxation, to exempt classes of property that should properly be exempt but which cannot now be legally exempted and the taxing of which under our present laws amounts to confiscation.

Unless the Legislature takes action at this session there is no present prospect of relief for the tax-payers.

The Board has taken no official action regarding this pending tax amendment to the Constitution.

6. Illegal and corrupt practices of tax-evasion and tax-fixing have created an intolerable situation.

On November 26, 1924, the Board publicly acknowledged that hundreds of millions of property is illegally evading taxation and that it has authority under the law to get after the assessors responsible for this illegal evasion but the Board has not used that authority to get after these assessors.

7. The action of the Board on April 27, 1925, was therefore premature and calculated to prejudice the voters in advance.

This prejudice is further increased by the fact that this *Tax-Rate Increase Resolution* contains a salary increase proposition.

8. As the Board acknowledges it cannot pay the present salary schedules after December, 1926, unless the educational fund is increased from some source, it seems unfair to prejudice the voters in advance against an increase in the tax-rate should the Board, as *a last resort,* be obliged to go to the tax-payers for the relief in the event this relief is sought and not obtained from the Legislature and the assessors.

Federation Endorses Three Amendments to Article Four of the Constitution

The Legislature can present amendments to only one article of the Constitution at one session but it can present as many amendments to that article as it wishes. There are several amendments to Article Four, the Revenue Article of the Constitution, now before the Legislature. One of these is the Tax Amendment, Senate Joint Resolution No. 4, which the teachers have been supporting. Two others are Senate Joint Resolutions Nos. 12 and 13, which the Chicago Teachers' Federation, at its last meeting, May 16th, endorsed. These last-mentioned amendments give power to bond and levy special assessments for the purchase and construction of street railways.

These amendments are needed in order that our city be not strangled by such bills as the pending Barr Terminable Permit Bill, which in its present form and without these amendments to the Constitution will in fact be a perpetual franchise to the street railways and other public utilities.

Pension Law Amendment

On May 20, the House Committee on Education recommended for passage a pension bill drafted by Attorney I. T. Greenacre and agreed to by Representative Miller as a substitute for one introduced by the latter, admitting non-contributors to the Pension Fund. Mr. Greenacre's bill provides that non-contributors may become contributors to the Chicago Teachers' Pension Fund only on the same terms on which other non-contributors were admitted. They are given three years, that is, until July 1, 1928, to become contributors. There are only about 270 Chicago teachers who are non-contributors. All of these have been in the Chicago school system at least since 1907 and many of them much longer.

Milwaukee Refuses to Platoon School

On May 21, the Milwaukee School Board rejected a proposal to platoon another school. Only one school in Milwaukee is platooned, the Cass St. School, and the Board by this act indicates that one is enough.

Digitized by Google

Authority to Retard Individuals on the Salary Schedule

In connection with the proposed Salary Schedule the following communications were addressed to the several members of the Board of Education:

CHICAGO TEACHERS' FEDERATION
Office 1335, 127 N. Dearborn Street
Chicago

May 11, 1925.

To ——— ———
Member Board of Education.
Dear Sir:

Yesterday I submitted to Mr. I. T. Greenacre, attorney for the Chicago Teachers' Federation, the enclosed statement in regard to the "Salary Schedule Resolution" adopted by the Board of Education on April 27, 1925, together with the attached memorandum as a basis for that statement.

Mr. Greenacre informed me that, assuming the accuracy of the facts on which it was based, this statement is warranted. He gave me a written opinion, a copy of which is also enclosed.

Yours very sincerely,
MARGARET A. HALEY.

Statement.

Re "Salary Schedule Resolution" Adopted by the Board of Education on April 27, 1925.

The omission of the requirements for advancement from the lower to the upper salary groups, both from the Rules of the Board of Education and from the salary schedules attached to and made a part of the "Salary Schedule *Resolution" adopted* by the Board of Education on *April 27, 1925, accomplishes indirectly* the same *purpose* as was sought to be accomplished *directly in* the "Salary Schedule *Resolution" adopted* by the Finance Committee of the Board on *April* 18, 1925, under which the Board, without legal authority, *authorized* the *Superintendent to retard the salaries of individuals.*

The only *difference is* that, instead of delegating this authority to the Superintendent, as at first provided, *now* that *authority,* without reasonable limitations by the Board of Education, has been *conferred upon* and will be exercised by the *Board of Examiners,* which consists of the *Superintendent,* who is ex-officio a member, and two others who, under the statute, are appointed on his recommendation.

MARGARET A. HALEY.

Memorandum.

Re Requirements for Advancement from the lower to the Higher Groups of Salaries under the Salary Schedule Resolution Adopted by the Board of Education, April 27, 1925, in support of Preceding Statement.

The "Salary Schedule Resolution" adopted by the Board of Education on April 27, 1925, to which various salary schedules are attached and by its terms made a part of the resolution, contains no requirements for advancement from the lower to the upper groups of these schedules. That is, there was omitted from the Superintendent's salary report from which these schedules were taken all the requirements for advancement from the lower to the upper salary groups which were set forth in that report each salary schedule. (See Superintendent's Report, 11013, presented to the Board of Education March 11, 1925, pages 840-852 of printed proceedings.)

Teachers' salary schedules have contained two salary groups, designated as the Lower and Upper groups, since 1902.

Prior to the enactment of the present school law for Chicago in 1917 all requirements for advancement from the lower to the upper salary groups were adopted and established by the Board of Education and specifically set forth in detail in the rules of the Board of Education.

Since the enactment of the law of 1917 no requirements for advancement from the lower to the upper salary groups have been adopted or established by the Board of Education either in the rules of the Board or in any enactment of that Board as a part of, or apart from, the salary schedules.

The present rules of the Board of Education, adopted by the Board on September 1, 1922, repealed all previous rules and Section 7, Article 9 of Chapter IV of the rules enacted September 1, 1922, gave to the Board of Examiners jurisdiction of the subject matter of requirements for advancement from the lower to the upper salary groups as follows:

Chapter IV, Article 9.

Sec. 7. (Promotion by Efficiency and Credits.) There shall be two groups for the classification of all teachers and elementary principals corresponding to their various salary schedules. *Promotion from the lower to the upper group shall be by examination or college credits approved by the Board of Examiners, the requirements for which shall be uniform* within each class of certificate.

(Detailed Information. The Board of Examiners shall issue in its regular circular of information concerning requirements for certificates the requirements for promotion in each grade of the teaching service.

The requirements for advancement from the lower to the upper salary groups, set forth in the Superintendent's report of March 11, 1925, fixed the required number of college courses definitely at five, and the required efficiency rating at satisfactory, excellent or superior, which in practice has always meant not less than 80 per cent. Section 7 of the Rules of the Board of Education quoted above puts no limit on the number of college courses or on the efficiency rating which the Board of Examiners may require for this advancement.

The requirements set forth in the Superintendent's report of March 11, 1925, delegates to the Board of Examiners the same authority as is dele-

Digitized by Google

gated to that Board in Section 7 of Article 9 of the Rules of the Board of Education, namely, authority to approve both the courses of study completed in accredited institutions, and authority to accredit the institutions in which these courses are taken. Therefore, under, *either* the Superintendent's report *or* the present rules of the Board of Education, it is possible for the Board of Examiners to exercise this authority arbitrarily. That that Board has so exercised this authority and thereby retarded teachers on their salary schedules was shown in a hearing on a complaint presented to the Board of Education on July 11, 1923, which was referred to the Committee on Rules and to the Committee on School Administration.

At the hearing on this complaint before the Committee on Rules, and the Committee on School administration, it was established:

1. That there is no jurisdiction over the subject matter of salary advancement conferred on the Board of Examiners by the statute.
2. That teachers had been retarded on the salary schedule by the Board of Examiners in the exercise of the authority conferred on it by the Board of Education.

After these hearings the Committee on Rules voted unanimously on July 24, 1923, to recommend to the Board of Education that all requirements for advancement from the lower to the upper salary groups should be set forth specifically in detail in the Rules of the Board of Education. No further action has ever been taken by that Committee or by the Board of Education in regard to this recommendation. Therefore, there has been no action taken by the Board of Education to make these requirements a part of its rules or a part of the salary schedule, or to adopt and specifically set forth in any form the requirements for such salary advancement.

Since the Board of Examiners took jurisdiction of this subject matter that Board has made very material changes in these requirements which changes have resulted in retarding individuals on the salary schedules. No report has ever been made to the Board of Education of these changes, of dates on which they were made or the reasons therefor, either before or after making the changes.

Opinion of I. T. Greenacre Re Salary Schedule Resolution Adopted by Board of Education on Monday, April 27, 1925.

May 11, 1925.

Miss Margaret A. Haley,
Business Representative,
Chicago Teachers' Federation,
Chicago, Ill.

Dear Miss Haley:

In reply to your questions concerning the "Salary Schedule, February, 1925" attached to and made a part of the resolution passed by the Board of Education of the City of Chicago on April 27, 1925, permit me to report that:

After consideration of the "Salary Schedule, February, 1925" attached to and made a part of the resolution passed by the Board of Education of the City of Chicago on April 27, 1925, on Report of the Committee on Finance (No. 11448) and comparison of such schedule with the Superintendent's report (No. 11013 shown in Proceedings of March 11, 1925, page 840 et seq.) and particularly page 842, Section ii, division "2 Groups"—and other similar provisions, concerning educational requirements for advancement from a lower to a higher salary group, all of which are *omitted* from the schedule *as passed,* the following is submitted:

The Committee's report purports to concur "in the attached resolution pertaining to Salary Schedule presented by the Superintendent of Schools in Board Report No. 11013." It would seem that the Committee intended to include in its attached schedule so much of the Superintendent's report as pertained to the salary Schedule, and to omit from its attached schedule so much of the Superintendent's report as was merely argument, history, etc., and not Salary Schedule. The *omissions above indicated* may have been made (1) by inadvertence, this omitted matter not being in column (sometimes called Schedule) *form,* or (2) because it was intended to include them in the rules now pending in the Committee on Rules, or in some separate action, but hardly because these particular omissions were considered not properly *parts of the Schedules* contained in the Superintendent's report.

It is my opinion that the general subject matter of these particular omissions may legally be made a part of and included in the Salary Schedules, and that some provisions on this subject (not necessarily the same as those omitted) should be made either in the salary schedules, or in the rules of the Board of Education, or by some other form of action, by it. If this is not done the Board of Examiners will continue with no other directions than those contained in Section 7 of Article 9, Chapter IV, of the present rules of the Board of Education. That this rule is insufficient in practice is evident by the fact that the Superintendent's report above mentioned, in these very omitted portions, recommends changes, restrictions, etc., concerning this matter and the Board of Examiners. I am informed that before the Committee on Rules (which has not yet acted) and before the Committee on Finance, it has been urged that reasonably certain and definite provisions should be made by which the colleges and courses and requirements prescribed and approved as educational bases for salary advancements could be known *before* as well as *after* the courses were taken, or conditions performed; and providing against subsequent retroactive and arbitrary changes, and against discrimination. It is my opinion that such provisions can be made.

I. T. GREENACRE.

Subscribe for the Bulletin

We think that every teacher who has read our BULLETIN with interest ought to send us a dollar for the three months' issues this spring. We ought to have three more subscriptions for every one we have now. This would give us a splendid list to start out with next fall. Many teachers who have intended to subscribe have been so pressed for time that they have neglected this. It is not too late now. Get on the subscription list and be ready for the first issue in September.

CIRCULATION MANAGER.

Digitized by Google

Statement Adopted by the Mass Meeting of Chicago Teachers Called by The Chicago Teachers' Federation, The Chicago Federation of Men Teachers, and The Chicago Federation of Women High School Teachers, and Meeting at the Auditorium Theatre, Friday, October 3, 1924.

The Chicago Public Schools are facing an alarming shortage of funds due to failure to enforce the tax laws. This shortage is at the bottom of most, if not all, the trouble in the schools.

A deficit is piling up at the rate of two and a half million dollars a year. It is now close to nineteen million dollars. The interest on this deficit is nearly a million dollars a year, which is paid out of the Educational Fund. The Board has almost reached the limit of its borrowing power.

The Mayor of the City in a message to the City Council, on July 2, 1923, presented a startling array of facts and figures to show that the increase in taxable values has not kept pace with the growth of the city in population and wealth, and that an enormous amount of property escapes taxation. He stated that "a duty rests upon the City Council as a whole and upon each individual member thereof to see to it that such an assessment as is contemplated by law is made by the taxing authorities of this County and State."

Following this message of the Mayor and the action of the City Council thereon, the teachers were invited to, and did, co-operate with the City Council in its efforts to secure enforcement of the tax laws.

The teachers have worked and will continue to work to secure revision of our antiquated tax laws. Pending such revision, we will continue to insist that the present laws be enforced so that the needed revenue may be secured without increasing the tax rate.

The teachers insist that the responsibility which the Mayor pointed out as resting upon the City Council in this matter rests equally upon the Board of Education.

The teachers demand that this issue be faced squarely. The Board of Education evades the issue, stifles the voice of the teachers, and thwarts their efforts.

Platoon schools, double schools and double sessions, larger classes, larger schools, and all other shifts and makeshifts are shortsighted attempts to evade the real issue.

We believe with the Mayor that if the tax laws were enforced "the financial difficulties now staring us in the face would melt away, the rate of taxation would go down, the tax burden would be more evenly distributed." Then there would be no excuse for camouflaging these makeshifts as "Educational Reforms" in order to establish them permanently in our schools.

Every child of school age is entitled to attend a middle-of-the-day school, to occupy a seat in a quiet, uncrowded school room and to have individual attention from adequately trained teachers who are free from petty tyranny and the indignities of bureaucratic domination.

The teachers of Chicago believe, first, that adequate revenue is the fundamental need in the present critical school situation; second, that all attempts to ignore or to disguise this fact and deal with its consequences as if they were educational problems of school organization will prove futile.

We appeal to you, Mr. Mayor, as the official representative of the children and citizens of Chicago, to appoint at once on the Board of Education four citizens who are able, free and willing to co-operate with the teachers and the City Council in securing, through enforcement of the tax laws, adequate school revenue instead of limiting the school opportunities of the children and crippling the schools because of insufficient revenue.

MARY M. ABBE,
Pres., The Chicago Teachers Federation

E. B. COLLETTE,
Pres., The Chicago Federation of Men Teachers

FLORENCE C. HANSON,
Pres., The Chicago Federation of Women High School Teachers

Digitized by Google

Oppressive Measures Against Chicago Teachers

Presented to City Council Committee May 8

This is a summary of a statement on this subject presented on May 8, by the business representative of the Chicago Teachers' Federation to the City Council Committee on Schools.

1. **Secret marking of teachers** and the increasing use of these secret marks as a basis for salary advancement, promotion and preferment. Continued request to abolish the secret marking.

2. **Repeated attempts to nullify the Teachers' Tenure Law:**

1. By administrative manipulation of secret marks.

Example: About 270 teachers who had been marked "Fair" (75 to 79)—a rating which never had been equivalent to "Unsatisfactory," have had their rating "Fair" altered to read "Unsatisfactory" after the marks had been given by the principals. The changes were made in the office of the Superintendent. These teachers have received letters threatening dismissal. This was done without any action by the Board of Education or any notice to the Board either before or following this action.

2. By changing the rule regarding the issuance of permanent certificates.

Example: Recommendation of the Superintendent to amend the rules of the Board of Education so that the teacher completing three years of probationary service would be without the evidence that the probationary service was satisfactory—that is, she would be without the permanent certificate. The Tenure Law provides that after three years of satisfactory probationary service the teacher's position becomes permanent and this certificate has heretofore been issued automatically as evidence of this.

Mr. Greenacre rendered an opinion that this recommendation was an evasion of the Tenure Law. To date the Board has not adopted the recommendation; it is before the Committee on Rules.

3. By suspension for disciplinary reasons.

Example: There is now pending before the Committee on Rules a proposal to give the Heads of Departments, of which the Superintendent is one, the power to suspend employes for 30 days with loss of pay for disciplinary reasons. The term, employe, in the statute includes teachers.

3. **Abolition of Teachers' Councils** and the substitution, as one Board member put it, of a "hand-picked conference of the Superintendent." These Teachers' Councils consumed only eleven hours a year (two and a quarter days) of school time. Throughout the State, outside of Chicago, teachers have, by statute, five days of school time with pay for educational discussion.

4. **Suppression of freedom of communication.** An amendment to the rules is now pending withdrawing from organizations the right now specifically recognized in the rules, of organizations to distribute to their members in the schools notices of meetings and other communications relating to their organizations. This new rule was reported favorably to the Board by the Committees on Rules and on School Administration and on April 22 was referred back to the Rules Committee where it now lies. No hearing on this rule was given to the organizations involved and a request for a hearing was denied. In both committees there were only two votes against this rule: Messrs. Coath and Mullenbach. The following voted for the rule: Mrs. Gregg, Mrs. Hefferan, Messrs. Moderwell, Hanson and Greenebaum.

Communications

THE FEDERATION OF WOMEN HIGH SCHOOL TEACHERS OF CHICAGO

May 12, 1925.

Dear Miss Haley:

The Executive Board of the Federation of Women High School Teachers wishes to thank you and to express its appreciation for your work in protecting the interests of all teachers by securing the amendment to the Salary Schedule Resolution of the Board of Education.

With kindest personal regards.

Faithfully yours,
FLORENCE CURTIS HANSON,
Pres.

* * *

Alderman Mills Makes a Correction

Alderman Mills writes: My attention has been called to an error in my address before the Schools Committee of the City Council on May 8. I stated that the recess lunches of the children at the Wells School had been eliminated but I am informed that the recommendation of the Superintendent of Schools that the children's lunches be confined to one noonday lunch was not adopted by the Board of Education and that the earnest protests of members of the teaching force, especially of Miss Anise Slattery, of the staff of the Wells School, were effective in preventing this change. The protests were on the ground that many of these children, due to industrial conditions in the district, received their first meal of the day at the school. Kindly give space for this correction in your BULLETIN since the statement was published in your last issue.

Subscription blank crowded out but subscribe for The BULLETIN just the same. $1.00 for 3 months.

Digitized by Google

Digitized by Google

Bill to Pay and Recall School Board

City Council Schools Committee Backs Bill

From Stenographic Report—May 28, 1925

Stenographic Report of Proceedings Before the Committee on Schools, Fire and Civil Service of the City Council, City of Chicago, Held in the Committee Rooms, City Hall, on Thursday, May 28, 1925, 10:30 O'Clock A. M.

Committee called to order by Chairman Brieske, who presided.

Roll call by Secretary Harrah showed the following members present: Alderman Cronson, Alderman Wilson, Alderman Fick, Alderman Clark, Alderman Mills, Alderman Bowler, Alderman Nelson, Alderman Hoellen, Alderman Boutell, Alderman Pontow, Alderman Brieske, Chairman.

Chairman Brieske: Quorum present. The matter that is up for discussion this morning is this resolution with reference to House Bill No. 603 passed on the Council floor yesterday.

I was thinking that was quite a bill, and not knowing how it is going to be favored by the members of the Council in its entirety, I thought that perhaps there might be some amendment to the bill, so if any of the gentlemen present have any amendment, I think we ought to take the matter up and probably send a committee down to Springfield and try to put this bill over.

It looks like a very good bill. Do you want the bill read?

Secretary Harrah: Your resolution gives the gist of it, doesn't it?

Chairman Brieske: Yes. You might read that resolution.

Secretary Harrah: (Reading):

Council Resolution

"Whereas, there is now pending in the General Assembly a bill known as House Bill No. 603 for an act to amend Section 128 of 'An Act to establish and maintain a system of free schools'; and

"Whereas, this bill provides among other things, that the term of any member or members of the Board of Education may be terminated by a majority vote of the City Council taken at any regular meeting; and

"Whereas, this bill also provides that the members of the Board of Education shall be compensated for their services on said Board at the rate of $10,000 a year; and

"Whereas, as this bill in its present form vitally affects the school system of our city, it is necessary that the members of the City Council should be fully acquainted with its contents; and

"Whereas, this bill will come up for consideration by the Committee on Education of the House of Representatives some time next week; therefore, be it

"Resolved, That the Committee on Schools, Fire and Civil Service be, and it is hereby directed to give consideration to this bill and report its findings to the City Council at an early date in order that this body might make known to the General Assembly its attitude concerning the enactment of this bill."

Alderman Clark: I do not believe the resolution is really explicit enough. That is, it does not describe the bill, because the main proposition in the bill is not the salary end of it, but it is the fact that the bill provides, on the securing of a petition signed by so many citizens, the City Council would have the right to recall members of the Board of Education. I think we should have the bill read.

Chairman Brieske: Perhaps it would be better. Mr. Secretary, will you please read the bill.

(At this time Secretary Harrah read House Bill No. 603 printed here in full on page 62 which leaves the appointment, number of members and terms of the Board of Education as at present but provides a $10.000 yearly salary and gives the City Council power to remove on their own motion or on petition of 5% of the voters.)

* * *

Chairman Brieske: Alderman Arvey's resolution probably will enlighten you as to how this house bill came up at this meeting of the committee. Read that, Mr. Secretary:

Secretary Harrah: (Reading).

"Ordered, that the City Council of the City of Chicago take such steps as are necessary to obtain for the City Council home rule over the public school system of Chicago, and that amendment to the Otis Law be drafted and submitted to the Legislature."

* * * *

Powers Taken from Council

Alderman Clark: I think it was about five years ago that I introduced a resolution in the city council, the same kind of resolution that Alderman Arvey has just introduced. I remember at the time the Otis Law was passed at which time they took away a great many of the powers of the city council over the board of education; that was in 1917, I believe.

Now, we have not really tried to get any of those powers back, and ever since they have been trying to take more powers away, like the Barr Bill.

Only four or five years ago they tried to take

Digitized by Google

the power of leasing board of education school lands, real estate, without the consent of the city council. That was four years ago, at the time I was chairman of this committee.

I kind of agree with Alderman Arvey's resolution. Of course, it does not say very much, but I think one thing the city council is entitled to, and that is to have the power restored that was taken away from it under the Otis Law.

The Board of Education now have the right to lease real estate for ninety-nine years, which is really a sale of real estate, without the consent of the city council, but they cannot sell the real estate.

Prior to the passage of the Otis law we could review their books and have something to say about their budget. Now, it is mandatory upon us to pass a tax levy ordinance after they present their budget.

Restore Powers to Council

I think we should get the powers back that were taken away from us, and I am also in favor of the council having something to say about the board members after they are in office, because I think the council is a body which is responsible to the people, while the board of education does not seem to think they are responsible to anybody. I am speaking particularly of the last board. I hope this board will be better.

I think we should have a sub-committee appointed, or another meeting of this committee, and familiarize ourselves with the changes made by the passage of the Otis law, and then appoint a committee to go down to Springfield and urge the passage of this.

I have talked with a number of senators during the time I was there on the Barr Bill, and they seemed to think that the city council should have more to say over school affairs than they have. That was the sentiment expressed by a number of leading senators.

* * *

Alderman Mills: I move that we recommend to the city council that it is the sense of the body that this bill should pass, House Bill No. 603.

Alderman Nelson: Suggesting any amendments?

Alderman Cronson: Why not say: "Subject to certain amendments if they can be obtained," as for example, the number.

Alderman Mills: Personally I have no objection to the number of eleven, perhaps that is not so large.

Alderman Cronson: Next Tuesday there will be a hearing on education, and you might get that committee to insert in here that the business manager and attorney and superintendent have to be residents of the city of Chicago for five years. It won't hurt to try it.

* * *

Alderman Mills: Let it be the motion that it is the sense of this committee to urge the passage of the bill.

Chairman Brieske: All those in favor of Alderman Mills' motion signify by the usual sign. (Motion prevailed).

Alderman Nelson: It is understood that while endorsing this bill we want to express to the committee in the Legislature we would like certain amendments. Let's say, if we can agree on amendments the committee on schools of this council would suggest, and if it is possible to get them without endangering the enactment of the bill.

Propose Smaller Board

Alderman Boutell: To my way of thinking, the proposition of reducing the membership from eleven to seven, that is very important, and I think that would lend additional weight with the Legislature in Springfield, because there are eleven members, of course it takes $110,000 or would take that amount to pay the salary of those members of the board, while with seven there will be a saving of $40,000. I am in favor of that amendment.

Alderman Nelson: So am I.

* * *

Chairman Brieske: Your motion is to reduce the number from eleven to seven, leaving the salary at $10,000 a year?

Alderman Boutell: Yes.

Alderman Cronson: And that they should devote all their time to the business of the board.

Alderman Clark: I do not know whether or not it is necessary for the members of the board, with the exception of the president of the board and the chairman of the finance committee to devote all their time to its business. I have known a great many boards of education, and it seems to me the only men who are busy all the time in taking care of the affairs of the board are the president and the chairman of the finance committee. The balance of the members have not much to do except attend all the meetings; that has been my observation of the boards of education for quite a while back. Alderman Mills was a member of the board for several years, perhaps he knows more about that than I do.

Alderman Mills: Those are the members who devote most of their time to the business of the board, of course.

Workingmen Barred

Alderman Nelson: Isn't that due to the fact that they receive no compensation? Take for instance a member belonging to the labor ranks, who is a member of the board. Now, Mr. English is the business representative of the Typographical Union. He earns his livelihood in that job and he must devote most of his time to that job. Mr. Mullenbach is the arbitrator in Hart, Schaffner & Marx, the neutral arbitrator selected by the company and the union; he earns a salary for that work and he has a day's work over there every day, and he has frankly admitted to me that he has not been able to attend meetings at times because he could not afford to neglect his duties over there.

Alderman Fick: Then he should not be on the board.

Alderman Nelson: There is no compensation. If Mr. English was not an official he could not

Digitized by Google

serve, because he could not afford as a workingman to lay off to attend the board meetings. Every workingman who depends upon his earnings for his livelihood is automatically disqualified to become a member of the board of education, because of the present lack of compensation. Now, if you had seven members and gave them $10,000 each then one in a position like chairman of the finance committtee could well devote all his time to the business of the finance committee, but to ask him to devote all of his time without compensation, as he has to do, as well as the president, and there is no doubt but what those members have plenty to do, is too much. Seven members, if they devoted their time to it, with our complicated problems could, I think, all find plenty to do.

Alderman Clark: You mean with seven, you think that is better than eleven?

Alderman Mills: I do not think that the saving of the $40,000 ought to determine our judgment on this. Of course, $40,000 is a tidy sum, but it is really a very small matter when you consider the amount involved. As Alderman Nelson suggested, there are certain constituencies, elements who wish to have representation. Personally, I do not think eleven will make too large a board.

I will ask Miss Haley if she will not give us her views briefly on that.

Small Board Undesirable

Miss Haley: I would like to say as far as a small board is concerned, you should consider this:

If you have seven members, then four is a quorum and three is a majority of that quorum, to do all business except anything that involves an expenditure of money, and I think when you realize that the well-being of four hundred and twenty thousand children is involved that you will not want to leave it to so small a number to be determined. Not only the welfare of that great number of children is affected, but also that of the people who are in the schools taking care of those children. There are twelve thousand now in the schools whom they could appoint, advance, transfer, those three people could, at any time,—they can do any business which does not involve the expenditure of money.

That was demonstrated last week, when a question arose whether the board could by a majority of the quorum, that would be four votes out of eleven, transfer a principal from an elementary school to a high school, and a teacher in the high school to a supervisory position in the high school, and the attorney for the board ruled as those two positions were created and did not involve an extra expenditure of money that they could do it, and by four votes out of eleven that important action was taken.

Alderman Nelson: Will Miss Haley pardon a question?

Miss Haley: Certainly.

Alderman Nelson: You were just speaking of the small number who could do things, but don't you think if this board was a paid board that all of them would have been there, either seven or eleven, as the case might be? The fact that there was such a small number is due to the fact, don't you think, that these people have to take care of their private business?

Miss Haley: I don't know about that. I think you can take the representatives from the various offices over at the board of education, the Secretary's office, all those offices that know and have the practical experience, and you will find they are universally opposed to the smaller board. They feel things are much more easily manipulated.

Danger of Small Boards

As an example, yesterday at the board meeting a thing happened that could not possibly have happened if the board members could have been better acquainted with what is going on in the schools, and if you men had the responsibility this bill puts upon you. But this new board of education,—and there are six new members, one of course is a hold-over,—met on Friday, and a report came in from the superintendent which was read by title. This was a report that gave the superintendent authority to proceed at once to change three elementary schools into junior high schools. This will disturb at least ten or twelve schools. It means that ten per cent of the elementary schools will be disturbed in the same way. It will remove children in the first, second, third, fourth, fifth and sixth grades from one school and distribute them to three or four others farther from their homes.

Rushing in Junior High

That Board had a stack of reports in front of them, they could not possibly have read them, they had a stack very nearly six inches high, and they could not have known what all those reports meant; this report came along with the rest and it was referred automatically to the finance committee and on motion also to the school administration committee. That was last Friday, May 22. Under the rules of the Board, the school administration committee regularly could not have met until next Tuesday, but the chairman saw fit to call a special meeting, and that was held on Monday, and this committee was composed of the holdover members from the old Board, there being no new member on this committee, and they, without a single moment's consideration of that report—I know because I was there—they did not take one second to discuss it, they recommended that report back to the Board and it was adopted yesterday.

This report went through without that much discussion. Those few people gathered there last Monday in that way disposed of the fortunes and the happiness of those children. People don't know anything about it unless they happen to see it in the newspapers; there was an article about it last Saturday morning and they may or may not have seen it.

Between Friday and Monday, Alderman Clark made an objection as alderman of the ward, because I believe this affected a school that Alderman Clark was interested in, and he got that school taken out, but two other schools were left in.

(Continued on page 63)

Digitized by Google

Platoon Report Suppressed—Why?

Query: What is a Platoon School?

"Exactly the factory system applied to the education of the Child."

From Minority Report of Miss Rose Pesta, the only Elementary Principal on first Platoon Commission appointed by the Board of Education December 23, 1923.

"Unsuited to Chicago and too costly."

From the *Daily News* story of "suppressed report" of four Elementary Principals and one District Superintendent comprising the second Platoon Commission appointed by the Board of Education November 26, 1924.

The article below is here reprinted from the Chicago *Daily News* of January 23, 1925, for the following reasons:

1. The platoon school was authorized "as an experiment" by the Chicago Board of Education on July 9, 1924.

2. The first platoon school, the Ryerson, was started on February 24, 1925.

3. The newspaper announcement that the platoon system was to be made permanent and a majority of the schools platooned in September appeared in the Chicago papers on April 17, 1925 (published in BULLETIN of May 14, page 4).

4. This report of the second Commission has not been presented to the Board of Education or officially made public to date.

The following article is reprinted from the Chicago Daily News of Jan. 23, 1925.

PLATOON PLAN FOUND UNSUITED FOR CHICAGO

McAndrew Commission Says New System Is Not Needed in Schools Here.

That the platoon system is neither needed nor suitable for the Chicago public schools is the finding of the commission recently appointed by Superintendent William McAndrew. The commisson consisted of Jaroslav J. Zmrhal, superintendent of the 9th district; Miss Margaret Madden, principal of the Doolittle school; Miss Genevieve Melody, principal of the Park Manor school; J. H. Hauch, principal of the Lloyd school, and Miss Gertrude Corrigan, principal of the Nobel school.

In its report, which was made after an investigation in other cities, it was learned from authoritative sources, the commission lists numerous reasons why the platoon system should not be established in the Chicago schools, the main ones being that the new system is not needed here, that it is unsuited to Chicago, that it is too costly and that most of its good features are already in vogue in the local schools, and others might be added without revamping the present order of things.

Other Cities Are Visited.

The commission was appointed before the Christmas holidays by Supt. McAndrew, with the approval of the board of education, and spent some time in visiting the platoon schools in Detroit, Akron, O., and Pittsburgh.

Its report, which has thus far been suppressed by the superintendent, is reported to be a practical indictment of the system as it functions in those cities and carries a distinct warning that it should by no means be transplanted into Chicago.

Adoption of the system was decided upon by the board of education last summer, in accordance with a recommendation of a special educational commission, although both the Chicago Teachers' federation and, to a lesser extent, the Principals' club opposed it.

McAndrew Impartial to Plan.

Thus far Superintendent McAndrew has neither indorsed nor opposed the introduction of the system. His latest step was the appointment of the commission—presumably for the preparation of plans of organization—the announced intention being to induct the platoons in the form of a substantial trial or experiment with the beginning of the next school semester early in February.

Whether or not Mr. McAndrew will be guided by the report of his own commission remained problematical as the contents of the report began to leak out.

Some school officials were disposed to believe that the superintendent will ignore or disregard the commission's report. Their contention was supported by the fact that further studies are being made by new emissaries of the superintendent.

Inspects Schools at Gary.

One of these new investigators—William Hedges, superintendent of the 12th district—visited the platoon schools of Gary, Ind., this week under orders from Mr. McAndrew.

Several features of the commission's report are said to be of a startling nature. Thus the platoon schools in Pittsburgh are said to be shown in the report to have no assembly rooms—one of the more boasted of features of the platoons. Many of the Detroit platoons, the commission is reported to have found, contain swimming pools but no auditoriums.

Moreover, the Pittsburgh system is shown to have been so unsatisfactory to begin with that any kind of a system —the platoons in that case—was better than its predecessor.

Advice as to Problem Here.

The report concludes with a recapitulation of the effect that Chicago should solve its own school problem in its own way and should not attempt to transplant into its schools a system which the commission is unable to recommend.

Members of the commission refused to affirm or deny the reported contents of their finding. Most of them admitted, however, that the report has been in the hands of the superintendent for more than two weeks and that they were awaiting a conference with him, after which they will feel at liberty to make their findings public.

Digitized by Google

How the Platoon Was "Put Over" in Flint, Michigan

Supt. Lewis to Platoon Conference called by U.S. Bureau of Education:

The first of October, one member of my Board said, in very plain language: "Who gave you the authority to start these two platoon schools?" I said: "Don't you remember? You did." He said: "Did I?" I said: "You did." As a matter of fact, he hadn't, but he still thinks he did, so that is all right, isn't it? (Laughter.) He realized he probably had had some conversation with me and didn't know whether he had or not.

For three years the United States Commissioner of Education, John J. Tigert, has called, at the expense of the Bureau of Education and under its auspices, conferences of platoon school advocates to meet at the time and place of meeting of the Department of Superintendence of the N. E. A.

One of the committees formed at one of these platoon conferences, known as the "National Committee on the Education of Public Opinion," reported at the session of the conference held in Hotel Gibson, in Cincinnati, on the 23rd of last February during the Superintendents' meeting.

Following are excerpts from the stenographic report of the speech of the Superintendent of Schools of Flint, Michigan, on

"Education of Public Opinion About Platoon Schools in Flint, Michigan."

E. E. Lewis, Flint, Michigan: Our city has grown 80,000 from 1914 to 1924. Consequently, our school facilities have been stretched and re-stretched and stretched again, and we have had to build a great many temporary buildings. Not until about 1923 did we start to realize we had grown out of a small town into a second Detroit, and consequently, in 1923, the Board started a new building program.

In 1923, on becoming superintendent there, I asked the Board of Education if they had thought of a platoon plan that was in use in Detroit—we are only 50 miles from Detroit—and the Board said no, they had never thought of it and I found they had never even considered it as a possible way of relieving congestion and growth. Then I asked the Board if they had any objection to my thinking about it, to my starting on it, and they said, "Well, if it doesn't cost any money we haven't. If it costs any money, we have."

This was in July, and without any further discussion with the Board, I called my assistants in and I talked to them and I said, "I am sure that sooner or later we shall want to adopt a platoon organization." I might say parenthetically in my previous experience I had organized two schools on the platoon plan and had the experience of running them three years, and knew a little bit about some of the problems that came up.

So I talked to two of my principals as I was getting acquainted with them in July and August and got them thinking about it and interested in it, and got the literature and started educating them, and one of the principals said, "We would like in our building to try the platoon idea, and we thought possibly this would be a way to do away with the congestion." So that principal, who was an entirely new principal, was willing to try anything once.

So in September we started, without any further discussion from the Board of Education, two platoon schools.

We were going about a month, trying this program and trying that, and shifting programs every few days, and adjusting and shifting teachers, trying to get all the details worked out—just purely a trial without any preliminary education except in these very casual conversatioins while the new superintendent was trying to get acquainted with the new principals and the new principals were trying to get acquainted with the platoon school—a very risky thing.

The first of October, one member of my Board said in very plain language, "Who gave you the authority to start these two platoon schools?" I said, "Don't you remember? You did." He said, "Did I?" I said, "You did." As a matter of fact, he hadn't, but he still thinks he did, so that is all right, isn't it? (Laughter.) He realized he probably had had some conversation with me and didn't know whether he had or not.

* * *

Well, about the first of November the criticisms on the part of the Board began to arise. Not their criticisms—let me say, their honest, frank attempt to really know what this new thing was Lewis so suddenly sprung on them. And the old question of costs came up and is still coming up.

I think I made one false step which I am hoping you won't make. I very frankly said I thought it could be done without increasing costs, and I realize now it cannot be done without increasing costs. It doesn't increase my building costs, but it does increase my teaching cost for the same number of pupils, but it does it because we offer a greater variety of subjects and we do not thoroughly platoonize, as Gary does. Our platoons we started with 35 children as the maximum to a group; under the old arrangement, we had been crowding 40, 45 and 50 children in a room, and it was more expensive where we platoonize with groups of 35.

A Member: Would it have been more expensive than the same number of rooms with a 35 limit?

Mr. Lewis: No.

Digitized by Google

A Member: So on the same basis—

Mr. Lewis: But you are talking to a Board of Education who are used to having 40, 45 or 50 in a room, and you reduce it to 35. I don't like to start the thing on groups of 40 and 45.

* * *

I don't see any trouble in selling the platoon organization to parents, pupils and teachers. The one thing you have to show to the taxpayer is cost. At least, I have had to in my town, and I have had to lay my cards on the table with my Board of Education and prove to them my costs are not any higher in this organization, on a comparable basis, than under the old organization.

You see, the figures showing that the platoon scheme increases the capacity of buildings anywhere from zero to 45 per cent are largely bunk.

* * *

We put one division in the auditorium at one time. In our gymnasium we put in two divisions, but we have two teachers.

A Member: Have you any special objection to the two groups in the auditorium?

Mr. Lewis: There is no objection, except on the teaching end of it. You have the difficulty in selecting an auditorium teacher who can handle 80 youngsters at a time.

You are talking about selling to the pupils and to the parents and about selling to the principals and the teachers. They aren't the persons that need to be sold on the platoon plan. In your majority of towns, as I see it, the people that have to be sold are the Board of Education.

Next year we will have six platoon schools, despite the objection that the cost is not in any way reduced, and apparently is increased—and it is increased.

* * *

Charles L. Spain (Detroit, Mich.):

Everyone would have to admit the platoon organization cost more money than the single-teacher organization, or one teacher to a room.

What Is a Platoon School?

A Platoon School is a plan of organization by which from 10 per cent to 70 per cent more children are enrolled than there are seats for in classrooms. This is done by "dumping" the 10 per cent to 70 per cent on the playground, and into the auditorium or basement, and by keeping all the children rotating from room to room, teacher to teacher, so that the same 10 per cent to 70 per cent may not be kept waiting longer than thirty consecutive minutes to get into classrooms.

Even the six-year-old children have six or seven teachers a day and twelve to thirteen a week in some cities. Teachers handle as many as four hundred different pupils a day and a thousand a week.

A mother who withdrew her children from the Detroit Platoon school writes:

"These long lines of little children marching—marching—marching—looked to me like nothing so much as the lines of uncompleted Ford cars in the factory; moving always on, with a screw put in or a burr tightened as they pass by; standardized, mechanical, pitiful."

U. S. Bureau of Education to Abandon Platoon Conferences?

Ethel M. Gardner, president of the Milwaukee Teachers' Association in the April issue of the Bulletin of that organization gives an interesting account of the 1925 meeting of the Department of Superintendence at Cincinnati. An excerpt is here reprinted:

Platoon Conferences

There was only one reference to the platoon system on the main program. In spite of the long series of conferences on platoon schools held by the Bureau of Education and the extensive exhibition, among the commercial exhibits, of Gary, Pittsburgh, and Detroit schools, it was very evident that the well press-agented attempt to foist the "Gary" plan on the country under the name of "platoon" is not being successful.

Superintendents with broad educational outlook, vision and philosophy are not taking it up. Superintendent Ballou of Washington, D. C. (the new president of the Department), and Commissioner Tigert of the Bureau of Education told your representatives that no more "platoon conferences" would be held by the Bureau. Commissioner Tigert has letters from the leading superintendents of the country showing that they are not in favor of it and pointing out objections. Although admission to the Bureau's conferences was by card, your representatives found no difficulty this time in getting in without cards. The one meeting which we attended was a rather tiresome repetition of former conferences, although some interesting admissions were made by some of the speakers; for instance:

Rose Phillips, Detroit: "Sell it to the principal first—then to the community." "The 'homeroom' is to make the public think the child still has 'mothering'—later, departmentalize in everything."

Kennedy, Pittsburgh: "Create a room atmosphere so that the teacher doesn't have to say a word. The pupils get it." "When you work out a platoon schedule you don't manage it, it manages you."

Rossman, Gary: "The more hours a teacher teaches, the more money she gets, up to 6 hours." "Economical and social conditions are going to demand a longer school day. If a teacher's day were spread out over the year, it would be very short." "The length of the teacher's day has nothing to do with health." "Lockers are not solving the problem of wraps altogether."

Boyce, Milwaukee: Introduced as "next to the youngest convert" to platoon plan, he said that he spent weeks "making a program that would be absolutely foolproof as far as teachers, children, and public are concerned."

Digitized by Google

MARGARET HALEY'S
WEEKLY BULLETIN

MARGARET A. HALEY . . . . . Editor and Publisher

MARGARET HALEY'S WEEKLY BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Three Dollars per year, One Dollar for 3 months. Single copies, 10 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Building, 127 N. Dearborn St., Chicago

Phone Central 3904

Petition for Teacher on School Board

One year ago today, that is on June 11, 1924, the City Council of Chicago adopted a resolution describing the condition then existing in the schools which reads as if it had been written today instead of a year ago. After reciting that the schools will close in a few days, the resolution states that

> "the parents, teachers and children of every elementary school in the city are without any definite or positive information now as to whether the elementary school in their immediate neighborhood will be converted into a Junior High School during the summer, thus compelling the children from the first to the sixth grade to attend some school farther away from their homes, and compelling the children in the seventh and eighth grades from several neighboring schools to travel long distances to the Junior High School; and
>
> "Whereas, this condition of uncertainty is unjust and unfair to the school children, their parents and the teachers of the entire city, * * *"

The resolution asked the Board

> "to give the public definite information immediately as to how many Junior High Schools will be opened in September and what elementary schools will be converted into Junior High Schools."

Following this action of the City Council a parents' and citizens' petition was launched by Mrs. Frank C. Hopkins, 3750 Southport avenue, a patron of the Blaine school, that school having been designated by the Board of Education on May 14, 1924, as a Junior High School without previous notice to the parents, in the same way that the Farragut and Kelvyn Park schools were so designated on May 22, 1925. This petition was addressed to Mayor Dever and asked him to appoint to the school board to fill the then existing vacancies

> "citizens who consider themselves in duty bound to provide full publicity and opportunity for public discussion of any contemplated change in our public school system, before adoption of same, in order to safeguard the interests of our children."

The petition also asked that one of these appointees be a teacher. This petition was presented to the Mayor on April 27, 1925. It contained 50,000 signatures.

A Camouflaged Housing Shortage

Why camouflage a housing shortage and limited school opportunities, due to limited school funds—the result of a rotten tax situation—by platooning children under high sounding names, as Work-Study-Play plans, etc.? Why not be as frank as a teacher in a little mining town in Illinois who had 90 pupils and seats for 50. She didn't advertise a newly-discovered scientific, beneficial system of platooning. She rang the bell; when 50 children got in she closed the door. The unfortunate 40 played marbles until they had another chance at the door of opportunity or they went home. But the parents of those children knew they were up against a housing problem and a tax question. No camouflage there! These children were not "taken in"; neither were their parents.

Tax Amendment Passed

Senate Joint Resolution No. 4 (published in Vol. 1, No. 2 on page 8) has passed the Senate with two amendments. One exacts a two-thirds vote of the legislature (instead of a three-fifths vote) in order to pass any law under this resolution should it become an amendment to the Revenue Section of the Constitution and the other, which is inserted in the body of the Resolution after the word "class," reads as follows: All real estate shall be in one class, except mineral land and land devoted to reforestation may be in different classes.

The House passed this resolution June 9 after amending it by inserting the word "increase" after the word "imposition" in the last sentence. The Resolution now goes back to the Senate for concurrence in the House amendment.

Salary Schedule

The Board of Education on May 22, by the following roll call vote, reconsidered and sent back to the Finance Committee the report presented to and adopted by the Board on April 27 recommending the Salary-Schedule-Tax-Rate-Increase Resolution.

For Reconsideration: Trustees Coath, Schiller, Byrne, Schmid, English and President Ellicott.

Against: Trustees Smietanka, Greenebaum, Mullenbach, Hefferan, Gregg.

On June 9 the Finance Committee deferred action on this report.

Mayor's Tax Commission

On June 10 Mayor Dever recommended to the City Council the appointment of a Tax Commission on real estate assessments, the President of the Board of Education to be a member. The matter was referred ot the Finance Committee of the Council.

Digitized by Google

Climb the Flagpole

Extract from Superintendent's Bulletin:

Print in this style: (Gothic, later changed to Roman).

* * *

Titles of essays on all written work.
Name and class on all written work.
Ditto for blackboard drawings.
Lettering of maps and diagrams.

* * *

The lettering of folios, the backs of thin documents, etc., by your children when they have obtained employment in offices, etc., makes them more efficient and valuable to their employers.

* * *

Regarding the foregoing a Teacher writes:

Will someone answer the following questions:

1. What about all the prospective doctors and lawyers and ministers and plumbers and farmers who wish to be valuable to themselves and the public?

2. As some children will undoubtedly become steeple-jacks or window washers, or roofers, who must keep their heads at great heights, shall we not have all the children climb the flagpole once a week?

3. In as much as the increasing use of the typewriter makes it likely that most children now in school will rarely be required to write anything in long hand other than a signature and in as much as a printed signature will not be accepted on a check, contract, deed, or other legal instrument, is it logical to teach children a printed signature and accustom them to its use by daily practice during the time when they would naturally be acquiring a distinctive written signature?

4. In as much as Chicago schools teach the use of the muscular movement in penmanship, and as printing is done with a finger movement is it pedagogically sound to begin a written exercise with a printed head?

5. Is it not likely, if teachers met in councils, they would discuss the value of this plan and advise respecting the extent to which it should be used?

6. Can it be possible that someone thought of such a contingency a year ago?

Apostrophe to "Stagger 'em"

As a fitting apostrophe to the District Superintendent who said, "Stagger 'em," the following is sent by a subscriber to the BULLETIN:

To My Superior

O, Inferior
Superior,
With beaming exterior
But motive
Ulterior!
Thou surely
Art queerier
Upon the
Interior
And certainly
Eerier
Than the
Superior
Inferior!

World Conference on Education

The second great World Conference in Education will be held in Edinburgh, Scotland, July 20-28, 1925. The teachers of Scotland have donated $25,000 to meet the local expenses of this meeting. They have reserved 1000 rooms in Edinburgh and vicinity for the visiting teachers. The liner Canopia leaving New York for Glasgow on July 8th has been reserved for American visitors to this conference. The expense of the trip will vary from $300 to $500. C. H. Williams, Secretary of the World Federation, Columbia, Missouri, will give complete information.

We need a subscription list of 5,000. When we get such a list we can get second class mailing privileges and mail 5,000 BULLETINS for $1.25 whereas now they cost $75 to mail. Send in your subscription and ask others to do the same. The price is only $1 for the rest of this school year.

SUBSCRIPTION

to

Margaret Haley's Weekly Bulletin

Name .....

Address ....
(Street and Number)

..... City

Subscription price—$3.00 per year, $1.00 for three months.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

Digitized by Google

Tales Told Out of School

She is a little Arizona girl and very feminine. "Mother," she said, "I have learned to punctuate. See! When you write Hark! you put a hatpin after it and when you ask a question you put a buttonhook."

* * *

A discerning teacher: "On the way to school we passed a banker humming jazz. A block farther on an Italian ditch-digger was whistling grand opera."

* * *

Teacher (asking the children what they want to be when they grow up): "Wouldn't you like to be a principal of a school?"

Johnnie: "O, my, no! I'd rather work!"

* * *

Fifth Grade Teacher (with 58 in her class), referring to the "bad boy" in her room: "He drew a knife on me once but that was only a minor offense."

* * *

Chorus: "Certain dismissed principals get a degree from a University and then qualify as experts to reduce the cost of education and to curtail the tendency of the teachers to talk out loud."

* * *

The proposal of the Board of Education to secure the passage of a state law retiring teachers and principals at the age of 70 with a state annuity of $1,500 (in addition to the regular pension) has aroused much comment. One effect of the law would be to induce teachers to continue in the profession to that age. Another effect would be to greatly strengthen the pension fund. There are now teaching in Chicago 39 elementary teachers and 9 high school teachers with ages ranging from 70 to 76. There is one high school principal of 83 and one elementary principal of the same age. One district superintendent is 73, one member of the Board of Examiners is 74, one elementary principal is 77, one is 78 and two are 79. Besides these five high school principals and fifteen elementary principals range in age from 70 to 76.

* * *

He: "I can't make head nor tail to this salary schedule."

She: "There is no head or tail to it."

* * *

In Rochester, New York, they have not built a high school in twenty years. The Junior High schools have killed the high schools.

* * *

Francis G. Blair, State Superintendent of Schools of Illinois, proposes to raise $225,000 by voluntary contributions to rehabilitate the schools in the tornado district in the southern part of the state. He asks from the schools of Chicago $1 from each teacher—a total of $12,000; 50 cents each from high school pupils, amounting to $27,000; and 10 cents each from the elementary pupils, yielding about $35,000—the whole contribution to total about $75,000.

* * *

School principal of a city of the Far West upon being dismissed: "Thank Heaven! Now I can go into a saloon and take a drink like a man."

* * *

It is in the Black Hand district of Chicago where the children, when they hear a report in the street, remark, casually, "Just a gun going off." The teacher has canvassed the children and she has found than only two per cent of them drink either water or milk with their meals, so she calls this caution after them as she dismisses them at noon: "Don't drink a lot of wine, children, come back sober."

* * *

The total cost of public education in the United States in 1923 amounted to about one billion dollars.

* * *

At Waukegan, last month, a primary teacher received a unique compliment. She had been teaching the first grade youngsters of that town for forty years and three generations united to do her homage. Mrs. Adeline Morey is her name and the Central School auditorium of Waukegan was filled to overflowing as this much loved teacher, enthroned in a bower of lilies and roses, listened to generous words of appreciation and praise from men of affairs who had learned their letters from her. Francis G. Blair, among others, had been her pupil. A gift of $100 was presented to her by the School Board.

* * *

"Dear Teacher: Christopher took too many candies and bananas last Sunday and his stomach was upside down. I kept him those days home."

* * *

By 'phone from Joliet: "Automatic increases have been cut off."

* * *

And now comes Mr. George H. Locke who disapproves the "Silence" sign in libraries. He insists that the library should be a place of social contact, a place where book-loving people may talk over what they read with others of like taste, and he has instituted this reform in the Toronto Public Library.

* * *

An intensive study of Chicago boys (under 21) has led John H. Wetter, executive secretary of Chicago Boys' Week Federation, to the conclusion that 450,000 are "underprivileged," 180,000 are fully privileged while 20,000 are "overprivileged."

* * *

In order to get good work out of men, a boss must first inspire confidence in his ability to handle his job; second, gain the friendship of the men whom he directs.—John Blake.

Digitized by Google

One Reason Why Chicago Children Have to Be Platooned

Parked on the Playground in Sweltering Heat or Freezing Cold; Stored Away in Basements and Auditoriums When It Rains

The following news item photographed from the *Daily News* appears to be a glaring example of one kind of "tax-fixing" in Chicago which the Chicago Teachers' Federation has for the past twenty-five years been fighting against. Miss Haley, business representative of the Federation, after conference with Judge Jarecki and County Treasurer P. A. Carr, has agreed to have a representative attend the hearings on complaints by delinquent real estate taxpayers which begin in the County Court on July 13 and to have a stenographer present in the public interest.

(Photographic Reproduction.)

THE DAILY NEWS, FRIDAY, MAY 29, 1925.

OUSTS 2 COURT AIDS IN TAX-SUIT "FIXING"

Judge Jarecki Finds Own Minutes in Error; Recovers $100,000 for County.

Approximately $100,000 in 1923 real estate taxes illegally withheld since last July by reason of erroneous court orders entered by his own minute clerk, has been brought back to the public treasury during the last month as a result of action by County Judge Jarecki to break up a ring of county building tax "fixers," it became known today.

Dismissal of Charles Wurster, a veteran minute clerk of the County court and democratic candidate for the board of assessors at the last election, and of Frank Nibbe, for years an employe in the county treasurer's office, was demanded of County Clerk Sweitzer and County Treasurer P. J. Carr by Judge Jarecki. Both were permitted to resign.

An arrangement was said to exist between the two county employes and attorneys for tax objectors by which three erroneous entries were made resulting in the loss of $100,000 to the county in taxes. Wurster and Nibbe admitted they were responsible for the three mistakes.

The suits were among twenty-eight tax-collection suits brought in the County court by Treasurer Carr, acting as county collectors. The record shows they were settled for $100,000 less than Judge Jarecki's orders called for. In demanding their dismissal Judge Jarecki was careful to give each the benefit of the doubt as to his intent in the matter.

Seeks Other Errors.

The method by which the county treasury was deprived of the $100,000 last year and presumably vast sums in former years in real estate taxes is a simple one. Since uncovering the three specific cases in question County Judge Jarecki has spent a month inspecting each record entered in 650 tax suits heard by him last July.

Each July the county treasurer prepares delinquent tax suits against all realty owners who have failed to pay taxes for the year previous, plus penalties. When the suits were filed in the County court last year Judge Jarecki allowed the usual blanket order of five days' time for the filing of objections to the amounts sued for.

Among other objections filed were three in which some twenty-seven or twenty-eight property owners joined, represented by Attorneys J. R. Goldberg and Henry S. Cowen. Goldberg, who has an office in the Garrick Theater building is associated with Former State Representative Samuel E. Weinshenker, a democratic leader in the 20th ward and now of the legal counsel for the sanitary district.

In letters to delinquent real estate taxpayers Goldberg, Cowen and their associates had suggested the possibility of obtaining substantial reductions in the taxes and penalties. They offered their services for a fee of 50 per cent of whatever amount was saved. It was thus that they filed the formal objections in the three cases, but they failed to produce evidence before County Judge Jarecki to substantiate the allegation that the assessments sued for were "fraudulently excessive."

As a matter of routine where objectors fail to produce evidence judgment is entered by the court for the full amount sued for. However, in the three cases Judge Jarecki found the notation "Objection sustained—Judgment refused" in Wurster's minute book. In each of the three cases County Judge Jarecki had rendered judgment for the full amount of the suits.

In each case the lower figure named in the objection immediately was paid forthwith to the county treasurer's office and a receipt in full obtained through the agency of Frank Nibbe.

Taxpayers Settle in Full.

Evidence that practically all the taxpayers who entered into the arrangement for reduction of their taxes were well intentioned and honestly of the opinion that the proceedings were regular is found in the fact that all assented to repay the difference to the county, amounting to a total of $100,000.

It was revealed that they had "settled," previous to learning the true situation, on the basis of "fifty-fifty" of what was supposed to be saved by the lawyers. In one instance, at least that of the Pancoe Bros., owners of the stationery firm of Sidney Morris & Co., the "fixers" found it convenient to return their share of $1,475 of the fraudulent tax saving when Attorney Benjamin Bachrach, representing the Pancoes, threw them into consternation by beginning a thorough examination of the County court records for years back.

Judge Jarecki made it plain that he would continue to sit personally in all tax-delinquent suits during the two years remaining of his term. In addition he indicated his intention of checking the records of his court for the year previous to his election as county judge in 1923 so as to take in the entire period of the statute of limitations, which would expire next fall.

Assistant Finds Discrepancy.

Credit for revealing the matter was given to County Treasurer Carr and County Clerk Sweitzer by Judge Jarecki. Mr. Carr, upon learning of the apparent irregularity of the record through Assistant Treasurer Lindheimer, instructed the latter to lay the entire situation before the county judge after apprising Mr. Sweitzer of the erroneous record.

"As far as Cook county is concerned these cases have all been cleaned up, the record corrected and the difference between the sums sued for and amounts paid under authority of those erroneous orders made good by the taxpayers," said Treasurer Carr. "We have served notice on everybody concerned by this action that taxes can't be fixed in the county treasurer's office, although it is a big office and it is possible perhaps occasionally to put something over on us temporarily."

To neither Mr. Carr nor Mr. Lindheimer did the delinquents' agent, Frank Nibbe, admit any complicity in "fixing." In the case of Wurster County Clerk Sweitzer said he was "not prepared to charge any one with dishonesty."

"In my view the whole thing has been washed out satisfactorily and the door has been closed to a repetition of such occurrences," said Mr. Sweitzer. "To say the least the records were kept in careless fashion. I am not prepared to charge any one with dishonesty, and the calling of the matter to public attention should serve a good purpose in warning taxpayers who are solicited by 'fixers' that there can be no guarantee given that taxes thus reduced will remain so."

Wurster, he added, informed him before the exposure that he intended to resign and enter private business.

Digitized by Google

Milwaukee School Board Refuses to Extend Platoon

Unanimously Votes It Down

Reports in the Chicago papers that the Milwaukee School Board had been elected on the platoon issue prove to be an error. Only one member of the Board running at the recent election favored the platoon and her large vote is accounted for by Milwaukee people by the fact that she was the only woman running. Milwaukee has only one platoon school and the extension of the system was unanimously voted down at a Board meeting held on May 21. The Milwaukee *Leader* of May 22 reports the discussion of the subject at the Board meeting as follows:

Platoon Plan Extension is Not Favored

Principal Thomas Boyce won his fight to continue his platoon school experiment in the Cass Street school before the special meeting of the School Board Thursday night, but an attempt to extend the plan to the Hanover Street school proved a dismal failure, the plea of Principal W. F. Hein, ostensibly indorsed by his entire staff of teachers, being defeated.

Incidentally, Director Meta Berger and Miss Ethel Gardner, president of the Milwaukee Teachers' Association, defeated in their efforts to have the entire platoon system fight formally discussed in the committee of the whole, achieved their purpose by indirect means and thus were able to get the opinions of Miss Gardner and Miss Clara Manthey, teachers' representatives and signers of the minority report on the platoon school inspection trip a year ago, into the record.

Calls It Success

Principal Boyce calls his plan the "rotary" plan.

Mr. Boyce says his "rotary" plan is an unqualified success and that what he asks now is not an extension of time for experimenting but an extension of time for "developing" the plan.

It was a resolution of Director Berger, adopted by the Board Thursday night, that gave Mr. Boyce what he asked.

Thursday night's meeting was a snappy, interesting session throughout.

Wanted Issue Opened

Mrs. Berger took the stand that the entire platoon system controversy should be opened up for discussion.

Director Sherman, the only member of the platoon plan investigating committee present who signed the majority report favoring adoption of the platoon plan here, held that the call for the special meeting was not broad enough to include such a discussion.

Mrs. Berger held that her resolution to give the Boyce plan a further trial for at least three or four years could not be discussed intelligently aside from the entire problem.

Director Waldemar Wehe sought to hurry matters along by moving to grant the request of Principal Boyce.

Mrs. Berger got a laugh by offering as a substitute a motion to proceed with an open discussion of the majority and minority reports on the platoon system.

The chair asked if it was desired to hear Mr. Boyce.

Mrs. Berger got another laugh, in which Mr. Boyce joined, by answering "No."

Miss Gardner Protests

Miss Gardner then asked that she be given the privilege of speaking later, as one of the signers of the minority report on the platoon plan, and said she desired at this time to register a protest against continuance of the rotary plan at the Cass Street school and against providing building additions there designed specifically to further the rotary plan.

Principal Boyce having stated that he was prepared to submit a brief report on the results of the first year under his plan, Director Walter Alexander called for that report and Boyce took the floor.

He insisted that last year had been the Cass Street school's most successful year since he had been its principal, that the records showed the children had lived better school lives, had never before given such attention to the "3 R's," that they had read 23,000 books during the year and that teachers, pupils and most parents were alike enthusiastic over the plan.

Miss Gardner than took the floor.

Shows Thorough Probe

Disclaiming any personal animus in opposing the plan, she said, in effect:

"So far as I know the invitation to Miss Manthey and myself to serve on the committee that investigated the platoon plan in other cities was the first time in history that two ordinary teachers ever were taken onto a similar school board committee. Therefore we took the privilege very seriously and investigated as thoroughly as was possible, even remaining in Detroit after the committee finished its work to get first hand information that was not cut and dried for us by Detroit officials interested in sending forth good reports of the platoon system. I even spent six weeks in Teachers' College, Columbia University, last summer pursuing the study further under Dr. Kilpatrick, and I have continued that study under Dr. Fitzpatrick in Marquette University throughout the present school year.

Convinced On Stand

"As a result of all this intensive study I am more than ever convinced that Miss Manthey and I were right in the stand we took in the minority report. Everyone now admits that we have a platoon school in Milwaukee despite the disguised name, and we believe it has proven our claim that the platoon plan is not an educational, but an administrative device. It may interest you to know that 15,000 copies of the minority report have been circulated among edu-

Digitized by Google

cators throughout the country and that it was used as a textbook at Columbia University.

"We have been assured by leading educators the country over that our stand is sound and we wanted the teachers' organization and its representatives in the controversy on record. That is why I wished to speak tonight."

Director Alfred Hiles Bergen asked: "Do you think Detroit and Cleveland are headed for ignorance because they have adopted the platoon plan?"

Shows More Opposition

"Not only educators but leading administrators in other lines declare the plan unsound pedagogically," said Miss Gardner, "and, incidentally, Cleveland has not adopted the platoon system."

"Oh," muttered Bergen.

Miss Gardner made it clear that she did not oppose necessary additions to the Cass Street school, but merely opposed additions designed solely to perpetuate the rotary or platoon plan.

"Children," she declared, "are too precious to be experimented with along wrong psychological and pedagogical lines."

Answering another question, she stated that she found platoon schools in some of the "better districts" in Detroit, but that mostly they were in the poorer districts, where the pupils were children of foreigners and of the laboring class. "These experiments usually are tried out on the poorer people first," she added.

Bergen Again Loses

Director Bergen got another rebuff when he tried to make Miss Manthey admit that teachers in the traditional schools had too many subjects to handle to do any of them well, while teachers under the platoon plan could specialize.

"How many subjects do you teach in the traditional school" he demanded belligerently.

"One," replied Miss Manthey imperturbably. "We teach just one thing—living."

"Oh," said Bergen again, and subsided for the moment.

Mr. Bergen sought solace in a reversion to the music angle, declaring the children in the Boyce school were ready for the recent May festival while the children in some of the traditional schools were not. There were calls for a vote on the Wehe motion, which was really a motion to adopt the Berger resolution, and the motion was passed by a viva voce vote.

(This resolution gave further time to experiment on the platoon in the Cass school.)

Over in Short Time

The request for permission to extend the rotary system to the Hanover Street school was quickly disposed of on motion of Director Berger that the request be denied at this time. The general opinion in the brief discussion was that no extension of the plan is advisable until further trial has been given it at Cass Street.

Letter from Milwaukee

From a Milwaukee teacher: We have won a decided victory in that we have stopped the extension of the platoon in Milwaukee. The Board appears to be heartily sick of the matter and the two assistant superintendents who favored the platoon did not show up at the special meeting called for the purpose of discussing the question. The statement in Chicago papers is absolutely false in regard to the election of "Pro-platoonites" to the Board. There was very little interest in the election and the platoon was not made an issue. Gertrude Sherman was the only candidate who had stood for the platoon who was elected and her large vote is accounted for by the fact that she was the only woman running.

How to Go to the N. E. A.

The Chicago division of the Illinois Teachers' Association authorizes the following:

The National Education Association holds its annual meeting in Indianapolis, Indiana, June 28 to July 3, 1925.

A round trip ticket from Chicago to Indianapolis (time limit June 25 to July 10) may be secured for $9.93 on presentation of "Indentification Certificate."

The Illinois Teachers' Special Train will leave from the Dearborn Station, Sunday, June 28, at 12 noon, standard time, over the Monon Route. If you wish to go on the "Teachers' Special" please communicate with Mrs. Bertha S. Armbruster, 4152 West End avenue, who will furnish identification certificates and make parlor car reservations ($1.13 additional). For hotel rates see May issue of N. E. A. Journal.

The influence of the Class Room Teacher is increasing in the N. E. A. but it is not increasing fast enough. With ninety per cent of the dues-paying members from the class room the delegate body should show at least a majority from that group but it nowhere approaches this. However, while the business meetings of the N. E. A. are open to delegates only, the department meetings are open to all members.

The Department of Class Room Teachers which, naturally, is the largest has on its program discussions on Teacher Participation in the Determination of Policies, Teacher Rating, and the Function of Teachers' Organizations.

Chicago should be well represented at this convention and all teachers who can do so are urged to attend.

Joliet Defeats Tax Increase

Joliet, for the second time, voted down an increase in the school tax-rate, June 9. At a school election in January a proposal to increase the tax rate for school purposes from $2.75 to $4 was voted down. A statement from Superintendent H. Ambrose Perrin published in the Joliet Herald-News of June 3 explains the situation resulting from this:

"We have agreed to cut out part of the manual training and domestic science and to suspend some

Digitized by Google

of the kindergartens. Even with savings all along the line we face an indebtedness of $225,000 at the end of the fiscal year, July 1."

Certain elements in Joliet, notably the labor organizations, opposed the increase in the tax rate, insisting that the assessments on property are far too low. As a revaluation cannot be had under the benighted tax laws of Illinois until 1927, another special election was held on June 9, to increase the tax rate for educational purposes only, from $2.00 to $2.65, and this was defeated by a majority of 1,643. Only 897 voters came out to favor the increase, while 2,540 voted against it; 20,000 stayed at home.

Ruinous Retrenchment

A drastic retrenchment policy is now the program in Joliet. As the Joliet teachers have no Tenure Law teachers in all the Kindergartens, and many Manual Training and Household Art teachers will not be re-elected because this work below the seventh and eighth grades will be eliminated, automatic increases will be suspended beginning in September. No more buildings will be erected, only necessary repairs will be made and the janitor service will be cut down. Schools may be run only half-day. The "fresh air" rooms for undernourished children will remain open, but charity will be depended upon to feed these children. Sick leaves for teachers (ten days yearly without loss of pay) will be abandoned.

The situation affects only the elementary schools. The high schools have a separate Board of Education and a separate tax which affords ample funds.

House Bill 603

Introduced by Mr. O'Toole, May 12, 1925.

Read by title, ordered printed and referred to Committee on Education.

A BILL

For an Act to amend Section 128 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

SECTION 1. Section 128 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended, is amended to read as follows:

Sec. 128. Each city having a population exceeding one hundred thousand inhabitants shall constitute one school district which shall maintain a thorough and efficient system of free schools, which shall be under the charge of a board of education, which shall be a body politic and corporate by the name of "Board of Education of the City of.....," and by that name may sue and be sued in all courts and places where judicial proceedings are had. The said board of education shall consist of eleven members, to be [appointed by the mayor, with the approval of the city council] *approved and appointed by the city council upon the recommendation of the mayor* three of whom shall be appointed for the term of one year, two or whom for the term of two years, two of whom for the term of three years, two of whom for the term of four years, and two of whom for the term of five years. Thereafter, at the expiration of the term of any member of said board, his successor shall be appointed in like manner, and all persons thus appointed, and their successors, shall hold office for the term of five years from the first day of May of the year in which they are appointed; *Provided, that the term of any member, or members, of said board of education may be terminated by a majority vote taken at any regular meeting of the city council of said city after notice given to all members of said city council at least six days before the meeting. Such vote may be taken upon motion of any member of said city council, and must be taken upon receipt of a petition therefor signed by such a number of legal voters of the city as will aggregate not less than five per cent of all votes cast for mayor in the last preceding election of mayor.* Any vacancy that may occur in the membership of said board of education shall be filled through appointment by the [mayor, with the approval of the city council,] *city council upon recommendation of the mayor* for the unexpired term. If any person so appointed shall fail to qualify within a period of thirty days after his appointment, the office shall be filled by a new appointment for the unexpired term: *Provided, however,* that in such cities wherein at the time this law shall go into effect there are members of a board of education holding office by appointment, such members shall continue in their office until eleven persons have been appointed and qualified as members of said board of education under this Act.

To be eligible for appointment to the board *of education,* the person must be at least thirty years of age and a citizen of the United States, and shall have been a resident of the city for at least five years immediately preceding his or her appointment. Permanent removal from said city by any member of said board during his or her term of office shall constitute a resignation therefrom and create a vacancy in said board. Members of the board of education shall [serve without compensation] *be compensated for their services on said board at the rate of Ten Thousand Dollars ($10,000) a year, to be paid from the moneys derived or to be derived from the general tax levy for educational purposes.* They shall not while serving as such members, hold other public office under the federal, state or any local government other than that of notary public or member of the national guard, and by accepting any such office while members of the board of education, or by not resigning any such office held at the time of being appointed to the board of education within thirty days after such appointment, shall be deemed to have vacated their membership in such board.

No power vested in such board of education or any of its officers, agents or employes shall be exercised by the city council of such city.

NOTE: Words in brackets in the above Bill are words in the present law which are not a part of this Bill.

Digitized by Google

(Continued from page 52)

Now, that is what you have when you have a very few people on an unpaid Board. Personally, I am opposed to it.

I think the item of $110,000 which will be required to pay the eleven members is a small item when you see the way things are done in board meetings. I have been sitting there for twenty-five years attending those meetings and we have a stenographic report of those meetings for the past nine years, and they make very interesting reading when you see how they spend thirty minutes discussing whether they will take one style of opera chairs or another between which there is a difference of fifty cents a chair involved, and then dispose of the interests of the children affecting ten or twelve schools in less than a half minute; I think you would realize there should be some responsibility somewhere on some people in this city for these policies adopted in the schools, and I think $110,000 or $70,000, whether you expend one or the other, is a small item in fifty or sixty millions.

Board Members Have No Time

Take this matter of appraising school lands: That board will have a finance committee to hear the appraisals on school property, and lawyers will come in and dispute the new appraisement and they will probably hold it up for five or six years, as has been done before; but if you had a paid Board who devoted all their time to Board matters and who really knew what that property is worth, or would even take the time when we come before them and have the evidence* to show them that the appraisement is too low—they will not take enough time to let it soak into their brains—they all have their business to attend to and they want to get away and they are impatient with anybody who wants to take time, who wants to go into a matter as big as that, and we are likely to have $500,000 tied up for five or six years because nobody will take the time to look into it, because if they did they would find that those lawyers have not a leg to stand on.

We are anxious to see that the members have time to give to the business. We are glad to get ten or fifteen minutes of a board member's ear when they are dashing out of the meetings, and that is about all we do get.

I do not like the idea of just the seven members. I think the matter of $40,000 is too small to control that.

Chairman Brieske: If that is in there, or rather if that is not in there, the matter of the seven, you will approve of this house bill?

Miss Haley: Yes, I believe somebody should be responsible for what the board does. I never saw any board which thought it owed any responsibility to anybody, any board that is appointed, where the appointing power has no control over them, whether it is the mayor or the city council; they do not feel their responsibility to the people they are serving; they are too far removed from them. I think this is a good thing.

Alderman Brieske: How many school children did you say there were?

420,000 School Children in Chicago

Miss Haley: Nearly four hundred twenty thousand.

Alderman Cronson: I move as a substitute motion that this state eleven members.

Alderman Mills: Perhaps Alderman Boutell will withdraw his motion.

Alderman Boutell: I feel, Mr. Chairman, just this way about it. As Miss Haley has pointed out, of course, six constitute a quorum at the present time with the membership of the board at eleven. If you reduce the board to seven you will have four constituting a quorum. That is a difference of two members, but it strikes me if you give the members of the board of education a salary of ten thousand dollars a year you will be able to command their attendance, because if a man does not take an active interest in his duties then you are in a position where some action can be taken in the city council with reference to his removal. In other words, you have some means where you can apply the pressure and compel him to devote his time to his duties. However, I am perfectly willing to withdraw my amendment, as far as that goes. It strikes me, however, it is certainly worth a little consideration before we decide to withdraw that amendment. In other words, let it be open for discussion at the committee meeting in Springfield.

Large Board More Representative

Alderman Cronson: The larger your body is the more representative it is, the more difference of opinion you get, and the more difference of opinion you get the more likely you are to work some good out of it. If you cut it down to a smaller number you have not got the representation that you would have on a larger board and you will not have the differences of opinion.

Alderman Boutell: I know as a practical proposition that the smaller the board the more each member is acquainted with the subject matter. Where you get a larger board there is some tendency for a certain number of members to sit by and let the balance do most of the work.

Alderman Mills: You are right about that in some cases, but in a place of this size with the magnitude of the work we have here and where the number of problems are so great you necessarily must follow the advice of experts anyway. In a smaller town the argument you have made would apply, but in a place as large as this with so many interests and so many elements, as Alderman Cronson has suggested, who feel they are entitled to representation, I think eleven is not too large, from my experience.

Alderman Nelson: What is the total income of taxes received by the board of education in its education and building fund per annum?

Miss Haley: About fifty million dollars.

Alderman Clark: And we are spending about seventy-five?

*NOTE.—On July 9, 1924, in a communication from the business representative of the Chicago Teachers' Federation, the Board of Education was asked to consider the evidence here referred to, showing the value of these school lands. (See Report No. 9263 of Proceedings of Board of Education of July 9, 1924.) Further information on this matter will be given in the next issue of the Bulletin.—Ed.

Digitized by Google

Miss Haley: No, they are spending about three million dollars a year more than the income.

Alderman Clark: I thought it was twenty-five million.

Miss Haley: No, they have done that so long that it amounts to twenty this year and it will be twenty-five next year.

Alderman Nelson: In other words, they are spending $53,000,000 a year?

Miss Haley: Yes.

Amendment Withdrawn

Alderman Boutell: Mr. Chairman, I will withdraw my amendment.

Alderman Cronson: I have to go now, I am sorry I cannot stay any longer, and I want to suggest this, that if the committee goes down there that they should try to get inserted in the bill that any man eligible to hold the office of superintendent of schools, business manager or attorney for the board shall be a resident of the state for at least five years preceding his election. I will make that as a motion.

Alderman Nelson: Is there any difference of opinion on that?

Alderman Mills: I do feel, as I have said several times before, that while we have plenty of talent in Chicago, still we might be justified in going outside for it.

Alderman Cronson: There should be enough educators in the city, people possessed of the necessary qualifications without having to go outside for help.

Alderman Mills: We have had a sad experience, I will admit that.

Alderman Cronson: I do not see that there should be any reasons to go outside of Chicago. I think Chicago is the greatest city in the world, and I think you all do.

Chicago's Experience Unfortunate

Alderman Mills: Our experiences, I admit, have been most unfortunate, but nevertheless, I contend the principle is sound, and I call your attention to the fact that the Chicago Public Library never approached the influence it has had since prior to the time Mr. Legler was brought here from Wisconsin.

Alderman Clark: I am in favor of Chicago.

Alderman Nelson: I am in favor when we are seeking for the head of any public body, that it should be confined to Chicago.

Alderman Cronson: I will make that as a motion.

Alderman Clark: I will second the motion.

Alderman Nelson: So will I.

Alderman Bowler: What is the motion?

Secretary Harrah: The substance of it is that this committee thinks it advisable to suggest an amendment to the bill to provide that the attorney, the superintendent and the business manager shall have been citizens for at least five years of the city before they will be eligible for those positions.

Chairman Brieske: All those in favor signify with the usual sign.

(All aldermen present vote aye with the exception of Alderman Mills, who votes no).

The Issue: "Shortage of School Revenue"

The School Authorities Say—"Platoon the Schools"
The Teachers Say—"Stop Tax-Fixing and Tax-Dodging"

Why the Children are to be platooned

Taxable Property — 40 Billion Dollars

Property Taxed — 4 Billion Dollars

Illegally Escaping Taxation — 36 Billion Dollars

One-Tenth of the Value of the Taxable Property in Chicago Bears the Entire Tax Burden

Typical Example of Tax-Dodging by Under-Assessment

(1)—*Valuation of land comprising Palmer House Site:*

As fixed by Real Estate Appraisers for purpose of Loan..... $20,000,000
As fixed by Board of Assessors for purpose of taxation..... 7,425,000
Taxes withheld from the public treasury by illegal under-assessment 514,000

Digitized by Google

W Ju 25

"Kind Words" Number

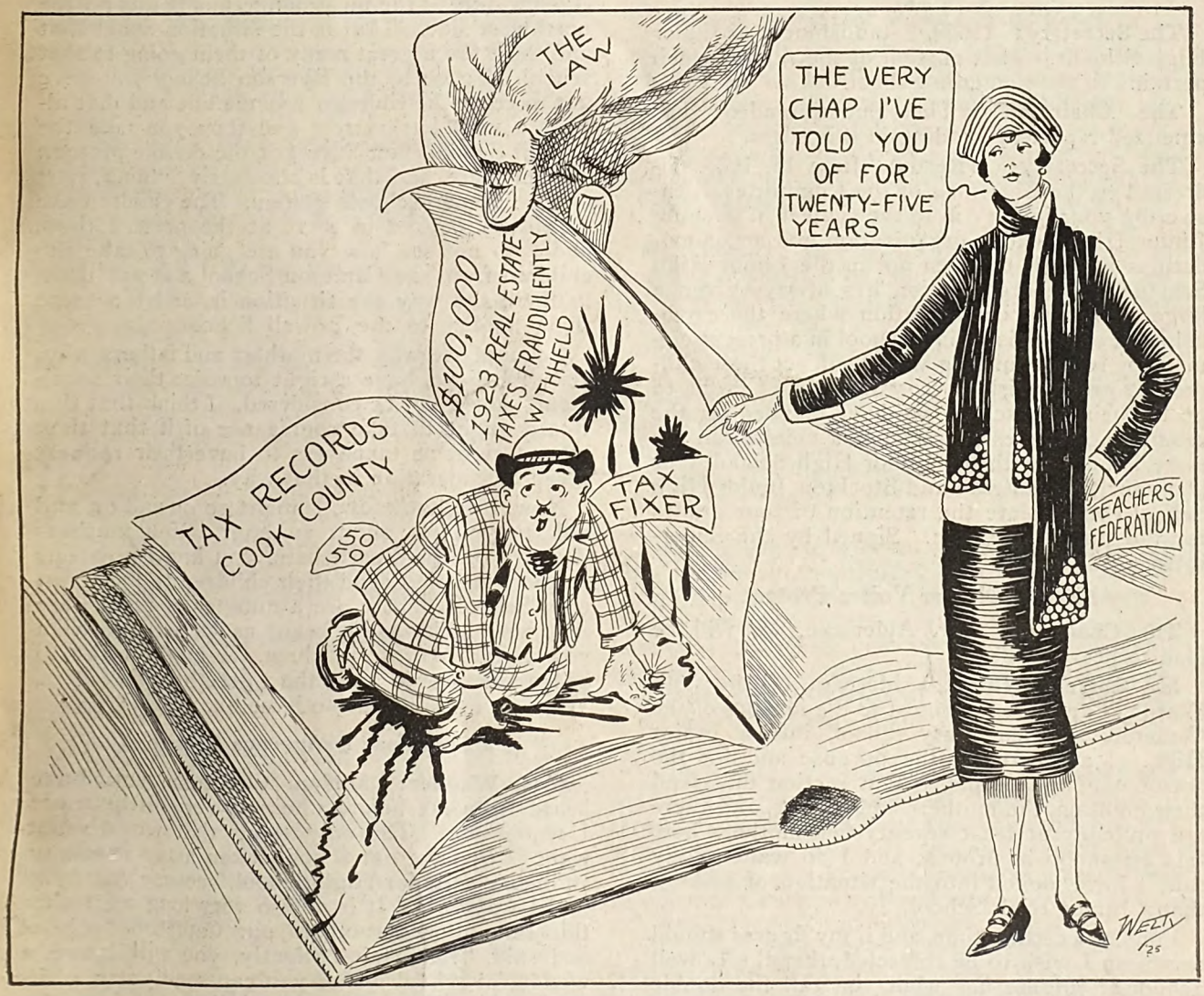
U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT NO. 3663

Margaret Haley's Weekly Bulletin

Public Library
NEW YORK CITY
100

VOL. II CHICAGO, ILL., JUNE 25, 1925 DOUBLE NO. 10 AND 11

Blotted Pages



Approximately $100,000 in 1923 real estate taxes illegally withheld since last July by reason of erroneous court orders entered by his own minute clerk, has been brought back to the public treasury during the last month as a result of action by County Judge Jarecki to break up a ring of county building "tax-fixers."—From "Daily News" article which appeared in the BULLETIN June 11.

Digitized by Google

Cameron School Patrons Protest Junior High

Hearing Before School Adminstration Committee

From Stenographic Report—June 16, 1925

Excerpts from Stenographic Report of Regular Meeting of School Administration Committee, Chicago Board of Education, June 16, 1925.

The meeting was called to order by the Chairman, Mrs. Hefferan, who presided.

Roll call showed the following members present: Mrs. Gregg, Mr. Greenebaum, Mr. Coath and Mrs. Hefferan; also, Mr. English.

* * *

(After deliberation over other matters for half an hour, the Cameron School matter was taken up at 4:00 o'clock.)

* * *

The Secretary: 11669, Establishment of Junior High Schools. That portion of the report which pertains to the Cameron School.

The Chairman: The Superintendent has amended report by sending in this letter.

The Secretary: (Reads) "June 15, 1925, addressed to the Chairman of the Committee. Answering your inquiry in re the subject of opening Junior High School, organization and accommodations for little children not in the Junior High Schools. The organization has always given a large amount of consideration where the establishment of a Junior High School in a present elementary school building would subject these children to greater risk in crossing lines of traffic to go to their new school, we have planned for the retention of classes of the smaller children in the same building with the Junior High School. Our plans for the Cameron and Stockton Junior High School contemplate the retention of four grades for the smaller children. Signed by the Superintendent."

Alderman Nusser Voices Protest

The Chairman: Mr. Alderman, we will be glad to hear from you.

Mr. Eugene Nusser, Alderman of the 36th Ward: I am here in protest to the making of the Cameron, an elementary school, into a Junior High. I am here for the purpose and for the reason that the people in that section that send their children, the mothers and fathers, and there are probably at least seventy-five mothers here this afternoon in protest, and I do want to say this, I have looked into the situation of making that a Junior High School.

I find at a certain time, and if my figures should be wrong I wish to be corrected, that the Lowell School at present has what you call the double platoon system, where there are some children to be sent from that school to the Nobel School. I am not so sure, but I would like to ask if that is the fact there? I understand the Ryerson School also has the double platoon system and for that reason that is one of the points that I object to. At the present time the Cameron School has not the double platoon system for them to go to school and the mothers are only too glad to have their children go to school you might say all day. The children are busy in school and it is no more than right. Otherwise, you are taking something away from the children, you are putting the children on the street.

Parents Should Be Considered

You take the Nobel School, you have got to cross a street car track, Crawford and Grand Avenue, one of the most dangerous points on the northwest side. That is the situation about that and there are a great many of them going to that school. To go to the Ryerson School you have got to cross the Chicago Avenue line and that also is a very busy street and then you take the Lowell School, you have got the double platoon system there, and that is absolutely I think, part of the Chicago schools system. The children are absolutely packed in there at the present time, and I do not see how you are going to take the children from the Cameron School and put them in there the way the situation is, and the same thing applies to the Lowell School.

I cannot see why the mothers and fathers who, also, I believe, have a right to voice their sentiment, should not be considered. I think that this Board ought to take cognizance of it that they have a right as taxpayers to have their request given consideration in that way.

Now, I do not know, I might go on and on and talk to you for about an hour. You mothers that are on the Board here, you know how our mothers feel that send their children to the Cameron School. There are a number of them here that would like to be heard as well and I wish you would hear from them. I might want to add a few words after they get through. Mrs. Wegner, I would like to have her speak.

Parents Fear Dangerous Crossings

Mrs. Wegner: Madam Chairman, you have heard from me before, there is very little more I would say. The only thing that we do not want is to have our school taken away from us and made a Junior High School, because we need it the way it is. It is not so very long ago that this same Board came to our Cameron School and said, "Just wait patiently, you will have a wonderful school where you can send your children, you will have a school that you can be proud of." Yes, we have, we love that school and we are proud of it.

By taking that you will compel most of the children to cross two street car tracks, that is very dangerous. Then the others will have to

Digitized by Google

walk about nine to twelve blocks to a school. You cannot ask little people to walk that distance when we have a good school. We are perfectly satisfied with our school, our teachers and principal. We have waited patiently for the school. We have built and bought our homes around there because we thought we would locate near a school. Now, when it is not even finished and you want to take it away from us after spending all that money for rebuilding. We have just begun and then there is all that money spent when you are tearing down and rebuilding where we citizens, taxpayers and voters of Chicago are satisfied, we do not want any change.

A Thousand Parents Petition

You have received our petition, almost a thousand names, I think we ought to count for something and I do really wish that you would use your better judgment and put yourselves in our position and ask yourselves as mothers and fathers, what you would do for your children, because there is not anything in the world nearer and dearer to the mother's heart than the welfare of her child. I thank you. (Applause from the audience.)

The Chairman: We have got a petition. Anybody else to be heard?

Mrs. Wegner: For information, you have a letter here from John S. Clark, the Alderman, a letter of protest.

The Chairman: We read that the last time.

Mrs. Wegner: It is not necessary to read it?

The Chairman: No.

Mr. Nusser: You also have a resolution passed at a mass meeting that we had there and I believe the Committee also sent a copy of that resolution to all the members. I believe you all received it?

The Chairman: They all received it. You all received a copy of the letter which has to do with the mass meeting, did you receive yours, Mrs. Gregg?

Mrs. Gregg: Yes, I received mine.

Mass Meeting Sends Resolution

Mr. Nusser: I might add one or two things more and there is a suggestion that I might make and that is, I believe at the present time that the Junior High School is only an experiment, it is in its experimental stage at the present time, in the City of Chicago especially. If you want a Junior High in that neighborhood, if you think that is the most logical neighborhood, I believe the people in that community there are entitled to a new High School, if you want to experiment I think that is the way to experiment, not take something away from someone, but give them something, put a high school there and then you have a solution of this matter. I think that is the only way you could satisfy the people there in that community, because otherwise there would be an uprising there certainly, there is no question about it.

Mrs. Gregg: Madam Chairman, where is the other high school selected?

The Chairman: Mr. Gonnelly, will you answer that? The nearest Junior.

Mr. Gonnelly: This site is the site recommended by Mr. Davis, the Chairman of the Building Survey, after he had made a city-wide survey, this is the location that he suggests for one of the Junior High Schools.

Mr. Coath: Madam Chairman, I have made a very careful study of this Cameron situation.

* * *

The congested condition that made it necessary to build the addition to the Cameron School is such that it has compelled the children during all this period of time to be sacrificed. I have visited the Cameron School and actually found classes of little children working in what ordinarily was a coat room. I have gone along the halls and I have found them working in the halls there. They have suffered every incovenience that any community could be asked to suffer. * * *

Board Servant of People, Says Coath

Now, while it is true we are a Board of Education and we are members of this Board, the fact still remains that we are servants. Whether we receive a salary or not, we are servants of the people and what might be a good thing for one community may not be a good thing in another.

The Chairman: May I call on Mr. Bogan?

* * * *

Mr. Bogan: Madam Chairman, I sympathize with the opposition of the parents and I can see the force of Mr. Coath's argument, but I think the opposition of the parents is based upon a misconception to a very considerable extent and I feel absolutely certain that if this Cameron proposition is abrogated today that these parents will live to regret it, that ten years hence, after their children have gone through school without the advantage of a Junior High, that they will have very serious regrets.

* * * *

I would like to refer to several points more. One of them is about taking very small children across dangerous tracks. No one is doing that. The information of the Superintendent, or recommendation, which goes far beyond the original one, takes care of that. That will take care of the dangerous crossings of the young children. I do not think that point ought to be raised again.

Furthermore, I should like to call attention, Madam Chairman, to the fact that more than a thousand of the pupils of the Cameron School cross the tracks now. If you are familiar with the Cameron you know it is almost impossible to get into Cameron without crossing the tracks at Division and Grand Avenue, you might say at the door. They have a membership of fourteen hundred to fifteen hundred. We have figures showing that more than a thousand cross those tracks.

Now I think the condition will be very much improved for these very young children and their parents with the adoption of the Junior High School. There is no proposition to throw children on the street, no proposition to have double

Digitized by Google

Platoons, anything of that kind. What we want to do is the very best we can for the children and I know that we are bringing through the Cameron Junior High School a very, very great blessing to the people of that community, and another point—

(Cries of no, no, no.)

The Chairman: (Rapping for order).

Mr. Bogan: There is no provision to have any children go nine or twelve blocks. I do not believe it would be possible to find in the arrangement any such scheme as that.

Furthermore, I would like to know the people, Mr. Coath speaks of. He says he is clamoring for a Junior High School in his neighborhood. People of the University of Chicago are doing the same thing, they are demanding a Junior High School and we think it is better to have it in districts of this kind. And again I say the Junior High School will be a great blessing to the Cameron School and that vicinity.

Mrs. Gregg: May I ask Mr. De Butts whether the Nobel School is a double school? I believe the alderman so stated.

Mr. Nusser: The Ryerson and Lowell School are double Platoon.

Mr. De Butts: The Lowell is double in the upper grades. The Ryerson has in fact double divisions in some of the lower grades.

Mr. English Speaks for Cameron People

Mr. English: Madam Chairman, I think it is much to the credit of the people in the Cameron School district that they are taking an interest in the educational problems of the city. We find very frequently the point is made by principals of schools that they do not get the co-operation that they would like to have from the people in their district.

I attended a meeting of the people in the Cameron district some few days ago and I want to say that I am heartily in sympathy with them. They are my class of people also, they live in the neighborhood, about the same kind of neighborhood that I live in and I want to say to you that our school is nine years old, that there would be the same protest coming from the fathers and mothers in that district if you were to take the school away from us and, being a father myself, I probably would make that protest in having my children taken away from that school.

Calls Repression "Wrong Method"

I would not touch upon the transportation in the neighborhood, the dangerous crossings which are an argument in regard to the Junior High School, but I want to say to you that it is a wrong method that we are using in bringing about the Junior High if we wish to make it popular. We are not going to popularize these things by an attitude of repression. If the Board of Education has a good proposition, if the Junior High School is going to be a blessing, let us convince the people of that. Let us go to the Cameron School district and tell these people by logical argument that it is for their benefit that we should take this school away from them. They are the people that are to be convinced because it is their children attending school and, as has been said this afternoon, the Board of Education is a servant of these people and it should not issue orders upon them that will bring about a spirit of hostility, because it is the people of Chicago whose co-operation we want and we need.

I do not believe that the board of Education is going to serve its best interests, or is going to serve the best interests of the people that we serve by summarily ordering the establishment of this school, contrary to the wishes of the parents and children attending that school. I say, that if it is a good thing we need not have any fear of going before these people and saying to them that it is a good thing. In the meantime, I do not believe that we should go and take the school away from them against their protest.

I think we are using the wrong method and I think that we should give it far more serious consideration before taking definite action.

I am in sympathy with the people who were attending the meeting in the Cameron neighborhood and who entered a protest against taking it away and changing it into a Junior High.

Mr. Greenebaum: May we hear from Mr. Gonnelly?

Fear for Their Little Children

Mr. Gonnelly: I attended the meeting Mr. English spoke of and that the alderman attended the other evening. I went out on Mr. Bogan's direction and I carried back to Mr. Bogan the information imparted to me at that time. I saw there was a great fear on the part of the people in regard to taking their smaller pupils away from that school. I mentioned that to Mr. Bogan, reported that to him, and also to Mr. McAndrew. Both of them said to me, "Go back and see if you can figure out any way in which we can care for the smaller pupils." We have done that.

A group has come down this afternoon and, Madam Chairman, if I may say, they are under a misapprehension. We are not proposing to the Board of Education that the school be taken away from them. We are proposing that the school be used to better advantage than it has been used. We are proposing in our plan that we have drawn up these things. We are proposing about fifteen class rooms and we have the numbers here, be retained to take care of the kindergarten and grades one and two. We are planning that certain rooms be changed into shops for boys and girls, or a room for mechanical drawings, music room and so on.

* * *

Mr. Gonnelly: I attended the mass meeting at the Cameron School the other evening and we have tried to take into consideration the points that have been considered this afternoon and we feel that this suggestion here meets those evils.

I might say one thing further. At present the Cameron School has two or three vacant rooms in it and there is space in the basement which can be fitted up for seven shops so that nine more

(Continued on page 79.)

Digitized by Google

Proposed Cut In Teachers' "Sick Pay"

Recommended by Industrial Engineers Employed by Board of Education

(From Report of Griffenhagen & Associates, Ltd., presented to the Board of Education, June 10, 1925, by the President in communication H-11887 and referred to the Committee on Finance. The section of the Report here reproduced is that commented on in the public press of June 13th and thereafter and referred to herein on page 72.)

* * *

Attendance and Time Record—Comments: Perhaps the most striking facts disclosed by the present study are the almost entire absence of any positive time records at the schools, and the apparent laxity in the matter of attendance control. The situation with respect to absences is discussed under the following heading. Under the present conditions there is no auditing of the payroll statements as to teachers' attendance and no audit is possible. The principal's office has the first and last word on the correctness of attendance statements. Payrolls are audited and approved which are suspected for good reasons, and which sometimes are definitely known to be incorrect in their statements of time. Teachers have been known to be absent on certain dates and to be reported on the payroll as present on duty on the same dates, but no cognizance was taken of the fact because existing custom and tradition with respect to payroll procedure apparently holds the Secretary's payroll division or the Auditor's payroll audit division free from any responsibility whatever for the accuracy of the payrolls in respect to attendance. The likelihood of the unreliability of the attendance statements is further exemplified in the case of substitutes. The preparation of the substitutes' rolls necessitates the assembling, in the Secretary's office, of each substitute's attendance at all schools where she had substituted during the pay period, and frequently a substitute is reported as having been on duty at two different schools at the same time and on the same date.

Attendance and Time Records—Recommendations: It has been found in almost all fields of employment that many who are scrupulously honest in every other respect have little or no compunction in accepting salary payments to all of which they are not entitled because of absence from duty, tardiness, or other causes which need not be enumerated here. Facts brought out in the present study make it appear that in this respect certain teachers are in no way different from members of any other class. As teachers' salaries are supposed to be paid only for punctual and regular attendance on duty, recognition of the necessity for and the importance of a formal and uniform time-keeping procedure in the schools cannot justly be regarded as any reflection on those teachers who are regular in attendance. The most simple method of noting punctual and regular attendance and of building up a time record which can be regarded as a satisfactory voucher for the payroll is to require each employe to record his or her time of arrival immediately upon arrival for duty and similarly to record the time of departure. If there is a break during the day the time of return to duty should be similarly recorded. These original records should then be summarized on attendance reports for each pay period. The attendance reports should be fully certified by

a. The individual under whose direct supervision the original time records are kept,
b. The individual responsible for the preparation of the reports,
c. The head of the payroll unit, who, in the case of the school is the principal.

It is recommended that each school be required to keep such original time records and that all teachers be required to record thereon

Time of arrival for duty.

Time of return to duty after luncheon.

Time of departure at close of day.

The number of pupils taught,

and that the original time records be summarized on attendance reports as above described. The exact form of the records and suggested procedure for maintaining them is hereinafter described under the outline of a recommended payroll procedure.

Allowances for Absences—Comments: An analysis of the reasons on the payrolls for absences discloses the fact that absences attributed to causes other than illness are practically negligible. It is believed that this condition is due to the operation of Section 5, Article 8 of the Board Rules which is as follows:

"Teachers when absent from school shall forfeit their salary during the continuance of such absence, except when the same is occasioned by the sickness of the teacher, or by the death of a relative. In such cases, a teacher or principal in the elementary schools shall forfeit two dollars ($2.00) per day; a teacher or principal in the high schools two and one-half dollars ($2.50) for each day of such absence, not exceeding ten school days. In case of **serious illness** of a teacher continuing after an absence of two weeks, a refund consisting of the difference between the amount of the teacher's salary and the amount paid the substitute shall, upon written order from the Superintendent, be paid the teacher for a period of ten consecutive weeks following the close of the absence of the first two weeks. No deduction from salaries shall be made when 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, or in any case in which the State of Illinois, or City of Chicago, or any department of said state or

Digitized by Google

city, is a party, or in civil cases in which the teacher is subpoenaed, but is not interested in the outcome of the litigation."

There is evidence that the privilege of two weeks absence with no greater penalty than the deduction of $2 or $2.50 per school day has been very generally abused with a consequent abnormal loss of time at an enormous cost to the Board. The imposition of a small penalty for absence due to illness may in fact be said to have encouraged absenteeism, as it is generally known that many teachers assume the attitude: "I am paying for my absence and there is therefore no reason why I should not be absent." This attitude is of course wholly unreasonable, because the Board stands the big burden of the loss, but it illustrates the inadequacy of a comparatively small penalty. Remedial measures will be discussed in the next section.

That there is an abnormal loss of time atributed to illness "not exceeding ten school days" is supported by an analysis of the March payrolls which shows the following result:

11,961	Number of regular teachers on the rolls during March.
3,592	Number of teachers absent during the month due to illness not exceeding ten days.
30%	Percentage of total teaching force who were reported ill during the month for periods under ten days.
2.63	Average number of days absent per teacher.
9,354	Total number of teacher-days lost during the month due to illness not exceeding ten days.
2.75%	Percentage of teacher-days lost due to illness not exceeding ten days.
$97,179.30	Net amount paid for time lost during the month to illness not exceeding ten days (equals $116,598.80 less the $19,416.50 deducted from teachers' salaries).
$68,312.00	Amount paid to substitutes for absentees.
$10,596.00	Amount paid during March for the serious illness in excess of two weeks.

The April and May payrolls reveal an even higher percentage of absences due to illness than that disclosed by the March rolls. An examination of the payrolls for a school year discloses the fact some schools have a consistently large number of absent teachers and that other schools have a comparatively striking consistent record of good attendance on the part of teachers. This would appear to indicate that attendance can be controlled where the principal exercises close supervision over his staff, and maintains an attitude of disapproval towards habitual absentees.

That this abnormally high percentage of total time lost is probably due in a considerable measure to abuse of the absence privilege for a period not exceeding 10 days is supported by numerous examples which could be cited. For example, a teacher paid for two weeks' illness was long afterwards reported as having been married on a date within the period she was recorded as being absent due to illness. There is also a very general belief that absence due to illness within a ten week period is absurd. Teachers on illness leave of absence found it possible to attend to their personal business affairs and proceed on long travels in apparently good health.

No medical certificate or even personal certificate are required from applicants for leave of absence due to illness. Advice of leaves of absences are not forwarded promptly to the payroll division and the payroll audit division by the superintendent's office. Cases were noted where the advices or leaves of absence reached the auditor three or six weeks after the leaves had been granted. Some such advices carried scores of names.

According to the rules of the board, the superintendent has authority to place on the unassigned list teachers who remain absent without leave of a period in excess of two weeks. Teachers on the unassigned list are not entitled to pay. The payroll and payroll audit division, however, are not notified promptly when teachers are thus placed on the unassigned list with the result that teachers are often paid when they are not entitled to pay.*

*For example, a teacher in an elementary school was reported under date of March 11, 1925, as being placed on the unassigned list as of December 8, 1924—approximately three months after action had been taken. On December payroll the principal of the school reported this teacher as having been present 10 days and absent 10 days. The payroll division not having any information to the contrary, paid for 10 days' full attendance and 10 days' illness which amounted to $105. Later under the date of March 16, 1925, the office of the superintendent approved an application for sick pay for the period January 5 to February 27, 1925, inclusive. The payroll division placed the name of this teacher on an illness payroll dated March 17, 1925, for $234. Payment of this amount was stopped by the payroll audit division because they had received advice that the teacher had been placed on the unassigned list. Had the notice placing the teacher's name on the unassigned list been delayed only a few days more, the $234 payment on the illness payroll would have been made.

Not only is information as to the amount of absence in commercial enterprises not abundant, but absences depend so much on the working conditions and the working force that it is not possible to obtain any rate which could fairly be compared with that in the teaching force of Chicago.

In an office force of some 2,000 employes of a large Chicago company (8 hours a day, 2 weeks vacation) the average rate of absences *for all causes* is reported as follows:

1921, 1.79%; 1922, 1.73%; 1923, 1.75%.

It has been computed that in industrial concerns temporary sickness accounts for the loss between 1.28% and 2% of the scheduled working time. These rates are fairly consistent for all industries. A loss of 2% in the scheduled working time generally indicates an unusual health condition due to some epidemic. The rates here quoted are based on the total number of hours absent out of the totaal scheduled working hours. Absence due to temporary illness is defined as absence due to illness of not over six months duration.

Seven sickness surveys made by the Metropolitan Life Insurance Company and covering 519,197 white people *of all ages*—285,035 males and 294,162 females—revealed 10,878 persons sick and unable to work, a ratio of 1.8%. The conclusion arrived at as a result of this survey are summarized as follows:

"These persons lost, on the average, 6.9 days per year—6.8 for males, 6.9 for females, based on a 300-day year.

"If these rates hold true for the total industrial population of the country, it may be said that, broadly speaking *over two and one-half per cent* (2.5%) of American wage-earners are constantly so sick as to be incapacitated for the ordinary pursuits of life.

"Of those who were sick at any one time, at least four-fifths were so sick as to be disabled for work.

"The main causes of illness were in all localities the same, viz., external violence, rheumatism, influenza, and other epidemic diseases."

The rate of absence in the board's teaching force in the month of March for periods of illness less than 10 days is about 2.75 per cent (arrived at by dividing the number of days lost for these short periods by the total number of teaching days in the month). The average loss of time due to prolonged illness that the board pays for in part (in excess of the substitute's salary) is about .60 per cent, a total of 3.35 per cent for illnesses of all kinds. If this rate were extended through a 300 day year it would mean a loss of about ten days for each teacher as against an average for the whole female working population that has been estimated to be 6.9 days in a 300 day year. In other words, the rate of illness absence for school teachers is about 43 per cent higher than the average for all classes, if the statistics quoted can be considered reliable. Considering the five-day week, two month vacation, and the short hours it seems to point to over-statement of the number of absences due to illness rather than to a greater prevalence of bad health.

Allowances for Absences—Recommendations: The enormous time and monetary losses sustained by the educational system due to absences which are believed to be in part unnecessary, render the question of attendance control one of the most important of the present study. It has been pointed out above that temporary absences classified as illness for a period not exceeding two weeks is the cause of an abnormally high absence rate. At first sight it would appear that this high rate of absence is due to the fact that the deductions for absence during temporary illness are too low in relation to the salary rates and that the absence privilege is abused because the small losses in salaries are not felt by those who choose to absent

Digitized by Google

themselves. This is undoubtedly one of the reasons but it is not believed to be the only or even the most important one. An important factor is the stress that has been placed on the idea that the deductions are made as a penalty for absence and the suppression of the fact that teachers during temporary illnesses are handsomely paid, with the apparent result that those teachers who have abused the privilege have adopted the attitude that they were paying for their absences and failed to realize that they were in reality obtaining and accepting money during a time when they were giving no service. Moreover, no personal certificate and in some cases no positive statements have been required from teachers absent due to illness, and payments of salaries less illness deductions have been made where it was not definitely known why the teachers were absent. The Education Department does not appear to have given much, if any, concentrated attention to attendance control and the high rate of teachers absences as disclosed by the payrolls has not been officially brought to the attention of the superintendent. Regular attendance on the part of teachers does not appear to be considered in connection with efficiency ratings which in any case, under the present system of automatic salary increase without relation to merit, are of very little concern to a large number of teachers.

It is not believed that the remedy for the abuse of the absence privilege lies solely in increasing the salary deductions. Generally speaking, a large deduction may to a certain extent give encouragement to the view that the absence is paid for and that the employe's moral obligation to his employer is discharged. Then too, the conscientious employe with an excellent attendance record is, in the event of real illness, penalized just the same as the shirker, which is most unfair. It is believed that some form of control, in addition to larger salary deductions, is required and the following measures are recommended: That Article 8, Section 5, of the board's rule be amended to provide:

(a) That salary deductions in case of temporary illness shall be as per the following schedule:

Annual Salary (200 days)	Equivalent Day Rate (Maximum)	Amt. of Daily Deduction	Per Cent Deduction
Up to $1450	Up to $ 7.25	$3	Down to 41.4
$1451 to 1950	$ 7.25 to 9.75	4	55.2 to 41.0
1951 to 2450	1.75 to 12.25	5	51.3 to 40.8
2451 to 2950	12.25 to 14.75	6	48.9 to 40.7
2951 to 3450	14.75 to 17.25	7	47.5 to 40.6
3451 to 3950	17.25 to 19.75	8	46.3 to 40.5
3951 and up	19.75 and up	9	45.6 & down

(b) That all teachers who are absent from duty on account of illness be required to furnish personal certificates on a form prescribed by the superintendent and approved by the board, such certificates to state the cause of illness, whether or not confined to their homes, and whether or not the physician was employed, and contain an application for illness pay for the number of days of absence.

(c) That a teacher or principal who fails to furnish such a certificate shall forfeit his or her salary for the period of absence attributed to illness, the absence to be recorded and treated as absence without leave.

(d) That there shall be maintained at each school a permanent record of teachers' absences for all cases and a record of tardiness and that a summary of each teacher's absences and tardinesses be embodied in the principals' efficiency reports to the superintendent.

(e) That after a lapse of one year from September 1, 1925, teachers who are shown to be habitually absent for short periods owing to temporary illness shall forfeit their salaries for the periods of absence due to illness during the next ensuing year, specifically that each school principal shall at the close of the school year in June, 1926, and yearly in each June thereafter furnish the superintendent the names of those teachers who have been absent 20 days or more in the school year on account of temporary illness and that after approval by the superintendent such lists shall be forwarded to the secretary and auditor and shall constitute sufficient authority for the withholding of salaries as above provided.

(f) That during the school year there shall be submitted to the board at its second meeting in each month a list of all teachers who were absent due to temporary illness during the previous school month and that such list show—

The name of the teachers
The schools at which employed
The number of days absent.

That list to be published in the board proceedings.

(g) That a monthly statement be submitted to the board in connection with the above list showing the total salaries paid by the board for absences due to temporary illness for—

1. The previous month.
2. The period for the beginning of the school year to the end of the last month.

In the case of extended illness of a teacher continuing after an absence of two weeks, it is recommended that the teacher shall be paid for an additional period *not to exceed* 10 weeks (or some other period that may seem better) at an amount equivalent to the difference in his or her salary and the salary for a substitute for the same period; that in such cases a personal certificate or a medical certificate in lieu thereof, if a physician is employed, shall be forwarded before the close of each pay period to the superintendent through the principal of the school at which the teacher is regularly employed; that after approval by the superintendent such certificate shall be forwarded promptly to the payroll and payroll audit division and shall constitute sufficient authority for the payment of salary as above provided.

Absences for causes other than illness as has already been stated, are practically negligible. If, however, a policy of strict attendance control is decided upon it is not inconceivable that absences reported for reasons other than illness will materially increase. It is, therefore, considered advisable that fractional day leaves with pay should be provided for in order that employes may attend to important personal affairs. All absences should as far as possible be accounted for by leaves of absence and absences without leave should be regarded as serious offenses. It is therefore recommended that Article 8, Section 5, of the board rules be further amended to provide:

(a) That no teacher shall be absent from duty for any cause other than illness, without leave of absence.

(b) That principals be empowered to grant fractional day leaves to enable teachers to attend to important personal affairs. Such leaves shall also be recorded on the efficiency reports. (Doubtful.)

Legislature Passed These

The following bills were passed by the Legislature:

1. House Bill 521 providing for the compulsory retirement of teachers, principals, district superintendents and members of the Board of Examiners at the age of 70—beginning next September, however, with those at 75 and following the next year with those at 74, etc. An annuity of $1,500 besides the pension is provided.

2. House Bill 638 providing that non-contributors to the Pension Fund may become contributors on the same terms as contributors, provided they make these contributions prior to July 1, 1928.

Both these bills await the signature of the Governor.

Senate Joint Resolution No. 4 was passed as amended by the House. (See the last issue of the Bulletin, page 56.) This resolution must be placed on the ballot in November, 1926, and must receive a majority vote of all votes cast at that election for members of the Legislature.

"What have you done for Chicago this year?" was one of the questions in the Reading and Writing Exercise sent out to Eighth Grade classes last week by the Superintendent of Schools. "I peddled SOS calls to save the Cameron School from being turned into a Junior High," was the answer of one of the boys.

Digitized by Google

MARGARET HALEY'S WEEKLY BULLETIN

MARGARET A. HALEY . . . . . Editor and Publisher

MARGARET HALEY'S WEEKLY BULLETIN is published weekly during the year, excepting the months of July and August, and the last week of April and December, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Three Dollars per year, One Dollar for 3 months. Single copies, 10 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Building, 127 N. Dearborn St., Chicago

Phone Central 3904

La Follette Gone

In the death of Senator Robert M. La Follette the common people lost their feared and fearless leader, who, through ill repute and good, fought on and on for their political and economic freedom.

Senator La Follette understood and sympathized with the fight of the Chicago Teachers' Federation against the "factoryizing" of the schools.

The Federation sent a delegation to the special funeral train as it passed through Chicago and placed thereon a tribute of affection.

To lift high and carry forward the banner which La Follette has laid down—this is the duty of the hour.

The teachers will be interested in the following excerpt from the *Herald and Examiner* of June 22 taken from the article describing the funeral of Senator La Follette in Madison:

TEACHERS' TRIBUTE SELECTED.

Wagon loads of floral tributes had been received at the Capitol during the night and all through the forenoon. In such a profusion of offerings only two could be selected to rest against the casket.

Final choice fell to the large basket of roses, lilies and gladiolas sent by the Chicago Teachers' Federation, which was placed at the head, and the magnificent wreath that bore the card of President Calles of the Republic of Mexico, which was banked against the foot of the catafalque.

Banked almost ceiling high in the corridors were floral tributes, the donors of which represent all sections of the country and all classes.

There were modest little handfuls of home-grown flowers, such as old fashioned pinks and little yellow roses that came from some child's garden, and there were loads of great wreaths and floral designs of rare beauty.

The Chicago Daily Journal carried a similar reference.

Teachers Protest Charges Made by Industrial Engineers

(See Report on pages 69–71.)

June 23, 1925.

To the Honorable the Board of Education,
City of Chicago.

Ladies and Gentlemen:

The Chicago Federation of Women High School Teachers and the Chicago Teachers' Federation protest against the wholesale charge of dishonesty made against the public school teachers of Chicago and reiterated in the public press during the last week based on a report made by a firm of industrial engineers employed by the Board of Education.

These newspaper articles are the first and only information concerning this report available to date to the teaching body whose integrity and honesty have been publicly assailed. Coming as this report does at the close of a school year of unprecedented hardships for teachers, including a "Flu" epidemic, this report is not only unjust and unfair to the teaching force of Chicago, but an injury to the school children in undermining their confidence in the integrity of their teachers.

On behalf of the teaching force we respectfully request opportunity for a full, fair hearing before the proper committee of the Board before action is taken by the Board on this report.

THE CHICAGO FEDERATION OF WOMEN HIGH SCHOOL TEACHERS.
(Signed) Florence C. Hanson, President.
THE CHICAGO TEACHERS' FEDERATION.
(Signed) Mary M. Abbe, President.

Six Thousand Members

The Chicago Teachers' Federation announces the largest paid up membership in its history, as the following letter shows:

CHICAGO TEACHERS' FEDERATION
Office 1335, 127 N. Dearborn Street
Chicago
Telephone Central 3904

June 3, 1925.

To the Correspondent:

You are to be congratulated upon your splendid work as correspondent which has resulted in the *largest* paid up membership the Chicago Teachers' Federation has ever had.

The teachers of the city are to be congratulated upon their confidence in the power of solidarity as evidenced by the *increased* membership in the Chicago Teachers' Federation.

If there are any members in your school who have not paid dues for the current year, they will receive a personal notification of that fact from the office of the Federation about June 10th.

Thanking you in the name of the Board of Managers and wishing to you and all of the teachers a pleasant and restful vacation, I am

Yours for the teachers' cause,

NORA M. O'CONNOR,
Organizer.

Digitized by Google

Kind Words

Many are the letters and "kind words" that have poured into the office during the past three months since we began issuing the Bulletin. A few of the remarks are quoted below:

"I truly applaud the Federation in its opposition to an increase in the tax rate."

* * *

"Your Bulletin is a wonderful opportunity for freedom of expression."

* * *

"I am a member of the High School Women's Federation and wish to know the truth about school affairs."

* * *

"Your Bulletin is certainly appreciated by those of us who need to know just the information you are giving."

* * *

"A copy of your Bulletin came to me this morning and before I lay it down I want to become a subscriber."

* * *

"It is certainly worth while to have that information in concise form to which it can be referred."

* * *

"I for one would rather go without the proposed increase in salary than get it the way suggested. You have got the goods. Keep up the fight."

* * *

"I always feel like a newly charged battery after a Federation meeting. With the Bulletin at hand I feel like a perfect Niagara—ready to charge the community."

* * *

From New York: "Am greatly interested in all you are doing and hope you will come out ahead in everything. Wish I were nearer Chicago so that I could attend the meetings."

* * *

"Your Bulletin is great. We have been reading it. My husband is a staunch supporter of yours."

"I am so glad you are keeping up the good work. I read the Bulletin with intense interest, then send it on to convert a 'dour Scotchman,' if such can be converted."

* * *

"It has long been my belief that the classroom teachers should be heard through the printed page."

* * *

"Your Bulletin is both interesting and valuable to me. Although, of course, you do enjoy 'soaking' the principals, I don't mind it because much of it is deserved and because much of it (I claim) doesn't mean me."

* * *

"Long may it wave." "More power to your elbow." "Please send all previous Bulletins. More power to your pen." "Wishing the Bulletin long continued success." "Wishing you all success with your paper and your work." "The paper is just 'dandy' and easy reading."

* * *

From Superintendent N. M. Mason, of Oglesby: "Am in receipt of your Bulletin, 'Platoon Number,' and am very much interested in its contents. Please place me on the mailing list of this unique little paper as I am very much interested in your efforts in behalf of the school children of Chicago."

* * *

Judge Philip L. Sullivan: "I received a copy of your Bulletin and enjoyed it very much."

* * *

Alice Stone Blackwell writes from Boston: Enclosed find $3.00 to subscribe for your Weekly Bulletin. More power to you!

Salary Schedule Deferred

Action on the salary schedule by the Finance Committee of the Board of Education was deferred at the meeting held June 23.

"Please excuse Jennie. She had to tend the baby while I went down to the Board of Education to try to save the Cameron School from being changed to a Junior High."

SUBSCRIPTION

to

Margaret Haley's Weekly Bulletin

Name .....

Address ....
(Street and Number)

..... City

Subscription price—$3.00 per year, $1.00 for three months.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

Digitized by Google

Association of Commerce Representatives Visit Schools

Superintendent of Schools Extends Invitation

BOARD OF EDUCATION
CITY OF CHICAGO
EDUCATIONAL ADMINISTRATION BUILDING
460 SOUTH STATE STREET
Telephone Wabash 9210

June 11, 1925.

SUBJECT: CUSTOMERS' ESTIMATE OF SERVICE.

Mr. W. R. Dawes,
Association of Commerce.

Dear Sir:

No organization has shown a more lively interest in schools or a greater desire to be of practical assistance than your association.

On June 26, when the schools close, I have to make an annual report on their condition. I have the usual summaries from our field workers, and district superintendents. I have some encouraging letters from citizens but it is subject to the charge of being "King Canute stuff." If you want to know about the service of a restaurant, the opinion of the manager and waiters is subject to large discount. You want the judgment of the customer.

Maybe you could get five or ten men each to visit a school selected at random to spend an hour in it and to report upon:

1. Buildings and grounds, cleanliness and neatness, litter on floors, provision of principal for good housekeeping.
2. Accuracy of children in the operation of arithmetic.
3. Handwriting, legibility, beauty.
4. Ability to understand ordinary reading matter.
5. Attention to spelling.
6. Whether the usage of good business organization in providing adequate conferences of manager with the working staff is observed by the principal in his management of the school.
7. Whether he has an adequate practice of planning work and of follow-up.
8. Whether the fire drill is efficient.
9. His schoolboy-patrol service.
10. The school's community and neighborhood service, civic co-operation, clean-up-week, etc.
11. Other features suggested by the visitor or by the principal.

These are things that an ordinary citizen can appraise.

The visits will be of greater value the sooner they are made, while the schools are following the every day course.

I enclose letters intended to facilitate the visitor getting quickly at what he wants to see.

He can easily jot down memoranda while he is on the premises and can dictate his full report when he returns to his office. It should be sent to the office of the secretary of the Association of Commerce who can make such a summary for the Association as he chooses. The reports should then be sent to me for use in preserving and improving the efficiency of the school.

(Signed) Wm. McAndrew.

Enclos—letter.

BOARD OF EDUCATION
CITY OF CHICAGO
EDUCATIONAL ADMINISTRATION BUILDING
460 SOUTH STATE STREET
Telephone Wabash 9210

June 15, 1925.

To the Principal.

Dear Sir—Madam:

The bearer is one of ten citizens who have selected at random, each a public school for a short visit. A citizen's personal acquaintance with the work of a public school in 1925 ought to be of advantage to the school system and to the city. Your courtesy is requested to the extent of assisting the visitor to become acquainted with the work—of your school, its teaching, its patrol service, its fire drills, etc.

Thank you.

William McAndrew.

E.Z.B.

ASSOCIATION OF COMMERCE
CHICAGO, ILLINOIS

June 15, 1925.

Dear Mr. .....

The enclosed copies of letters are self-explanatory.

I am asking ten men, including yourself, in different sections of the city to each visit an elementary school of their own selection in their own vicinity and make a report as suggested by Superintendent McAndrew.

Will you accept this assignment and let me have your report this week?

Very sincerely yours,
(Signed) W. R. DAWES,
President, Association of Commerce.

Can't Be Done in An Hour

One of the members of the Association of Commerce who had been requested to perform the task outlined in the above letter made this statement:

"Mr. McAndrew, you will note, thinks it can be done in an hour. With due respect to Mr. McAndrew's judgment, I must disagree. I feel that what could be learned in an hour would be of little value and in no way fair to the principal or his school."

To Subscribers

It is very important that your names be on the mailing list correctly. If you do not receive your Bulletin regularly please notify the office by postal card. Notify, by postal, change of address. The next issue will appear in September.

Did you hear that some schools are being "marked" 99 38/100?

Digitized by Google

Teachers Hear "Suppressed" Platoon Report

District Supt. J. J. Zmrhal Addresses Federation

From Stenographic Report—June 23, 1925

Stenographic Report of Special Meeting of the Chicago Teachers' Federation, Held in Commandery Hall, Capitol Building, on Tuesday, June 23, 1925, at 4:15 O'Clock P. M.

The meeting was called to order by the President, Miss Mary M. Abbe, who presided.

* * *

The President: It has happened before, but it does not happen often that we have a member of the Superintendent's advisors and helpers to come over and talk to us, and I am sure we shall enjoy this as rather a treat, and I take pleasure in introducing to you Mr. J. J. Zmrhal, District Superintendent of Schools of the city of Chicago. Mr. Zmrhal.

Mr. Zmrhal: Ladies——

The President: I might say that Mr. Zmrhal was a member of the last committee sent out—shall I say to investigate?—I don't know just what they did—they went out to look over the platoon school systems in the country.

Mr. Zmrhal: We were to fasten them on Chicago.

The President: He went out to attach them to Chicago. (Laughter.)

Mr. Zmrhal: I am in a sense like Saul, who went to Damascus, I wanted to see the things just as they were,—those famous platoon schools, and I thought there must be a lot of good in them since so much noise was being made about them in Chicago.

Why Appointed on Platoon Commission

I went there with open eyes and with an open mind to see really if I would be able to find something there that might be helpful to Chicago, and I asked to be permitted to visit other cities because it was announced in a meeting that we district superintendents were to assist in introducing the platoon system in the city of Chicago, and I repeat it, I went there with an open mind, and what you going to hear thi safternoon is the result of the visit.

I may have changed my mind about a good many things about the platoon school, but you are to be the judges.

On July 9, 1924, the Board of Education adopted a plan to introduce gradually the so-called platoon plan of organization. On September 22nd of the same year Mr. William A. McAndrew, Superintendent of Schools, announced in a meeting that the district superintendents were to assist in organizing this new type of school in Chicago.

To acquit myself of this task I volunteered to visit at my own expense the schools suggested by the Superintendent as being the best existing types of platoon organization. It was probably as the result of this that I was made chairman of a committee of principals, consisting of Miss Melody, Miss Madden, Miss Corrigan and Mr. Hauch, whose instructions were to inspect the schools in Detroit, Akron and Pittsburgh with a view to the introduction of some form of school organization here which will specialize the music, drawing, handwork and library in charge of special teachers, and adopt more or less all the features of the so-called work, study, play or duplicate or platoon plan of school organization. That is the language of the last paragraph.

Obedience to the Board of Education, whose policy as an administrative officer I am in duty bound to carry out, and in a feeling of loyalty to the Superintendent of Schools, who is entitled to wholehearted co-operation from all his assistants, led me to accept the chairmanship of the committee with a resolution to approach the problem with an open mind and the desire to justify by my service the recognition accorded me.

That may sound strange to you. Maybe you are disappointed already.

Commission on How to Introduce Platoon

It may be well to reiterate that the special task outlined for the Committee by the Superintendent's letter of instructions was to learn from observation of existing platoon schools in other cities how to introduce more effectively in Chicago certain of their features, namely, the specialization of music,—as if it were new in Chicago,—library,—as if that were new, and hand work in charge of special teachers. It was not to pass on the merits or demerits of the platoon system. I suppose when I get through you will say I was a very poor servant. Maybe I was.

In accordance with the final instructions given,—that was on December 8, 1924,—the work was divided among the several members of the committee as follows:

Organization of the lower grade work with reference to the daily assembly, library, play and so on was given to Miss Melody.

Organization of the upper grade work with reference to the daily assembly, library, play and so on, to Miss Madden.

Intensive study of the auditorium work to Miss Corrigan, and the intensive study of the gymnasium and playground activities to Mr. Hauch.

All that remained for me to do was to summarize and comment on the plan as a whole and to set forth some suggestions as to its introduction here.

It is hardly necessary to add that I believed then and I believe now that carefully observed and stated facts should lie at the basis of every statement, and the thought of personal consequences should be eliminated if the report is to have any value at all. (Applause.)

Digitized by Google

We were therefore in a sense an instructed delegation and trusted with a definite task, that of assisting the Board of Education to introduce the platoon system.

I suppose most of you would say I was up against it. I didn't realize it maybe then as much as I realize it now. (Laughter.)

In this brief report I shall try to give you a plain statement of my experiences without trying to make a case either for or against the platoon schools. Draw your own conclusions after you have heard what I have to say. I promise you I shall make an honest presentation, come what will. Some of my friends tell me something will come, I don't know. (Laughter.)

I have arranged my brief report in this way. I am going to report on the building, physical equipment and its use as we have seen it; on the membership, and I shall compare it with Chicago memberships, and the extended day; on the educational advantages claimed, on the educational advantages as we saw them, and next on the educational disadvantages. You may judge yourselves if there are any or not, and then on the results as compared to those traditional schools of the cities visited, and results as compared to those of our Chicago schools; then the effect on the pupils, and then I shall touch on the recommendation made to the Board of Education by myself, and a word in concluding my remarks.

Building Equipment Impressive

Now, ladies and gentlemen, don't be afraid; it is not going to be such a long paper as it looks. I shall be brief because this is a warm afternoon, and I will desist any time you say so. If you feel I ought to stop, just say so, because we are all friends this afternoon, anyhow. (Applause.)

Now then, first, the building equipment. I must admit that the committee was greatly impressed with the equipment, usefulness, practicability and beauty of the typical platoon buildings in Detroit and Akron. The libraries especially appealed to some of our members, and Miss Melody said in her reports. "They were like little corners of Paradise." Almost as much can be said of the science rooms, with their conservatories, plants, flowers and their equipment. It is impossible not to be enthusiastic about school plants like the Pattengill, Cooper, Ferry and Duffield in Detroit, or the King in Akron, and there certainly is no reason why these features should not be adopted in Chicago.

The almost 100 per cent use of the buildings and equipment is the most alluring feature, and without a doubt the strongest argument in favor of the platoon system.

In Detroit, which tops the list, they use the various rooms as follows—this is the percentage of time each room is in use in a 24-Section platoon school:

Home rooms, twelve of them, 100 per cent.
Auditorium, 100 per cent.
Gymnasium, 100 per cent.
Literature, two rooms, 100 per cent.
Science, two rooms, 100 per cent.

And listen to this,—I never thought until I studied very carefully the reports of the gentlemen in charge of platoon schools that this is true, but these are their own figures, so it must be true. Their music room is not used but 80 per cent; art room, 86.6; library, 70 per cent; manual arts, 66.6. They use them 100 per cent in Chicago so far as I can see in any school of this size,—and play, 90 per cent.

Economy Dream of Hard-Boiled Business Men

I am willing to grant that the claim made by the platoon enthusiasts on the efficient use of the building is justified. Taken by itself, apart from other features of the platoon organization it is something which is desirable. You want to use the buildings to their fullest capacity. It is this which impresses visitors so favorably, and the chief argument for the system. Boards of education, superintendents, business men are all swept off their feet when shown that maximum use is made of every inch of available space. It spells economy, efficiency, and other words sweet to the ear of the hard-boiled business man. (Applause.)

And yet it seems to me that the economy dream would disappear to a great extent if the same enthusiasts studied the membership figures and compared them to membership figures, for example, in such a city as Chicago.

In Detroit the largest membership per teacher is forty, 4-0.

I want to be clear on it. Well, we found schools with memberships as low as thirty-five, 3-5. That is the Vandyke School. I have the names, I want to be definite. I asked every principal, and looked in their summary sheets and found these figures; some are taken from the annual reports.

In the Cooper School the average membership is 38.9, and in the Holmes School, 36.

In Akron, the platoon schools are run with memberships as low as that in Detroit, even lower.

In Pittsburgh the membership is some higher, but considerably below Chicago average, namely, 41.5.

Building Economies Offset by Other Costs

It would seem, therefore, that any economic advantage arising from the full use of the buildings is more than offset by the necessity of increasing the number of teachers. Perhaps you have heard in Chicago they are trying some system, some experiment where they eliminate even teachers. I don't know anything about how they can do it (laughter), it is a mystery to me. I don't know how much good comes out of it to the pupils, but that is my next paragraph.

In the cities visited these low memberships were thought essential to the efficient organization of platoon schools; besides, it was pointed out they are not much lower than in their traditional schools. In other words, they claim their memberships are lower than ours. That is what it implies. This may be true in Detroit, Pittsburgh and Akron, and compared to Chicago memberships,—and here I suppose I might say it for just an average Chicagoan, memberships like that are prohibitive. Now, I want to bring in something here that we ought not to forget, and that is in Detroit the school day is six hours, in Akron five and three-quarters; in Pittsburgh five and a half; according to the figures given us. This

Digitized by Google

is deemed necessary for a successful management of the platoon school.

The next paragraph is my opinion. You may take it for what it is worth. In Chicago, I say, and I said that in my report to the Superintendent, such an arrangement from the standpoint of the efficiency in the general welfare of the schools is obviously impossible; in the first place, the salaries of teachers would have to be increased, as there has been the practice here in the high schools,—what is good for one is good for the other,—it would be unfair to grant increases to high school teachers and deny it to elementary school teachers. On the other hand, the increases would add 20 per cent to the cost of instruction. That is, whatever economic advantage might be reaped from the full use of the buildings would probably be offset by the additional teachers needed and by the expense entailed in the extended day.

Schools to Save Children Not Dollars

Should the platoon school system, as I observed it, be introduced in Chicago some close figuring will have to be done to show definitely whether the utilization of the buildings, which the platoon system offers as its chief advantage, would under those circumstances result in saving, but the real test of any school, and so of the platoon schools, is not how many dollars it will save,—I may be a heretic, I don't know,—but what it will eventually do for the children. (Applause.)

It is a worn out platitude to say that the schools exist for the children; that the children and they alone are the raison d'etre—are the reasons for the existence of the school buildings, superintendents, boards of education, teachers, principals, and that their welfare must at all times determine our line of action, and yet it is an easy thing to forget this oft repeated principle. Sometimes we do remember, and we make use of this principle in such a perverted way that one is tempted to exclain, "Child, what crimes are committed in thy name." (Applause.)

The sponsors of the platoon schools have not forgotten entirely the advantage to the children, and they make certain claims which merit notice, namely:

Claim number one: Health programs are carried out better than in the traditional school.

Second, they claim that special subjects are taught better.

Third, that the cultural side receives due attention by the use of special rooms and special teachers in library, music, art and literature.

Fourth, that the scientific side is extended in special rooms and teachers of nature study, and

Fifth,—and they make quite a fuss about this and have written pages in their annual report on it, and it interested me very much, and that is, that the fundamentals do not suffer. (Laughter and applause.)

This is the claim. Now, let me tell you how the matter stands as observed through the eyes of the speaker. I have commented on the beautiful building equipment in Detroit. We have granted that and given them credit for that part of their work. Now, as to the results, and I wish you would not think I am just merely making statements to please you, or please somebody,—but it was stated in the report and it displeased somebody, I know positively, so I am going to read it. I have said so where I suppose it might have done me harm rather than good.

Platoons Lower Efficiency

Our observation revealed that the best platoon schools visited, compared to the best conventional schools in Chicago were somewhat below the Chicago standard, not only in the regular but the special subjects as well. (Applause.)

Now, then, that may be due to better teachers and other causes (laughter), but the fact remains that better results have been attained here, both in the fundamentals and the special subjects.

As a matter of fact, I remember distinctly all the members of the committee of which I was chairman, how delighted they were in one of the schools that had just been converted into a platoon school in Pittsburgh, they heard good music, but not until we reached Pittsburgh in an old fashioned school did we get good music, and we were very glad about it.

Now, this situation at least tends to prove that good work does not depend upon organization. I think that the so-called experts in the universities and a good many superintendents are victims of this fallacy, that organization will perform miracles. I think we are suffering from it in Chicago today. (Applause.)

This observation at least tends to prove that good work does not depend upon organization; not even in superior equipment, but upon other things, such as the morale of the teaching force, the inspirational capacities of the supervisors and the initiative and training entering into the ability of the teachers themselves. (Applause.)

"Rotten," Says McAndrew

Now, I am coming to a very sad job, because I am going to use some very uncomplimentary terms here, but I have no others to express or to describe what we have seen in the auditorium work, the much advertised auditorium work, and we looked at it and studied it very carefully, and I say it is a failure. I am pretty well known in Chicago, and I will stake my reputation on it. I have been questioned very closely by Mr. McAndrew on this very thing. He said, "What do you mean, don't you see anything good anywhere else but in Chicago?" I said, "Mr. McAndrew, I will describe to you what we have seen," and I did describe it, and he said, "This is r-o-t-t-e-n." He agreed with me, in other words. (Applause.)

I would not hesitate to call such work, the work in the auditorium, just as we have seen it, just what we have seen, rotten; maybe they do things better when we are not there; it is an absolute time-killer, a makeshift, just gotten up to make use of the auditorium space.

I myself would not dare to tolerate such work in District Nine, of which I am the district superintendent. (Applause.)

I have already told you that so far as music and drawing and special subjects are concerned, they

Digitized by Google

are far below the Chicago standard. We have not seen any proof anywhere—maybe that is our deficiency,—I am perfectly willing to admit it, but we have not found anywhere any proof of the superiority of the platoon school in carrying out the cultural side of education. I have seen better work in that line in Chicago. I am sorry I have to say this. It sounds as if I were trying to say nice things to Chicago people, but I am not. I am trying to hew close to the line and base my statements on facts as we have seen them, and as we have decided on them when we compared notes.

Over-Crowded and Badly Ventilated Gymnasiums

As to the health program: The member of our committee in charge of this particular line of work reports that the gymnasiums were too crowded and too poorly ventilated. It was, as he puts it, a bad thing in a room where both respiration and perspiration are so much in evidence as in the gymnasium. (Laughter.)

Playgrounds were not always available and not efficiently used. I think I saw only one school where they used the playground.

Now, then, did I describe efficiently the advantages to the child of the platoon schools? (Laughter.)

Now I come to the disadvantages. I don't know whether I have described the advantages or not. (Laughter.) Now let us talk about the disadvantages. There may not be any there, I don't know, you are to decide from what I have noted here and which I will put before you as well as I can, whether those things are a disadvantage or not. Maybe they are advantages, you just make your own conclusions.

Now, I may be old fashioned, but I do not believe that departmental system is always and everywhere an advantage. (Applause.)

Most of us have heard this worn out phrase, that in our high schools they teach subjects and not pupils. I am a father and a second member of my family is graduating the 23rd of June, that is the day after tomorrow, and I would say that complaint is well founded.

Children Lost in Shuffle

In other words, even in high schools where we need specialists, where the technical side of teaching,—and really the technical knowledge is exceedingly necessary—it is absolutely necessary to have specialists, and this problem of impersonal teaching, teaching the subject is a great difficulty; I think it is a difficulty even in college.

Now, then, I think it is a disadvantage in an elementary school to have this impersonal way of teaching children carried down to as far as the first grade. (Applause.)

In watching the working of the elaborate program of the platoon schools, I was unable to shake the impression that the organization is uppermost in the minds of the teachers, the principals and all that came to the school; that teaching of the subjects is next, and that the child is lost in the shuffle. (Applause.)

Another disadvantage is loss of time. In Detroit they have half hour periods. When we compared notes, members of the committee said, "Now, isn't that strange, when we enter the class room they say, 'We are just about to begin,' and when we leave, and in order to get something that is in progress, they tell us, 'Well, we are about ready to leave'." (Laughter.)

I pulled out my watch and watched very closely how much time is wasted before the work is started. I think it is not any exaggeration to say that about twenty-five to thirty-three per cent of the time is lost. Five minutes at the beginning of the period and five minutes at the close. That is not any criticism of the teacher, I think. She has to get out the books and material, and she has to put things away, so as to be ready to receive the next class.

While it may not be an inevitable concomitant of the platoon organization, it is one which is almost impossible to eliminate where there is so much changing. That may be a matter of opinion.

Now, finally, I think there is some disadvantage in the platoon school to the teacher. I suppose we should not talk about it. (Laughter) There are a good many people who would say that it does not matter whether the teacher finds herself at a disadvantage, but I prefer,—and I am talking now as a parent; I am not talking as a school man—I tell you that you are not serving the best interests of the child when you refuse to consider the interests of the teacher. (Applause.) The teacher's welfare and the child's welfare go hand in hand, and are one and inseparable. (Applause.) As a parent I should not want my child to be taught by a teacher who is nervous, despondent, discontented and unhappy. I would protest. (Applause.)

Spiritual and Cultural Guidance Lacking

I would much rather that he learn less arithmetic and less reading and have more real spiritual, cultural guidance from the teacher. (Applause.) If he has before him a personality that is good for the development of his character, I think that would be much better. I have an advantage in having four children. I have been watching them and I have made my own home a laboratory, and I have watched them, and I repeat, do anything you please with your schools, but give me a happy, contented, inspired teacher for my child. (Applause.)

Now the teachers in those cities we visited did not complain, except in a few instances here and there. They did not say much. They were loyal. They were honorable, and it is to their credit that they did not tell the strangers anything; but in some instances they did. One teacher asked me directly, "How are conditions in Chicago? I would like to come to Chicago." (Laughter.) I said, "Well, don't you see that we are trying to introduce these platoons?" She said, "But you have so many schools it will take a long time." (Laughter.) That was a special teacher, too. One confided to one of the members of our commission, because she knew that particular member of our commission, and said, "Well, of course, we do not want to be disloyal, but really I would prefer the old school." That is as much as we got.

I can see that it is a disadvantage to a teacher in the elementary school to have so many sets of children and to have this monotonous work; nothing inspirational, some of them just having, for example, multiplication tables, and that sort of thing; and the

Digitized by Google

strain of changing and getting acquainted with new people; and I really think that the teachers felt that if they could speak they would probably say, "Well, it is a hardship." So much for that.

Now I suppose you would like to know what we said to the Board of Education. (Cries of "Sure," and applause.)

Who was it that said that fools and children speak the truth? I am not a child, so I must be the other. (Laughter.)

Now this is taken word for word from the report. It is quoted:

Advises Against Platoon

"Whatever advantages have been reaped from the platoon organization in the cities visited, and we are willing to grant all that is claimed for it in Detroit, in Akron and in Pittsburgh, I am not convinced that its adoption here would be an advantage."

That is part of the report.

"In order to report conscientiously I am compelled to advise against its adoption because we are enjoying here in Chicago, in many of our schools, the advantages for which the platoon system in the cities visited is noted."

Is that true? (Cries of "It is true.")

Such things as assembly hall work, hand work, music, arts and sciences. True, they do not exist in all the schools, but I think the exceptions are very few; and neither do we find them in all the schools of Detroit, Akron and Pittsburgh. It is a matter of growth there as it is a matter of growth here.

Just a few detailed suggestions as to how to have the libraries and so on, and then I say:

Advises Against Force and Coercion.

"Whatever the Board of Education decides to do I would advise most urgently against force, against coercion of any kind."

I did not copy that paragraph, but I am going to give it to you. It is suggested, since the Board of Education does want to experiment,—oh, yes, I said not to have half measures, not to have any half measures. They are worse than the whole thing, every time. I said, "If you want to present it to the Chicago teachers, choose one school, erect one building, ask for volunteers, and let the thing, if it is such a splendid thing, sell itself to the people of Chicago."

Platoon Came Out of Gary

Now in conclusion. I am therefore on record as advising against its adoption. I have been for these six months,—maybe that is the reason there were not any headlines in the papers about the findings of this commission. (Laughter.)

I honestly believe that we might have escaped some difficulties had we followed this recommendation. Am I too egotistic? (Cries of "No, no.")

Now in conclusion I want to say that the platoon school idea originated in Gary, Indiana. It is an application of Taylorism to school management. (Applause.) I understand that Taylorism failed because it lost sight of human nature, human soul; lost sight of the truth; that the best help to efficiency is creating a desire on the part of the worker to do his best. (Applause.) Taylorism, its critics say, recognizes only force and matter; it is too materialistic. If it is too materialistic for a foundry, for a machine shop, which deals with matter, produces material things, deals in material values, how can it succeed in the school where we deal chiefly in spiritual values, which cannot be weighed on the scales or measured by the yard stick? (Applause.)

Platoon System on the Wane

Personally I believe that the platoon school has waned like Taylorism itself, has reached its crest and is subsiding. (Applause.)

Educators who do not believe in it are growing in number constantly. We have found some on our list. I should be very sorry if Chicago plunged into something which soon will be out of style, will be old, stale and unprofitable. (Laughter and applause.)

I am reminded of the beautiful verse in In Memorium, by Tennyson: "Our little systems have their day; they have their day and cease to be."

This will probably cease to be. (Laughter and applause.)

I hope the day will come when we shall see clearly that the best supervision and the best thing we can do for the schools and for the children for whom the schools are erected, is to create the desire on the part of every member of the teaching force to do his or her best, when we are able to inspire them to realize the immensity of the work of the teacher and the blessedness of having accomplished it. (Long and continued applause.)

(Subheads added to stenographic report by editor.)

Cameron School Protest

(Continued from page 68.)

rooms can be accommodated in the Cameron if it is converted than are now accommodated. That will provide for the congestion that exists now in the Ryerson and in the Lowell.

If there is any question that I can answer I should be very glad to entertain it.

Mr. Nusser: I should like to ask a question. Is it not a fact, after you get through with your program as you had it, the children from the kindergarten—

Mr. Gonnelly: The kindergarten, first, second, third and fourth.

Mr. Nusser: After you make use of the Junior High, that those children will probably be there one or two years and be eliminated and sent to other schools.

Mr. Gonnelly: These people will go on.

Mr. Nusser: That is the reason, the minute you turn that into a Junior High School, the Board will eliminate those and send them over.

* * *

Mr. Nusser: That is what I want to know, the first thing.

Mr. Coath: Have you any assurance of the Educational Department that it will go on record, in the absence of the Superintendent in letting

Digitized by Google

these people go away from here today feeling that they will have confidence in those policies? I am simply trying to get this over for the alderman.

Mr. Gonnelly: In answer to the question of Mr. Coath, Mr. Bogan and I do not presume to be double-crossers. We try to meet the condition that these people set forth at their mass meeting. I went out there, it was a tremendously hot evening, from the South Shore, traveled about twenty-five miles to get there, listened to their complaints and I reported to Mr. Bogan the next morning and we went over the ground. We went to the Ryerson, we went to the Lowell and to the Nobel and to the Stowe and to the Cameron, we went over there to look at the situation and this is the best result of all, the best judgment that we can offer. **This is merely a recommendation to the Board of Education, I mean to this Committee and you are asking me to tell what will happen in the future. I cannot answer for one year or two years from now.**

Mr. Nusser: Did you get the impression that the mothers and the fathers at the Cameron School that night of the protest meeting, that they would be satisfied with the program that you had planned out?

Mr. Gonnelly: I thought, Alderman Nusser, that you people would be satisfied with this program.

Mr. Nusser: You have absolutely the wrong impression. There is not a mother at the present time and there was not a mother and father that was satisfied except to leave the school as it is. (Applause.)

A Woman: I have three children going to the school. When these children grow up and are taken out of the Cameron School I, of course, will have to go away from the Cameron School. What am I to do, send two children to one school and one child to a different school? That is all that I could do.

Mr. Nusser: May I make one suggestion regarding sending the children to the kindergarten and that is, who takes those little children that go to the kindergarten school, who takes them there? Nobody but the older sisters and brothers, you will generally find that where there are two or three children, that is the way of it. The little children go to the kindergarten, go to the first and second grade, that is absolutely the reason we get these children: they have older brothers and sisters to take them to the kindergarten and start them off. So if you take that school away, turn it into a Junior High School you will have those little babies going to this one Junior High School and who is going to take care of them?

Mr. Gonnelly: There are pupils from the kindergarten to the fourth grade.

Mr. Nusser: The fourth grade children have enough to do to take care of themselves. (Applause from the audience.)

A Woman: I have four children attending the Cameron, one going into seventh grade, one into second and two going into the fifth. I draw a mothers' pension and do you think it is fair to send two children to one school and two children to another school, tie me down in that way. Maybe one will go one hour, maybe another will go the next hour. **I think all the mothers feel the same as I do, that we have got a good school and have got a good principal and good teachers and I think we ought to be left the way we stand.**

The Chairman: What is the pleasure of the committee?

Mr. Greenebaum: I move concurrence.

The Chairman: Moved and seconded that we concur as amended, to the foregoing.

Mr. Coath: What is the motion?

The Chairman: Move to concur in the amended recommendation of the Superintendent.

Mr. Coath: Move to concur in the recommendation?

The Chairman: As amended.

Mr. Coath: What do I understand by that? I understand that the Educational Department has simply give up to these families here at the Cameron School and are meeting them, to use slang, on a fifty-fifty basis. In other words, the smaller children, the first grade, second, third and fourth grade will continue to go to the Cameron—

Mr. Gonnelly: And the kindergarten.

* * *

The Chairman: Call the roll.

Roll call resulted as follows:

Mrs. Gregg: Aye.

Mr. Greenebaum: Aye.

Mr. Coath: I am going to vote yes.

Mrs. Wegner: (Shouting something that the reporter could not get).

The Chairman: Are there any members of the Kelvyn Park district present?

The Secretary: No. 5 in communication D-11687, protest against changing the Kelvyn Park School to a Junior High School.

The Chairman: Is there any representative from Kelvyn Park District?

Miss Haley: There are people here from the Cameron District who want to speak from the floor.

The Chairman: From the Kelvyn Park School? (No response.) No representative of Kelvyn Park? (Confusion.)

The Secretary: From the Kelvyn Park Community center to the Honorable Board of Education, submit the following resolution. (Commencing to read, but reading rendered inaudible by voices from the audience.)

A Woman: I am not going to send my children to this school.

The Chairman: (Rapping for order).

Mrs. Gregg: Madam Chairman, I move—

A Woman: I have four children, one five and one six years old and they have to cross car tracks. We want a school right there. (Confusion.)

(The Chairman and Secretary left their desk and the meeting broke up in disorder. No adjournment.)

Digitized by Google

RSe23 '25

Lw I. I. P. & Ind.

U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT No. 3663

VOL. III

Margaret Haley's BULLETIN

NO. I

Chicago, Ill. 341 Sept. 18, 1925

THE DIGNITY OF LABOR

A Labor Day Idyll

By Victor A. Olander,
Secretary-Treasurer, Illinois State Federation of Labor

THE Dignity of Labor is a wonderful blossom which flowers only on the thorny stem of willing effort, rooted deep in the knowledge of Life.

It is the essential joy of existence, for it is the consciousness of achievement.

At its coming the barriers between artisan and artist vanish as the mists of the night before the rays of the morning sun.

Inspiration, that heavenly messenger at whose touch man works marvels, then reaches out with lavish hand, and Labor stands forth a shining creature, resplendent in the realization of his being as the image and likeness of the Creator.

Digitized by Google

Promotional Credits at

CHICAGO MUSICAL COLLEGE

HERBERT WITHERSPOON, President

A Conservatory Pledged to the Highest Artistic Standard

FALL TERM NOW OPEN

Special Fall Classes and private lessons for Chicago Public School Teachers, leading to Promotional Credits in Piano, Vocal, Violin, Organ, Harmony, History of Music, Public School Music, Sight Reading, Ear Training, Dramatic Art and Expression and Orchestral Instruments. Tuition—Private Lessons—Piano $1.00 to $10.00 per lesson; Vocal and Violin $1.50 to $15.00 per lesson.

Students completing 40 private lesson periods earn 1 credit—20 lessons ½ credit

CARL D. KINSEY, Manager

Complete Catalog on Request
60th Year

64 EAST VAN BUREN STREET
(Chicago Musical College Building)

"A Cross-Eyed Boy and a $20.00 Bill Were the Only Clues That the Police Found."

Is the heading of an article appearing in the Chicago daily papers of August 1 concerning the disappearance of a seven year old boy.

The important point that this acccentuates is that cross-eyed children are almost universally delinquent and retarded. All children with eye defects are retarded to a degree.

There are many children under your care whose parents do not realize or appreciate that their children's eyes need attention and do not realize the type of professional care required. This is just another added burden on the teaching profession.

We shall be glad to help you instruct your pupils in regard to making a correct start toward the care of their eyes and we shall be glad to furnish to you without charge, for distribution our little booklet, "Why Do Your Eyes Get Tired?"

WHOM TO CONSULT

For the correction of any trouble with the eyes, you should inquire for an eye, ear, nose and throat specialist, who has had medical training, such training is essential to prescribe for poor vision or to know what procedure to take when treatment is needed other than glasses.

We specialize and limit our service to filling oculist's prescriptions for Glasses of Quality

UHLEMANN OPTICAL COMPANY

Established 1907

Stroh Bldg., Detroit, Mich.

Home Office Chicago, Illinois

Mallers Bldg., Chicago, Ill.

Digitized by Google

Teachers Get Inside Story of School Funds and Status of Proposed Schedule

Vote Appreciation of Far-Seeing Board Which Looks Before it Leaps

(From Stenographic Report of Mass Meeting Held Sept. 11, Studebaker Theater)

The mass meeting of teachers called by the Chicago Teachers' Federation and held in the Studebaker Theatre on September 11, 1925, by unanimous vote expressed its appreciation of the action of the Board of Education in re-referring the Proposed Salary Schedule to the Finance Committee on May 22 and keeping it in that committee, thus affording opportunity for full consideration of the situation.

A motion was also unanimously adopted approving the protest against the wholesale attack of Griffenhagen & Associates, Ltd., on the integrity and honesty of the teachers, which protest was sent to the Board of Education by the Chicago Teachers' Federation from its meeting of June 23.

Stenographer's Report Begins Here

The meeting was called to order by the President of the Federation, Miss Mary M. Abee, who presided.

THE PRESIDENT: The meeting will please come to order. It is a pleasure to meet you all again. (Applause). And as long as you have all come back to the shop (laughter), and as long as we are recording our exits and our entrances, of course we are all happy. (Laughter). There is only one thing,—I hope you will all tell the truth, (Laughter) whether you like it or not. (Laughter).

And of course we have a lot of surprises. I read the other day in the paper—I have been out of the city and all I know is what I read in the papers (laughter)—and I read that we have to meet a surplus.

A VOICE: Of children.

THE PRESIDENT: No, a surplus of funds. We have to expend the surplus, and we have been thinking all the time that we had a deficit. Now that deficit has turned into a surplus, so cheer up (laughter).

A VOICE: The worst is yet to come.

Object to Registration

THE PRESIDENT: Yes, the worst is yet to come. I asked my principal if he would like to hear me say what I said when we got our registration sheets, and he said, "No, please don't." And of course he is a very pious man, and I didn't. (Laughter).

Now please don't take this. (Aside to the court reporters). I didn't know those fellows were there (laughter). Now I have the call for the meeting. Now I am going to be dignified all the rest of the evening. And you have seen the call, and I think the first speaker is Mr. Olander,—no, Mr. English—he isn't here. Mr. Olander,—he isn't here. Miss Haley—she is here. (Applause.)

* * * * * *

A VOICE: Can we talk about the new plan installed this week?

THE PRESIDENT: A teacher wishes to know if the teachers can talk about this new plan installed this week. I will answer for the teachers and say yes, they can all talk, but I think we would spoil our suppers if we began to scold. Really I don't think it is a good idea until we hear these men, because we wouldn't listen to them if we started. (Laughter.)

A VOICE: What are we going to do about it?

THE PRESIDENT: Sign up. Make it just as bad as you can by telling the truth, putting it down right every time. That is all I would have to say.

I read in the paper this morning that the teachers were all happy about that. Now who are happy about that? Let's have a unanimous vote. All who are happy about that put up your left hands. (Laughter.)

Then I heard that there was a dove of peace hovering over the city. Now before Mr. English comes in I will say that they postponed things till October so that this dove may still hover. (Laughter.) One of our teachers said today she wished somebody would shoot the dove. (Laughter.) Is that man putting that down?

* * * * * *

Professional Spirit Destroyed

MISS ABBE: After all the sad part is that that fine professional spirit has been so squeezed out of the teachers—I think honestly there is not much left. I think that is the pathetic part of the whole thing—it is taking all our professional spirit and our happy spirit away from us. I have been in the office this week and I have not been inside of a room—I am the registration clerk,—and it says, if no clerk is there they may ask the teacher, but it would be unfair to ask a teacher with 48 or 52 children to take care of to look after that, and I have not the heart to do it.

If the teacher is out sick she has to swear her life away, and the worst part is that the swearing is made out in triplicate. It is bad enough to just do simple swearing (laughter); one swear is to be sent to the teacher, the duplicate swear is to be sent to the Secretary of the Board of Education and the other swear is put on file in the office, and so on. I am just at my wits' end in the office to know what to do. As one of the boys said, "Our principal runs around like a wild woman." That is just exactly what I am doing, running around like a wild woman. (Laughter.)

* * * * * *

MISS HALEY: Mr. English has expressed the desire to wait until the others, Mr. Olander, Mr. Fitzpatrick and Mr. Nockels, get here. I think it is quite important then that we wait until they get here so that all who were present and who presented your matter to the Mayor may be present when each talks. I suppose that is the idea, isn't it?

MR. ENGLISH: That is the idea.

MISS HALEY: In the meantime a great many other things are happening in which you are interested. I think

Digitized by Google

something that I will tell perhaps would interest others than the teachers and while we are waiting for the other speakers and before starting on the subject of the meeting I will tell you about this.

Tenure Law Violated

MISS HALEY: You know you have on the statute books a tenure law, a law which guarantees to the teachers before dismissal the right of trial on charges, if you have been three years in the system. That is, if you have completed three years' satisfactory probationary service. For teachers who have not completed the three years' satisfactory probationary service the law provides that they may be dismissed by the Board of Education on the recommendation of the Superintendent of Schools, who must set forth in his report to the Board the reasons therefor.

Now something has happened the last three or four days that seems necessary and wise for me to bring to your attention.

I have learned that teachers reported Tuesday morning to their schools, where they had taught during June, and on the last day of June, and they were told that their services had been dispensed with. These teachers have not been dismissed by the Board of Education. No report recommending their dismissal has been presented by the Superintendent to the Board, but they were told that their services were dispensed with.

On inquiry one principal informed one such teacher that he had seen a communication from the Superintendent's office, addressed to this teacher, saying that his services were dispensed with. And on the strength of the letter which that principal said he saw in the Superintendent's office, the principal notified the teacher that his services were dispensed with.

Before that was done the teacher went into the office Tuesday morning, took his program which he had left there in June ready for work, walked into his room, started his work, and then another teacher came into the room with a note signed by the assistant principal saying that he was wanted in the office. And the other teacher took his place in the room. He went into the office and then heard this from the principal, "Your services are dispensed with"; then told him that he saw the communication on the Superintendent's desk.

That is all the notice that the teacher had. His room was filled. Another teacher is occupying it. He did not know what to do. The principal of that school told him that there were many others, perhaps a hundred or more, who apparently are in the same situation.

* * * * * *

After the arrival of Mr. Olander and Mr. Fitzpatrick Mr. English spoke as follows:

Statement by Mr. English

MR. ENGLISH: My friends, I have been asked to appear before you this afternoon, and I don't know whether as a member of the Board of Education or as a friend of the teachers (applause), but I would much rather have you consider me a friend of the teachers (applause) than as a member of the Board of Education. I am not going to speak very long, but I just want to touch upon some of the things that are concerning us most vitally right now, and about the only matter that I intend to touch upon this afternoon is this so-called salary schedule.

Now I suppose if it was a case of horse shoers or printers, we would call that wages, but when it is paid to teachers we call it a salary. However, salary doesn't buy any more of the wherewithal than wages do.

Now we want this thoroughly understood, that we are not opposed to increasing the salaries of teachers; we are in favor of increasing the salaries of teachers. But we want that salary to be substantial.

Now the Board of Education has set out figures from its auditor. Others have set out figures, until there is such a confusing array of figures we don't know which is correct, but the only ones that we can look at and take with any degree of certainty are the figures that are furnished by the auditor of the Board.

If there were plenty of money in the educational fund to pay this increased salary schedule I still would be opposed to it, because I do not believe it is a proper sort of schedule to present to the teachers of Chicago (Applause). Now we find out that representation has been made that the reason for introducing the new salary schedule is on account of the depreciated value of the dollar, the decreased purchasing power of that dollar. Now if that is true for the teachers who have taught more than five years in the system it is also true for those who have taught less than five years in the system (Applause). We find out that the new salary schedule takes off three hundred dollars in the first four years from the teacher who is just starting in the school.

A teacher has to go to high school for four years. Under the new rule of the Board she must attend normal school for three years more, making seven years. Now if she graduates from the high school at seventeen years of age, goes to the normal school for three years, making her twenty years of age, she will have to be twenty-five years of age before she can take advantage of this increased wage according to this new salary schedule. Now I maintain that that is not the proper or scientific way of drawing up a wage scale, as we call it.

Auditor's Official Figures

There is another thing, that the educational fund of the City of Chicago is not in a position today to take care of this salary schedule. Some tell us that by a system of antiquated bookkeeping that is true. The auditor of the Board furnished us figures, and I am going to read you a few of these figures, if I can see them.

This is the money for educational purposes. Now the deficit December 31st, 1924, was $15,293,761, going into the year 1925 with that deficit. The estimated revenue for 1925 is in taxes $31,285,432. Other revenues $4,592,383, making the total estimated revenue $35,877,115. The estimated expenditures are $39,952,012, and the new salary schedule of $700,000 would make the estimated expenditure $40,652,012, leaving an additional deficit at the end of 1925 of $4,774,197. In 1926 the estimated revenue would be $31,760,000. The 1925 tax levy at 1.92 rate would be $5,000,000, leaving a total estimated revenue of $36,760,000. And the estimated expenditures for 1925 would be $42,500,000, with the new salary schedule of $3,000,000, making the total expenditures for 1926 $45,000,000. That is an additional deficit of $8,740,000, and total deficit at the end of 1926, according to these figures, would be $28,807,958, and at that time the educational fund would be depleted if this new salary schedule should go into effect.

There is just one other assumption, that the taxpayer

(Continued on Page 10)

Digitized by Google

When The Tribune Talks

Then—

With no deficit in the educational fund, and with the receipts in that fund exceeding the expenditures in 1906, the Tribune, on December 7, 1906, scored the Board for voting to pay the teachers the salaries another Board had voted to pay them seven years before but had failed to pay. Read the editorial below:

BUNCOMBE OR BANKRUPTCY

(Editorial, Chicago Tribune, Dec. 7, 06)

The school board has voted to raise salaries automatically, without regard to learning, professonal skill, or the market value of the school teacher's service. This would be bad enough if the money were at hand, but when such legislation is enacted without regard to the financial condition of the schools it is either a bit of buncombe or it means bankruptcy. To be sure Mr. Post has said "The schools have the money. It is in the other fellow's pocket and we propose to get it." But fortunately the school board, which is so free with "the other fellow's" money, has not the physical power to confiscate. The law allows it certain funds; if it wastes those it cannot take to the highway and make those with money in their pockets stand and deliver.

The school board has not the money. This is the plain truth, and Mr. Spiegel is right in condemning the board for thus giving notice to the teachers that their salary is to be raised in January when the members of the board know that it is impossible. There are two questions involved, the possibility of such a salary scheme and the desirability of it. The second question need not be raised when the only answer to the first is a negative one.

The mayor is said to be contemplating a second candidacy, making the public schools the issue in the campaign. There is no reason to believe that his party will indorse the mayor's project. The errors of the democratic party are often a potent factor in republican success, but it is too much to expect that the local democrats will give up the mayoralty without a struggle. That is what the renomination of Mayor Dunne would amount to. But if this is their intention it will not be necessary for Mayor Dunne to make an effort to put the public school question to the front. The people will put it there and keep it there. There are thousands of men of every party who are simply aching for a chance to let the mayor know what they think of the school board for which he is responsible.

The teachers, only a small minority of whom belong to the noisy federation, will not be deceived by the school board's parade of generous intentions in regard to "the other fellow's" money. Some of them can remember when they were paid in warrants which had to be discounted for cash and when financial stringency made them a prey of loan sharks. They would rather receive their present salaries, higher by far than those paid in any city in the United States except four, than to receive orders for larger sums which would net them less because of the school's bankruptcy.

Now—

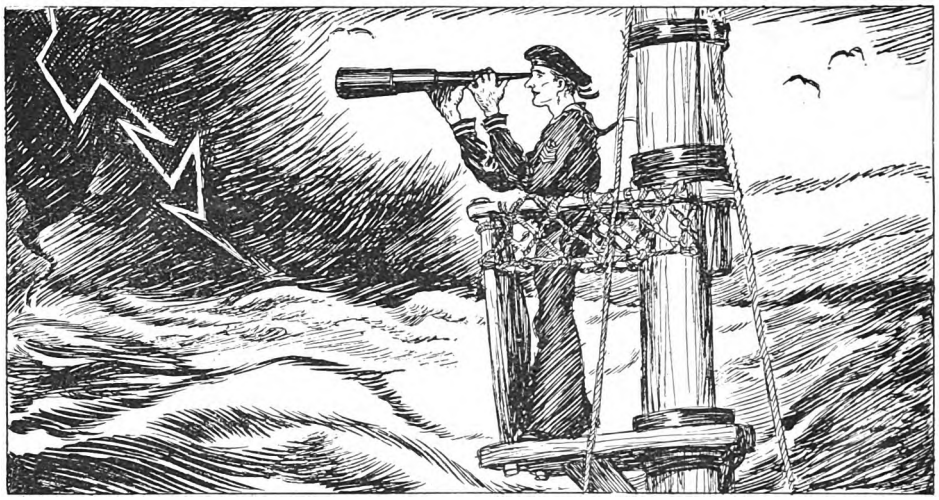
With a deficit of nineteen million dollars at the end of this year and expenditures in the educational fund exceeding receipts this year by four million dollars and in the face of the facts shown by the official statement of the auditor of the Board, made public last week by a member of the Board of Education, the Tribune on September 3, 1925, advised the Board of Education to raise teachers salaries.

The following are taken from the official figures of the Auditor of the Board of Education, Mr. Brackett, presented to the teachers at the Studebaker Theater mass meeting by Mr. English. (See page 4.)

Headed Toward the Rocks!

	Under Present Salary Schedules	Under Proposed Salary Schedules
Amount the Board must borrow in 1926	$25,107,958	$28,807,958
Amount the Board can legally borrow in 1926 (75% of $31,285,432)	23,820,000	23,820,000
Amount the Board will need to borrow in 1926 which it will have no legal power to borrow	1,287,958	4,987,958

Digitized by Google



From the Masthead
by The Lookout

Of course, it would be much pleasanter if I could stand before you and just argue that the time was here when we could go right ahead and get for every teacher all that he or she deserved. But I am a sailor. We have certain ethics on board ship. One man in each watch is selected to go to the masthead and there keep a lookout, and I could not very well use the sort of language here necessary to express the opinion of the sailor as against the lookout who, seeking breakers ahead, did not report it to those on deck because it would be unpleasant news to them. He would be termed a coward if he hesitated upon the reporting of it, and a liar if he denied having seen it afterward; I am neither a coward nor a liar.—Victor A. Olander, at Studebaker Theatre Mass Meeting, Sept. 11, 1925.

TO the Teachers of Chicago:

Twenty-five years ago you selected me from "the watch" to "go to the mast-head and there keep a lookout." Since that time I have never failed to report to you when I have seen breakers ahead. I am reporting to you now.

We are now heading for the same rocks that wrecked the Elementary teachers' salary schedule more than twenty-five years ago—inadequate school revenues.

I now report to you briefly that experience of the elementary teachers. It is substantially what I reported to the teachers last Friday, September 11, at the Studebaker Theatre mass meeting and to the Mayor on September 4th. Here is the report:

The elementary teachers of Chicago more than twenty-five years ago went through the experience of having the Board of Education adopt a new salary schedule providing for increases in the elementary teachers' salaries when the Board had not the money to pay that schedule and the members of the Board knew it when they voted for it.

The Board not only did not pay that new schedule but after adopting it they failed to pay the old schedule with the result that the teachers of the entire system lost all the way from fifty to five hundred dollars because of that failure to pay the old schedule.

Before that new schedule was adopted in 1898 members of the Board of Education called on the Mayor of Chicago and told him that the proposed new salary schedule could not be paid under the revenue then available. The Mayor told these Board members that the teachers did not know that; that the teachers thought the Board could pay it if it wished and he advised them to adopt the schedule. He said if they could not pay the increase under it they would have to cut the teachers' salaries, and that is what happened.

At that time the teachers did not know anything about school revenue. Oh! What they did not know! They honestly believed, just as the Mayor said they did, that the Board could, if it wished, pay that schedule. Therefore they earnestly insisted upon its adoption. They got it and then they lost it, and when they lost it they lost more than the amount of the increase. Of course the teachers who lost most were the largest group, the elementary teachers. Of course, the largest group of the elementary, those at the maximum, lost the most and lost it the oftenest.

The elementary teachers' minimum under the old schedule was $500 and the maximum $800 for primary teachers and $825 for grammar grade. This maximum was reached in seven years. The proposed new schedule of 1898 left all the years from the first to the seventh, inclusive, exactly as they were, added three additional years to the schedule and fixed the maximum at $1,000 to be reached in the tenth year.

The first increase due under that schedule, $75, was

Digitized by Google

(Continued from Preceding Page)

given in 1898 to the 2500 teachers then at the maximum. The second increase, $50, due these 2500 teachers in 1899 was not paid. Instead, in 1899, the Board suspended payment of *all automatic increases for all teachers in the system*, high and elementary, with the result that this retardation on their schedules caused a loss ranging from $50 to $500 to every teacher who had not reached the maximum, according to their place on the schedule.

The next year, 1900, the $75 increase given in 1898 was taken away. It was then I verified and reported to you on the newspaper story that the lack of revenue was due to the tax-dodging of powerful corporations; it was then you took me from my class room and sent me to the mast-head.

In 1901 that $75 increase was given back to the teachers. In February, 1902 it was taken away and the $1,000 maximum adopted in 1898, was abolished.

Later in 1902 the teachers' back tax suit against the corporations brought in $500,000 to the treasury of the Board of Education. Following this, the Board, in 1903, restored the $1000 maximum, but on conditions that authorized the Superintendent to retard teachers on the schedule by means of a combination of secret marking and secret examinations. This scheme of retardation kept all but 63 of the 2500 teachers from reaching that $1000 maximum until 1910—seven years after it was restored, and twelve years after its first adoption. It was 12 years of heartbreaking experiences. No one who lived through it wants to see teachers experience it again.

More than four years after that retardation scheme was established an investigation was made by a new Board of Education. That new Board abolished the whole retardation scheme on Dec. 6, 1906 and started the rest of the 2500 teachers toward the $1000 maximum, the first payment of $50 to be paid in January, 1907, the next $50 in 1908, and still another in 1909 when they should begin to draw the $1000 salary.

The Editorial from the Chicago Tribune printed here on page 5 is a sample of the howl that went up from the Tribune, (and other papers joined in the howl) because of the action of that new Board.

The power to retard teachers on the proposed schedule, now before the finance committee of the Board, has already been discussed in the Bulletin, and will be further discussed in future issues.

The Board of Education is now in the same situation that that Board was in 1898. I was in the Mayor's office on September 4 and heard a member of the Board of Education, Mr. John A. English, tell the Mayor that the Board will not have money to pay the proposed schedule; that if the Board adopts that schedule and pays the first increase provided under it, the Board will not only have to take that increase away in a few months but will have to cut the present salaries. Mr. English presented to the teachers at the Studebaker Theatre meeting, September 11, the official report of the auditor of the Board of Education supporting that statement. This is the first official report showing these facts that has been made public.

Mr. English's speech is reported in full elsewhere in this Bulletin. Mr. English left with the officers of the Teachers' Federation the auditor's report which he read at the mass meeting and it will be printed in full in a later issue of the Bulletin.

That Auditor's report shows that, with the present tax-rate and, without a dollar of increase in salary schedules, the Board of Education, in December, 1926, will be short $1,287,958 of the amount of money that it must have to pay the present schedules. It shows that the Board will have no power under the law to borrow that money, that its borrowing power will be exhausted by December, 1926. That Auditor's report shows that if the proposed salary schedule is adopted now and the Board starts payment of only the first increase due under that schedule the shortage in 1926 against which the Board will have no borrowing power in 1926, will be increased by $3,700,000, that is from $1,287,958 to $4,987,958.

I wish to reiterate with Mr. English, Mr. Olander and Mr. Fitzpatrick that I am not opposing an increase in teachers' salaries. Neither do I believe that such an increase should wait upon the reformation of the entire tax system. But I want to remind the teachers that after that first experience 25 years ago, the teachers got together, and through their own efforts (most of the time unaided) put the money into the Public Treasury before any increases were given. Since that experience the teachers have seen to it that the money was put into the treasury *first* and then they had to work again to persuade the Board to vote for increases in teachers' salaries *after the teachers had secured the money.*

The conditions surrounding the present proposed increase are similar to those of the past when so-called "increases" really resulted in DECREASES in salary.

After leaving the stage of the Studebaker Theatre last Friday, Mr. English said there was one thing he had forgotten to say to the teachers and asked me to say it for him. It was this: "Isn't it strange to be talking about a salary increase for the teachers when they are taking everything else away from them, their Councils, their tenure, and their pay when absent for sickness?"

Margaret A. Haley

HEAR YE! HEAR YE! WE ADVERTISE

In this first fall issue of the Bulletin, Advertising makes its bow.

It is the expedient resorted to as a means of financing, in part, the Bulletin. It makes possible a reduction in subscription price from three dollars as announced originally, to two dollars a year. Several pages in this and successive issues will be devoted to advertising. Readers of the Bulletin are asked to help make the Bulletin a profitable advertising medium for the individuals and firms that have bought space in it. By patronizing these advertisers you are boosting the Bulletin. By telling the advertisers you saw their ads in the Bulletin, you are helping sell space.

Another change in the Bulletin, inaugurated in this edition, is its issuance twice a month instead of once a week as last year. It will be published twice a month throughout the school year.

ANNOUNCEMENT

Chicago Symphony Orchestra concerts. Teachers who wish to purchase tickets for the "Popular Concerts" will please communicate at once with Mrs. May Owens Kinsey, 5452 Calumet Ave., telephone Drexel 3468.

Digitized by Google

Full Text of Proposed Amendment to Rules Restoring Teachers' Councils

Presented to Board of Education by Mr. John A. English, Sept. 9, 1925

(This Amendment restores the Teachers' Councils as they were organized and existed prior to September 24, 1924. Referred to Committees on Rules and School Administration)

AMENDMENT TO ARTICLE 15 OF CHARTER IV OF THE RULES OF THE BOARD OF EDUCATION

Be it,

and it is hereby established, enacted and adopted by the Board of Education of the City of Chicago that the present rules of the said Board heretofore adopted on the first day of September A. D. 1922 (and published in the official report of the proceedings of said Board for that date on page 491 to 508 inclusive and on page 509), as amended on September 24th, 1924 (and published in the official report of the proceedings of said Board for that date on page 260, Report No. A9809), be and the same are hereby changed, altered and amended by striking out all of Art. 15 entitled Teachers' Councils and reading as follows:

"ART. 15, TEACHERS' COUNCILS—

Sec. 1, Teachers' Councils may be organized by the Superintendent of Schools subject to the approval of the Board of Education"

and substituting therefore the following:

ART. 15, TEACHERS' COUNCILS—

SEC. 1. PURPOSE:

Teachers' Councils shall be organized and maintained for the purpose of utilizing the knowledge and experience of the classroom teachers in the consideration of educational problems and of all questions touching the welfare of pupils and teachers in the public schools, by means of regular meetings of such Councils to be held during school hours for the discussion by such teachers of the subjects on which they wish to submit opinions, findings and recommendations to the Superintendent and to the Board of Education for the good of the school system.

SEC. 2. SUB-RULES:

The Councils shall adopt uniform sub-rules concerning organization and procedure not in conflict with the rules of the Board of Education.

SEC. 3. ORGANIZATION OF HIGH SCHOOL TEACHERS' COUNCILS:

There shall be a local council in each High School and in each Continuation School and a Central Council consisting of delegates from the Local Councils.

SEC. 4. MEMBERSHIP OF HIGH SCHOOL TEACHERS' COUNCILS:

The Local Council of each high school and of each continuation school shall consist of the teachers of that school. The term "teacher" wherever used in this section shall be interpreted to mean one actively engaged in class-room work, including deans of girls, assistants to the principals, and substitutes, but not including the principals.

Teachers of Junior Colleges shall be members of the Local Council of the high school under whose principal they teach.

The Central Council shall consist of a representative elected by each Local Council for each fifty members or major fraction thereof, providing that each high school and each continuation school shall have at least one representative.

It shall be the duty of the Principal of each High School and each continuation school to provide for the meeting together during school hours of all the teachers in such schools for the local council meetings on some day during each of the weeks hereinafter designated.

SEC. 5. MEETINGS OF HIGH SCHOOL TEACHERS' COUNCILS:

The Local Council shall meet during the fourth, ninth, fourteenth and nineteenth weeks of each semester. These meetings shall occur during school hours, and shall continue not less than one class period. Other meetings may be held out of school hours on the call of the chairman of the Council.

SEC. 6. REPORTS OF HIGH SCHOOL TEACHERS' COUNCILS:

It shall be the duty of the Central Council to submit to the Superintendent of Schools and to the Board of Education all findings and recommendations which have been approved by a majority of the members of all the Local Councils.

SEC. 7. ORGANIZATION AND MEMBERSHIP OF ELEMENTARY TEACHERS' COUNCILS:

The teachers of Elementary, Junior High, and Prevocational Schools shall be organized into Local Councils, Group Councils, and a General Council.

There shall be a *Local Council* in each Elementary, Junior High, and Prevocation School, consisting of all the teachers in that school. *Group Councils* shall consist of approximately two hundred teachers from such schools adjacent or easily accessible by transportation lines.

The *General Council* shall consist of one delegate from each Group Council.

The word "Teacher," wherever used in this section and in sections 8 and 9 shall mean one actively engaged in classroom work, including clerks, cadets, substitutes, visiting teachers, kindergarten teachers, teachers of manual training, printing, domestic science, physical education, special subjects, and special divisions, not including principals. Substitutes and teachers assigned to more than one school shall attend the meetings of the Council of the school in which they are employed at the time of the meeting of the councils.

The Group Council shall consist of all the teachers of all the schools included in that Group.

At the first meeting of the Group Councils under these rules delegates to the General Council shall be elected according to regulations to be established by a temporary General Council; such temporary General Council shall consist of those members of the Elementary Teachers' General Council of May 1, 1924 who are still eligible for membership in the Elementary Teachers' Councils. Upon the organization as a General Council of the Delegates so elected the temporary General Council shall cease to exist.

SEC. 8. MEETINGS OF ELEMENTARY TEACHERS' COUNCILS:

The Local Councils shall meet the sixth and thirteenth weeks of each semester. These meetings shall occur during school hours, and shall continue not less than forty-five minutes. Other meetings may be held out of school hours on the call of the chairman of the Council.

The Group Councils shall meet at 1:30 on the afternoon of the last school day of the seventh and fourteenth weeks of each semester at the school designated as "Meeting Place." Other meetings may be held out of school hours on the call of the Chairman of such Council.

It shall be the duty of the Principal of each Elementary, Junior High or Prevocational School, to dismiss such school on the afternoon of the days fixed under these Rules of the Board of Education for the meetings of the Elementary Teachers' Group Councils; and it shall be the duty of the Principal of each such school to provide for the meeting together during school hours of all the teachers in such school for the local council meetings on some day during each of the weeks heretofore designated.

It shall be the duty of the principal of each elementary school in which a group council holds its meeting to make the necessary provisions for holding these meetings in such school.

SEC. 9. REPORTS OF ELEMENTARY TEACHERS' COUNCILS:

It shall be the duty of the General Council to submit to the Superintendent of Schools and to the Board of Education all findings and recommendations which have been approved by a majority of the Group Councils.

Digitized by Google

High School Teachers Petition Starts Pot Boiling on Councils

Superintendent Opposes Plea for Meetings on School Time

The question of Teachers' Councils was revived during the summer by the presentation, on July 22nd, of a petition signed by more than 1,400 High School teachers to the Board of Education to re-establish High School Councils on school time.

Following is the petition and accompanying communication from the President of the High School Teachers' Council, which were printed in the Proceedings of the Board (Report No. C-12109, page 64, July 22, 1925) and referred to the School Administration and Rules Committees. To date no action has been taken by either committee.

REQUEST TO RE-ESTABLISH CENTRAL COUNCIL—REFERRED

Chicago, July 17, 1925.

Members of the Board of Education, Chicago Illinois:

Ladies and Gentlemen: Pursuant to the order of the Central Council of the Chicago High School Teachers' Council the attached petition, signed by more than 1,400 high school teachers of Chicago, is respectfully submitted for your consideration.

The teachers are convinced that the present system, originally established by the Superintendent and Board in 1919, of a local council in each high school with representation in a central council is the most effective organization through which the opinions of the teachers on the problems of the high schools may be obtained and the morale and professional spirit of the teaching force may be developed.

Owing to the shift system now in operation in almost all the high schools, under which the teaching day is completed at various times from 2:30 until 5:00 P. M., it has been found impossible to get the teachers together at any time after school for any purpose whatsoever. This has greatly hampered the work of the locals during the past year. Since programs can be so arranged that class time lost by holding local meetings on school time can be reduced to a negligible minimum, the school system would be much benefited by the restoration of these meetings to some time in the school day.

For these reasons the high school teachers respectfully present this petition to you.

Yours respectfully,
A. E. LAYMAN, President.

PETITION

We, the undersigned teachers of the Chicago Public High Schools, do hereby petition the Superintendent and Board of Education to allow the Local High School Councils as now organized, to meet four times each semester on regular school time for a period of 45 minutes each.

(Signatures follow)

Following is an exact copy of the Superintendent's report to the Rules Committee of the Board on the High School teachers' petition. This report was printed in the newspapers on September 3, 1925, and received later by the members of the Rules Committee of the Board:

September 1, 1925.

To the Committee on Rules, Board of Education.

Ladies and Gentlemen:

There has been referred to you by the Board of Education a petition of Mr. A. E. Lyman, president of the Chicago High School Teachers' Council, 19 South La Salle Street, Chicago, to the effect that more than 1,400 high school teachers of Chicago request the Superintendent and the Board of Education to allow the local high school councils as now organized to meet four times each semester on regular school time for a period of forty-eight minutes each.

The Council as now organized has, according to the copy of its constitution filed by it with the superintendent, the purpose "of utilizing the knowledge and experience of all high school teachers in the solution of educational and other problems in the Chicago high schools." They exclude the principals but admit assistants to the principals, substitute teachers, deans of girls, etc. The local councils meet during the third, eighth, fourteenth and nineteenth week of each semester, eight times a year. The delegates to the Central Council meet "on an afternoon of the week following the regular meeting of the locals and at such other times as may seem advisable on call of the president." The Central Council is empowered to submit to the Superintendent and other executive officials recommendations on all educational and other problems. A majority of the members of any council constitutes a quorum:

The main objections to the proposition of the petitioners are two:

A—Exclusion of the principals from an educational organization meeting in the school and given official recognition by the Department of Education.

The rules of the Board of Education, in common with the rules of other school systems, designate principals as "the responsible administrative heads of their respective schools charged with the organization, supervision and administration thereof."

Principals have so generally objected to the official recognition of an organization within the school system excluding them from participation in solution of educational and other problems for the Chicago schools, that I cannot bring myself to approve the proposition of the petitioners.

B—The petition proposes to hold eight meetings on regular school time forty-eight minutes each.

Protests against encroachment upon the actual teaching time devoted to the school children have been so general and so well supported by arguments that I deem it my duty to oppose interruptions and curtailments of this, the main function of the schools. If the high school classes should be dismissed for purposes other than actual teaching, the elementary school teachers could properly claim the same privilege. The argument that the "shift" system in operation makes it impossible to get the teachers together at any time after school for any purpose whatsoever applied equally well to large numbers of elementary schools.

Twelve of the high schools have over 100 teachers in their faculties; obviously too many to secure much opportunty of expressing their views in meetings confined to forty-eight minutes each. This amounts to less than thirty seconds for each teacher. By a plan in operation elsewhere of assembling morning teachers after the close of their service and afternoon teachers before the beginning of their service, smaller groups and more efficient results could be obtained.

To avoid encroachment on teaching time, the principal's staff meetings (the essential of all organizations for the presentation and discussion of plans) are forbidden to be held during class time. In view of this requirement, the dismissal of classes for meetings from which the school managers are excluded would present an absurdity which I cannot justify.

The fact that teachers are required to render service in a definite locality and time at less than seven hours per day for 195 days out of the 365, and the fact that the Central Council can meet out of school time and that twenty-three voluntary teachers' associations formed for the solution of educational and other problems have not requested dismissal of classes for their work, indicates a not insuperable difficulty for meetings of high school teachers' councils in other than school time.

This matter of interruptions to teaching service for various commendable purposes has been before the Board of Education and has been given active attention by it for more than a year and a half. On the 19th of September, 1924, your Auditor estimated the cost of the schools at $678.76 per minute of teaching time. As to the essential period during which waste time

(Continued on next page)

Digitized by Google

is the most expensive, no other season can rank in importance with that when the teacher and taught are present together.

On September 24, 1924, so insistent were protests from citizens, parents, and clubs against the shortening of the teaching periods that members of your Board issued a public statement "that the dismissal of classes for teachers' councils is contrary to the best interests of the school service and that the city is entitled to full, regular, uninterrupted attention to the teaching of its children and that it could find no instance in other cities where schools have been dismissed for the purposes of holding teachers' councils. The organization of teachers' institutes under the direction of County Superintendents, etc., makes no exception."

Councils in Chicago were a grant to the Superintendent of schools, an institution for which he asked Board authority. (Rules Board of Education, Chapter IV, Art. 15.) Proceedings of the Board refer to the councils "as under authority granted to the Superintendent."

To give to the school system the advantage of a regular organization for proposing, discussing, and recommending, I had, beginning October 22, 1924, several conferences with a committee consisting of nineteen teachers and principals, one district, and one assistant superintendent. They made an extended study of industrial and educational conferences and submitted a detailed preliminary report to the members of the Board of Education on December 31, 1924. As a result of comments and advice from Board members, modifications were made in the original plan, dropping from the proposed council a member of the Board of Education for the reason given that the council should be merely advisory and that no elaborate machinery was necessary. Your proceedings show your Board's final approval of the constitution of the existing Public School Teachers' Council, which constitution provides for seventeen members elected as delegates from designated voluntary teachers' associations. (Proceedings Board of Education, February 11, 1925, Page 769.) The Board approved this plan April 8, 1925 (Board Proceedings, page 1016).

Preliminary to the Board's approval, hearings were held by the Committee on School Administration and briefs submitted by interested parties. Immediately after the Board's approval, the Superintendent issued a call to the designated organizations to elect their delegates and on June 16th these met and organized in accordance with the constitution, members drawing lots for the one-year terms, two-year-terms, and three-year terms, discussed the thirteen items on the calendar and adjourned until fall.

CONCLUSION: A teachers' council, representing all grades of the service, having been organized with the approval of the Board of Education; the meetings of other councils (high school and otherwise) being possible under the circumstances suggested in this report; The Board of Education having approved the offer of the use of school buildings out of class time for meetings; I recommend that the receipt of the petition be acknowledged and the petitioners furnished with the Superintendent's reasons for disapproving the request.

Respectfully submitted,

(Signed) WILLIAM McANDREW,
Superintendent of Schools.

SUBSCRIPTION

to

Margaret Haley's Weekly Bulletin

Name.....

Address .....
(Street and Number)

..... City

Subscription price—$2.00 per year.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

Terms of two pension trustees, Miss Mary M. Abbe and Miss Mary A. Swett, will expire this fall.

The Primary election will be on October 9th.

House Bill No. 521, which was before the 1925 Legislature, and which provided for compulsory retirement of Chicago teachers, principals and other members of the educational department at 70 years of age, on a $1,500 annuity paid out of the Educational fund, failed to become a law.

House Bill No. 638 permitting non-contributors to the Chicago Teachers' Pension Fund to become contributors was enacted into law.

(Continued from Page 4)

Teachers Hear Mr. English Discuss School Finances

is going to vote favorably on an increase from $1.92 to $2.92 in taxes. That would increase the revenues of the Board so they could in some measure take care of the deficit, but I want to tell you that the whim of the taxpayers of Chicago is a mighty unsubstantial thing to base your earnings on. I would like to have something more substantial for the necessary things of life than taking a chance on the taxpayer voluntarily raising his own taxes. (Laughter).

Now, say that this salary schedule did go into effect. It would be inevitable at the end of 1928, if there was no further revenue from the Board, and we were going to keep the same volume of activities in our schools as today, and we are sadly in need of increasing them, there would be only one thing that I can see would have to happen, and that is a decrease in salaries.

Increase or Decrease?

In my opinion it is far more dangerous to approach a situation where there would be a decrease, an inevitable decrease in our earning power, than there would be if we did not get that increase at all.

Now, we of the trade union movement, we know that it is a much harder proposition for our members to stand a decrease in wages than it is to be denied an increase in wages. It is something that they have which belongs to them. It is theirs by right, and they take the position nobody has the right to take it away from them, because we have never got all we are entitled to, and I look upon this salary schedule in about the same light as I would look upon wages concerning any other branch or any other element of organized labor.

That is the position that the members of the Board have taken on this salary increase, who are not fully agreed with this program.

I wish that there were some way of giving the teachers what belongs to them in the way of a permanent and substantial increase in wages, in salaries, something that they would know was theirs, that they would look forward to, but when you commence to fix wages on the whim of the taxpayers, we are skating on mighty thin ice, that in all probability would break under us unless there was a very vigorous campaign made.

There may be ways, probably, of meeting an increase

Digitized by Google

in salaries and of bringing forth a new salary schedule with justice to everyone who is making a living teaching in Chicago, where all would really get what they deserve, and probably some of the other speakers later on will tell you something about that. I am not versed enough in the tax situation in Chicago to know much about it, but I do know this, there are a lot of tax-dodgers in Chicago who get away very easily on that mild term, "tax-dodgers." If somebody put his hand in your pocket and took out your money, you would call him something else than tax-dodger.

I want to be as helpful as I can on the Board of Education, first, to the children of Chicago. They deserve our consideration first (Applause). And then to those who are intrusted with the most important work that we are doing in this country today, and that is moulding the lives and characters of our children who are going to school. We are trusting them with you. We are placing them in your hands. And the way you handle them determine largely what our citizens are going to be. And I say without much fear of contradiction that the teachers are moulding the characters of the future citizens of this country, and there is no more important work any place.

And when it comes to a question of salary, I think that yours should be considered first.

I thank you for this opportunity of appearing before you, and I probably have taken a little more time than I intended to take, but I want you teachers to consider me on the Board of Education as your friend and the friend of everyone, whether he is a member of an organized labor movement or not,—the friend of everyone who is working for a living because those are the people I am interested in and those are the people I am going to try to serve to the very best of my ability.

I want to thank you for your attention. (Applause.)

Statement by Mr. Olander

MR. OLANDER: What I am about to say will be said as the result of thoughtful conference with officers of the Chicago Federation of Labor and not merely as an expression of my individual views.

I think we are confronted with a very grave emergency in our public school system which deserves the very careful attenton of every citizen of Chicago.

There is quite a dispute, according to the public press, as to whether or not an excess of expenditures over income may be properly called a deficit. Well, be that as it may, there is a complete agreement upon the statement that the expenditures do exceed the income. On that point there is no difference of opinion apparently between any of those who are arguing this question of salary schedule.

And all agree, also, that there must be an increase of school revenue. Why? Well, we might go back a year to secure evidence as to just why we need or for what purpose we need more money in our schools.

It is just about a year ago now that we were all rather excited about the introduction of the platoon system in Chicago. Not many of our public educators here cared to express themselves in favor of that institution because of any particular educational value in it, but one very eminent gentleman in charmingly original language gave it his approval because he said you must cut your cloth to fit your purse. That is the gentleman who has

The newest styles and Materials

ALTERATIONS FREE

HARVEY & CO

135-137 S. STATE ST.

The newest colors and Combinations

ALTERATIONS FREE

10% DISCOUNT TO TEACHERS!!



We congratulate the BULLETIN on its new policy of accepting advertising and welcome the opportunity to invite the School Teachers of Chicago to come to our store and inspect our offerings. That we may introduce our merchandise to you, we offer a SPECIAL 10% DISCOUNT TO ALL SCHOOL TEACHERS. All our merchandise is marked in plain figures. Select all you wish to purchase—and then deduct 10% from the total. Our prices are always low—the special discount makes every item an exceptional bargain.

Fur Coats

Northern Seal, Marmink, and Muskrat. Plain and trimmed—some with contrasting collars, cuffs and borders. In the latest style effects, priced at

$85.00 Up

Don't Forget the 10% OFF

Cloth Coats

In the new needle point materials in vogue for the coming season. Trimmed with Beaver, Jap Mink, Eastern Mink and Foxes. Some with borders—and in all the prevailing shades. Priced at

$65.00 Up

Don't Forget the 10% OFF

Dresses

For class room, street, afternoon or dinner. In Satins, Crepe, Crepe Romaine, and Elizabeth Crepe. Long sleeves prevail—though many models are sleeveless. Some plain and some elaborately trimmed.

$22.50 Up

Don't Forget the 10% OFF



Digitized by Google

since advanced a salary schedule (laughter)—the Superintendent of Schools.

My time is very short. I have to get back to some very important pre-convention duties that are now occupying practically all my time. I can't go into detail. You are more familiar with the needs of the schools than I am. You know that money is needed for a great many purposes, among which is that of supplying more teachers in order that there may be a sufficiently close contact between teacher and pupil to enable proper and adequate education.

That there is a necessity for increased revenue in order to put the school system upon a proper basis in a great many respects, is certain. It may be said, too, that there is not a sufficient income now to maintain the present standard and that unless additional funds are given, there will have to be a lowering of standards in many respects.

Now, in order to obtain the increased revenue it is proposed by those who are advancing the salary schedule that an appeal be made to the people for an increase of taxes. Surely, you teachers know that there is considerable feeling among the people of our city and especially the home owners against the present rate of taxation. It goes very heavily upon folks when they have to pay $125 to $175 in taxes on a little cottage, and yet that is what we are confronted with in this city.

Now, then, you are being advised to go to the people for an increase of salary for some of you—or to go to the people for an increase of school revenue, not for the purpose of giving to the children relief from the platoon system, not for the purpose of furnishing funds generally for the schools, but so that there may be an increase of salaries for the teachers or rather for some of the teachers. All other issues have already been overshadowed. Those who are favoring the present schedule are raising that one question and calling upon you to go to the people on that one issue,—something you have never before in your history done.

Now, is that wise? I would say if there were nothing at stake but your salaries, if there were nothing at stake but that one question of whether or not you should receive more salary or some of you should receive more salary, I would not be so greatly concerned. But surely you know that there is a well defined campaign all over the United States to curtail the cost of public education by limiting the number of young people that are to be permitted to enter our public educational institutions, so changing conditions as to make it impossible for a considerable portion of the classes that now enter our schools from getting through the doors of those institutions in the future.

I refer you to the reports of the Carnegie Institute which give the facts in unmistakable language as to the nature of that campaign which that institution itself is favoring.

I refer you to the reports of the Chicago Association of Commerce, not so frank in their statements, but the nature of their investigations and the figures that they publish in their reports, indicate that they too are moving in the direction of curtailment.

Leading Teachers Into Trap

What would satisfy the enemies of public education more than to induce the school teachers of Chicago to go to the people on a false issue of salaries and be defeated, as a result of which the School Board would have to proceed on its present revenue, and that would mean not only a lowering of the present standards of education but also a reduction in your salaries as well.

I think that either intentionally or unintentionally, I know not which, efforts are being made to lead you into a trap, as a result of which, if you permit yourself to be so led, you will suffer injury to yourselves and do injury to those under your care.

Now, I say that under such circumstances you ought to move with much care.

Do I need to stand before you and say that I favor better salaries for the school teachers of Chicago? I don't know of anyone who has been more consistent on that question than I have. And I must say, too, for the Chicago Federation of Labor and all of its associates, that throughout the years they have insisted that school teachers have not been properly paid. But on more than one occasion some of us have had to step out with your officers and warn against trick proposals that were brought forward, raising the hope that something was about to be obtained, perhaps a little given for a while and then afterwards taken away, and the whole system demoralized by that sort of procedure.

I have no hesitancy in coming out and saying that those who have been condemning our public school sys-

BERTHA OTT *Announces the following* **CONCERT and RECITALS** *under her management during the first part of October*

Paul Whiteman (himself) and orchestra, concert, Sunday afternoon, October 11th at 3:30 at the Auditorium Theatre. Seats $1.00, $1.50, $2.00, $2.50, plus 10% tax.

Eusebio Concialdi, baritone, recital, Sunday afternoon, October 11th at 3:30 at the Studebaker Theatre. Seats 75 cents, $1.00, $1.50, plus 10% tax.

Themy Georgi, tenor, recital, Sunday afternoon, October 18th at 3:30 at the Studebaker Theatre. Seats $1.00, $1.50, plus 10% tax.

Tickets can be secured by addressing
BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

New York Shop at Fifth Ave. and 36th St.



Youthful Attire

Ultra Individual in Design for School—Street—Afternoon—Evening

New modes presented here simultaneously as shown in our New York shop

Special features arranged for Saturday shopping announced to teachers by mail

Fill out and mail this coupon:

Name .....

Address .....

.....

Betty Wales Shops

65-67 E. Madison St. Wilson Ave. at Sheridan

AND IN EVANSTON—ORRINGTON HOTEL

Digitized by Google

tem and are holding it up to ridicule—I am not speaking of those outside of that system but those inside of it—during the past eighteen months are poor leaders to follow in this sort of an emergency. (Applause).

The argument, the effort to raise that single issue of salaries at a time when there are many other school questions that need attention in relation to revenue, ought in itself to be sufficient to warn you that there is something dangerous in the situation.

The salary argument itself as it is being presented by your friends, the newspapers, (laughter), is unsound.

You are told,—not you, because you know better,—but the people of Chicago generally are told that we stand 119th in teaching costs per pupil, and the average citizen reads that as it is intended that he should read it: 119th in the salary of teachers which of course is quite another thing. But as he reads it that way he is impressed and for a moment forgets his dislike for increased taxes, but you know what would happen when the campaign starts and those who are really for it and against it really begin to talk and argue about it; the falsity of that statement will be shown up, and he will be told the difference between teaching costs per pupil and teachers' salaries, and he will then say, "Well, after all, it was not so bad as they first said," and immediately he will think of the prospect of increased taxes.

Is it intended that that is what should take place?

VOICES: Yes.

MR. OLANDER: Is that the purpose of the kind of argument that is now being made?

Tax Amendment

There is another thing to be considered. For a long time in Illinois we have been arguing the question of the tax amendment to the State constitution. It has been pointed out time and time again that under the present rigid tax article it is utterly impossible to reach certain forms of property, and so the claim has been made that the legislature ought to be given power to classify property for taxation purposes.

In 1915 the legislature submitted to the voters an amendment to the constitution so changing the tax article as to permit of classification.

Some of those whom we sometimes refer to as in the tax dodging element of our community succeeded in persuading the legislature that the power to classify ought to be limited to purely personal property, and as the result of that when the tax amendment which they submitted, so limited, was put to a referendum vote in 1916 it failed to receive the necessary majority. Then came the Constitutional Convention. That question was one of the principal issues, and again the tax question was discussed all over the State of Illinois, and the Constitution was voted down largely because it had in it a rigid tax article somewhat like the present article in its lack of flexibility. The subject again came before the legislature after the defeat of that proposed new State Constitution, and last winter there was adopted by the Illinois legislature a resolution, Senate Joint Resolution No. 4, a proposed amendment to the tax article of the state constitution permitting to some extent the sort of classification desired.

Now, there is a question among some of the proponents of the original resolution, which had the backing of a greater number of organizations than any other tax proposition in this state has ever had before.

There is now a question among them as to the mean-

ONE MAY ECONOMIZE IN many ways with profit to health as well as to purse, but cheap food, lacking quality, is never an economy for it exacts a heavier price than ever is paid in money. Good food is the foundation of good health and good health is priceless.

HENRICI'S

WM. M. COLLINS, President

67 W. Randolph St.

7 A. M. to Midnight

F. N. Matthews & Co.

21 East Madison Street

Between State and Wabash



School Teachers

A LIBERAL DISCOUNT

Is allowed you and your family on the marked price of any merchandise in our stock.

Coats-Dresses and FURS

of finest quality only are featured here. Thirty-five years of service to the women of Chicago establish us as Chicago's foremost woman's shop.

Quality and Economy

And while our merchandise is of the highest quality obtainable, we are known for our low prices. Come in and get acquainted with "Matthews."

Digitized by Google



A PERMANENT WAVE
By Lois Armstrong
Rivals Nature's Own!
Newly Perfected Process
Oil Skin Steam Sachet
Special Club Rates For Teachers
LOIS STUDIOS
Call State 5089
Room 808. 14 W. Washington St.

Private Telephone Exchange Atlantic 2300
LAKE VILLA APARTMENT HOTEL
FIREPROOF—SOUNDPROOF
Teachers Can Afford It
Attractive, Completely Furnished Kitchenette Apartments in a wonderful building with Hotel Service. One block from Lake and I. C. Ry. Quick, comfortable transportation. Taxi headquarters adjacent.
4644 LAKE PARK AVENUE

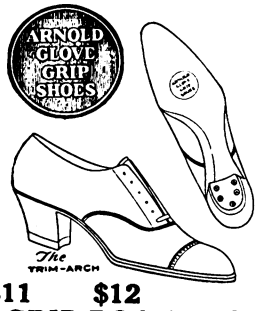
The Shoes You've Hoped For

Our shoes will give you barefoot ease and superb style—absolute foot comfort and beauty of line.

Our Arnold Glove Grip Shoes support your feet, banish aches and pains—and they seem never to wear out.

Come in and let us explain their patented feature and show you or complete line.

Combination Lasts
For Men and Women



$10 $11 $12
ARNOLD GLOVE GRIP BOOT SHOP
Room 206 6 N. Michigan Ave. Chicago, Ill.

Announcing Structural Design

Our new Design and Composition guide for those without technical practice as well as for those who have. It is entirely individual expression, giving artistic results of novel appearance from the first. It teaches true Art appreciation, makes modern Art understandable and graphic ability is developed consciously.

Saturday Class for Teachers Begin Sept. 26th
Tuition $24 for 3 Months

9:00 to 12:00 A. M.—Structural Design applied to standard Normal Art methods, Dress Design, Commercial Design, Interior Decoration, Annual Illustrations.

1:30 to 4:30 P. M.—Structural Design applied to Industrial Art methods, Dress Design, Poster Design, Still Life, and Life Classes.

Our certificates of accomplishment have been credited by Universities and Boards of Education for years

THE CHICAGO ACADEMY OF FINE ARTS
CARL N. WERNTZ, Director
81 EAST MADISON STREET

INTRODUCING!

To the School Teachers of Chicago

Goodrich Dressmaking Service

We design, cut and fit any garment from your own material and make ready for you to finish. Also partial and complete finishing services.

Appointment for Fitting May Be Made by Telephone

THE GOODRICH SHOP

1107 Stevens Bldg. Dear. 7015

ing of a part of the tax amendment as to just what the provision for two thirds majority means at the conclusion of the amendment.

I don't want to discuss that question here. I simply refer to it to show the difference of opinion. I am not making an argument for the tax amendment because those with whom I am directly associated have not yet declared themselves. That proposed amendment to the Constitution which brings forward the method of taxation, how to raise public revenues, how to take care of the tax dodger, how to get at stocks and bonds, all property we have not been able to reach, will be a wide open question discussed from one end of Illinois to the other before you can get this question of increased taxes to a vote, because the campaign on the tax amendment is already being organized, and long before the flowers bloom in the spring it will be a subject of discussion from one end of Illinois to the other. And into that maelstrom is to be thrown that question of increased taxes in Chicago on the false issue of teachers' salaries as though that were the only thing to be thought of in the schools. I say that under such circumstances there is grave danger that the people may vote down the proposal to increase taxes, intending by that action merely to delay in the matter of school revenues, that is, waiting to see what action will be taken on the proposed revenue amendment. But some of those who now claim to be your friends will then insist that the verdict was really against an increase of school revenue and that the school board must proceed in accord with that verdict. Surely you cannot afford to take that sort of risk.

It has been intimated by some that the officials of organized labor are taking a rather peculiar position when they appear to stand against an increase of wages for the teachers. I do not care to answer that sort of a thing. I say the whole history of our movement and the history of all those for whom I am now talking is a sufficient answer to that allegation. As a matter of fact what we are attempting to do is to have everything handled in such a way as to assure you of a real salary increase, and to safeguard you against trickery. (Applause.)

Neither a Liar Nor a Coward

Of course, it would be much pleasanter if I could stand before you and just argue that the time was here when we could go right ahead and get for every teacher all that he or she deserved. But I am a sailor. We have certain ethics on board ship. One man in each watch is selected to go to the mast head and there keep a lookout, and I could not very well use the sort of language here necessary to express the opinion of the sailor as against the lookout who, seeing breakers ahead, did not report it to those on deck because it would be unpleasant news to them. (Laughter). He would be termed a coward if he hesitated upon the reporting of it and a liar, if he denied having seen it afterwards. I am neither a coward nor a liar. (Applause).

Let me take some of the personal reference out of that and say exactly what I really mean by that statement. It applies not only to myself, but to all I represent and for whom I speak. Every official of the Federation of Labor feels exactly as I do on this question, and they feel that their position, although it may be misunderstood here and there for a moment, will become clear to the people of Chicago generally before this argument is over. Fortunately there is plenty of time before the final issue will have to be decided.

Now, I would like to just lay a claim for myself be-

Digitized by Google

fore you for just a moment. It is a good many months ago that I stood before you and gave to you my view of the junior high school system as it is being inaugurated in the City of Chicago. I tried to lay emphasis on the fact that what I was referring to was the sort of a junior high school system that is being presented to us, but I had no reference to certain other systems in some other cities, especially the smaller ones. I told you then that its whole purpose was that of classification, a classification of children on lines akin to the Hindoo caste system and that the intelligence test was an abomination, (Applause) and was being used to effect that purpose.

I went before the Chicago Board of Education and submitted to them the views upon that question as developed by the organizations that I represent, advised them of where our investigations had been made, and what we learned, and in that discussion I expressed our opinion regarding the so-called intelligence test, at least the group test as used in the public schools elsewhere and as being then used in some of our high schools here in Chicago. The Superintendent of Schools when given my statement by the School Board with instructions to give them an answer to it, replied, in substance—"What the speaker has said of the intelligence test is none too strong."

Did you read the papers day before yesterday?

VOICES: Yes.

MR. OLANDER: They have secretly, so they say, and then publish it (laughter) applied an alleged intelligence test to all of those in the so-called junior high schools; not high schools in any sense of the word. For what purpose? For the purpose of classification, and all this is to be without the knowledge of the children or their parents.

Intelligence Tests

Now, you know children, and so do I. Why, the way the school authorities are going at it is worse than if they explained every detail to every boy and girl they apply it to. There will be conjecture of all kinds. Every youngster that gets into a quarrel with another youngster will suddenly find out something about the meaning of this intelligence test as applied to the fellow he is having the argument with (laughter). Not even the imagination of some of our school heads will be able to equal that of the youngsters when they get started on this question. (Applause). I am reminding you of that because more than a year ago, a year and a half ago, and even before that when this issue first appeared on the horizon of our school system here, when there was hesitancy on the part of a great many people to discuss the question, I went to work and threw my whole office into the job for weeks to discover the meaning of it, because I felt that if the Federation of Labor has a duty to perform of value it is certainly that of protecting the children of the city. (Applause).

Much as grown men and women need to be safeguarded they remain with us but a short time as compared with the children. Our hairs soon turn gray, and the time is not distant when we pass on. But the boys and girls come forever trooping forward. And I felt it was the duty of our organizations, when others couldn't advise the people definitely on the question of the proposed school change, to go out over our broad land and seek information upon it. And what we found was such as to cause me to feel that I was justified in making the accusations that I did, and now comes the evidence that we

GREENE'S

230-234 So. Michigan Boulevard
Near Jackson

High Quality Merchandise No Exorbitant Prices

An Opportunity

to Save $75 to $600

Fur Coats

of Quality and Style

$125 to $1,000

Smart Raccoon Coats, fox trimmed; Silver Muskrat Coats, Hudson Seal Coats, Golden Muskrat Coats, trimmed Sealine Coats, and many other furs too numerous to mention.



SPECIAL DISCOUNT
10% off regular prices for Teachers

To All Teachers!

CHRISTMAS GREETING CARDS

We are desirous of adding a few more intelligent men and women to our sales force to sell personal, individual, monogramed Christmas cards during their spare moments.

We have the most beautiful and lowest priced line of cards in the country, and we pay a most liberal and unusually large commission. Samples are furnished to you free, and you are under no obligation whatsoever. Come in at your earliest convenience and look over our samples and prices.

THE PROCESS ENGRAVING CO.

209 S. State St. Chicago, Ill.

MYRLE DRESSMAKING SHOPPE
MYRTLE TAUBER, Proprietress
DRESSMAKING AND REMODELING
Silks, cloth, flannel and challis made to your measure from your material. Moderate Prices.
SPECIAL ATTENTION GIVEN TO TEACHERS
—Making it convenient for them to do business with us.
$12 to $15
Room 1626 Stevens Bldg., 17 N. State Cent. 6012

MARGARET A. LYNCH
COURT REPORTER
1301 Ashland Block
155 N. Clark Dearborn 5728

Digitized by Google

Now Is the Time to Select Your
Fur Coat
Many Beautiful Models to Choose From at
STAEDTER'S
1302 Stevens Bldg. 17 N. State St.

Commercial Art School
and
Vogue School of Fashion Art
ADVERTISING ART, FASHION ILLUSTRATION, COSTUME DESIGN
Posters, Cartoons, Interior Decoration, Lettering and Design
Day, Half-Day, Evening and Saturday
Department 772 116 S. Michigan Blvd., Chicago

If You Want a Good Shingle Bob
or
Permanent Marcel Wave
Come in and see us!
JOSEPH P. MARTIN
1016 Stevens Bldg.
CENT. 1216 DEAR. 6542



17 No. STATE
10% Discount to Teachers
RADCLIFFE BOOT SHOP
ADOLPH WEINSTEIN — PROP.
Smart Shoes Built for Comfort
"Slender Foot Arch Fitters" Combination Lasts
"Stylish Stout Outsides"
912 Stevens Bldg.
The Largest Range of Shoe Sizes in the City.
Sizes, 2½ to 12; Widths, AAAA to EEE

MILLINERY SUPPLIES
AT LOW COST

Large stock of Buckram Frames, Buckram, Willow Net, Glue, Needles, Joinees, Wires, Silks, Velvets, Flowers, Feathers, Ornaments, Laces, Malines, and all necessary materials to make hats.

Materials Cut Straight or Bias
Making Instructions Free

MILLINERY SUPPLY CO.
906 Stevens Building 17 N. State St.

5,000 Satisfied Users in Chicago

HEADACHES AND THAT TIRED FEELING
are the natural result of
CONGESTED BLOOD
—as are many other ailments. If YOUR school day wears on you —if you are tired, or nervous, or have sore and stiff muscles, or if you cannot sleep well—permit us to demonstrate the
ELECTREAT
You use it yourself—and it relieves in from two to twenty minutes. NOT A MEDICINE.

Teachers who mail this advertisement will be given a free demonstration at home — no obligation

ELECTREAT CO.
39 W. Adams St. Wab. 0598

were right. More than a year ago I warned you against what took place in the Junior High Schools day before yesterday. And as I say, we have a right to expect folks to listen to us when we issue warnings in these school situations.

We have been proven right time and time again, not because we exceed others in intelligence, but because it happens to be our particular duty to keep ourselves posted on questions of this kind, and also because we have the facilities to learn about these things.

Now, I don't feel that I am standing here arguing with the Chicago Teachers Federation. You always hit the right path without anybody telling you what to do. I will tell you why I am here. Today is the busiest day of the year for me, except one—next Monday will exceed all others. Today is the day before I leave for the city in which our annual convention is held. Monday will be the first day of the convention. Ordinarily, I couldn't leave my desk for a moment, and yet here I am talking and talking at some length. Why? For the reason that it was suggested to me that I had better stay away. (Applause). It wasn't said in so many words, but the implication was very clear. And so I am here out of respect for myself. (Applause).

Can Trust Teachers' Federation

I feel that the Teachers Federation can be relied upon not only to do the right thing for the teachers, but also for the children and the citizens generally. (Applause). I had occasion to visit the Mayor's office with Miss Haley and Mr. Fitzpatrick, President of the Chicago Federation of Labor, and Mr. Nockels, its Secretary, some days ago, and the case was presented there—

MISS HALEY: And Mr. English.

MR. OLANDER: Yes, and Mr. English—shall I say, of the Board of Education or the Typographical Union—I like the Typographical Union best—was there along with us. And the case was presented there—I think I am right in saying—about as I have presented it here. Isn't that correct?

MR. ENGLISH. Yes.

MR. FITZPATRICK: Yes.

MISS HALEY: Yes.

MR. OLANDER: I want to say this in conclusion: I am convinced that we have had a turn for the better in our Board of Education. Without condemning anyone that has gone before, I believe the recent changes brought about a condition where it will be possible to get a clear understanding in that Board as to just what the motives and purposes of this organization are, and that those motives and those purposes are going to meet with sympathetic attention there. I think it is more than a hope on my part, because I have seen evidences that justify that hope, unless some of those who work behind the scenes can step in as they have done at other times and mislead those upon the Board of Education into a misunderstanding of what your purposes are. In order to avoid that we have to keep our actions as much as we can before the public, and get the people to meet with one another as frequently as possible.

I want to express this very earnest hope as a last word: There are two other organizations of school teachers that are very close to me here in this city—the Women High School Teachers' Federation and the Men Teachers' Federation. What ever differences there may be between the Chicago Teachers Federation and those organizations I believe could easily be ironed out if a little time

Digitized by Google

and patience were given to it, by getting together with each other once in a while, and I am sure it is your purpose to do that, and I feel the others will meet you more than half way in that respect.

There is a danger in showing division. Appearances in some quarters now might lead the uninitiated to believe that there are those who would sacrifice anything for a dollar increase in wages, and who are willing to remain silent upon the platoon system and everything else if a little more salary would be given to some of them. I don't believe that anyone in the three organizations that I have named would be guilty of taking a position of that kind. Yet if we stay too far apart it may be that those who want to see us divided would make us believe that of each other.

I believe the purposes of all of them are of the very highest; their motives are of the best, and I think that they look upon this situation much the same as you do, but unfortunately now, because we have not gotten close enough together, there is a difference of expression that has caused folks to believe that there is a real difference of opinion between us. I don't believe that they are any more willing or any more ready to walk into a trap than you are. (Applause). And I am mighty sure that nobody is going to get you into a trap, especially where a tax question is involved. (Applause).

THE PRESIDENT: Now, I am sure that we have had the most excellent advice, and we are very grateful to these speakers. (Applause.) In the wings is another member of the Board of Education. I don't know whether he is coming in or not.

A VOICE: Who is he?

THE PRESIDENT: Don't be so curious. Wait till he comes in.

Mr. Coath entered. (Applause).

THE PRESIDENT: Now, that is more applause than you gave Miss Haley and myself and all the rest. Ladies and gentlemen—if there are gentlemen here—this is Mr. Coath, a member of the Board of Education. (Applause).

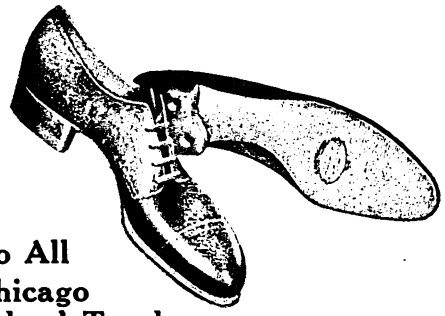
Statement by Mr. Coath

MR. COATH: Madam Chairman and friends (applause): You know, when I was a little bit of a fellow, a good many years ago, down in my home town, it was really considerable of an honor and a pleasure to have people say, especially the boys, "Now you lay off of him, he is one of our gang." Well, as we get along a little further in life and we have to take on little public affairs, and we get into this perfectly marvelous institution, the Board of Education (laughter), why, we have to do away with a lot of those little home things; we have to correct our English as best we can because you know a little error in English immediately condemns you with the Holy of Holies. Oh, absolutely. (Laughter).

So the nearest I can come to being human, being just what I tried to be all my life and take on this new assumed atmosphere is to call you friends. That is good English. (Laughter).

I am inclined to feel as though I occupy the same position with each and every one of you that I thought was a wonderful privilege back with those boys in Philadelphia. I feel I am one of you. And I have not used a slang word (Laughter).

There is a real satisfaction in coming here today. I can come to you sincerely because I have nothing to sell.



To All Chicago School Teachers

Of course you are interested in having your feet comfortable, as you cannot get the full enjoyment out of life, if your feet hurt. Then, too—we have noticed that comfortable shoes play a most important part to a person's physical well being.

Therefore we recommend **SOCKET-FIT SHOES** as the logical solution for your foot troubles.

So many good things are said about all corrective shoes, that we are not going to dwell upon the merits of SOCKET-FIT'S—but we would appreciate your giving us the time to try a pair of these wonderful shoes on. Then *you* be the *judge*.

D. C. LOCKE'S

In the Lobby of the Shops Bldg.

SOCKET FIT SHOE STORE

Formerly the College Boot Shop

17 NORTH WABASH AVENUE
CHICAGO. ILLINOIS

JUST WHAT YOU WANT:—

—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember it's the—

ALL-ARTS MAGAZINE

Published by ALL-ARTS COMPANY, INC.

63 E. Adams St., Dept. M Chicago, Ill.

KING BEAUTY SHOP

Quality Service at a Reasonable Price
Permanent Waving a Specialty

SATISFACTION GUARANTEED

Phone DEArborn 5120

219 Mallers Bldg.
5 So. Wabash

Large Stock on hand



O. R. May Fur Co.

Remodeling and Repairing
New Coats Made to Order

501 Capitol Building
State and Randolph
Central 6049
Established 1879

Digitized by Google

There are no favors I am asking. I can look each and every one of you straight in the eyes and say to you that it is a great satisfaction to find that we have in Chicago and especially in the much condemned school system in Chicago some human beings who are not willing to sacrifice their fellow man and their fellow neighbor for the almighty dollar. (Applause).

As we go through life we may have many purposes and we may aspire to many things. We each have our own particular ideas of what constitutes the best thing to do. Some seek wealth. Others seek prominence. But there is One that we must give an accounting to when all of our work is finished. That is the great Creator. We have our choice of worship, we have our various forms of worship,—we are told about the Big Book. I think if there is one thing that will get any of us in heaven it is consideration and fairness to our fellow man. (Applause).

Entrusted to you teachers is the greatest duty placed before any profession, namely, that of moulding the characters of the future men and women of this great community. You cannot mould them with the three R's. You have got to place something else there. You have got to sow the seed in their minds. It is what you radiate that they absorb and which becomes a part of their lives.

It is true that no one can take the place of a mother. I think next to the mother in forming the character of a child comes his teacher. And if our teachers are sincere with themselves, if they have that consideration for their fellow man, they are bound to radiate that into the lives of these boys and girls. I want to compliment you.

I want to thank you. I am glad you all live in Chicago. I am glad none of you come from New York. (Laughter and Applause).

We hear of three things that make New York. One is its seaport. The next thing they talk about is their Wall Street with its beginning at the graveyard and its ending in the East River. And those that start, finish and come back where they started.

We people in the West, this young city, are held up as a mercenary, shiftless class of people by the ultra-ultra of the holy of holies, (laughter) who come out here to reform us and give us culture (Laughter and applause), at 150 per cent increase in salary over the best they ever received there (Laughter and Applause).

There never was a cloud that was so dark that it didn't have a silver lining. And I am here to bring one message to you whom I count my friends. I want you to take it away with you. It is not as dark as it might appear to be. It looks pretty dark, but thank God we have got now as a leader in the Board of Education in the Presidency, Mr. Edward B. Ellicott, or Colonel Ellicott (Applause), a man whom I am willing to come before you and vouch for, a fair man and a just man and a man that you can depend upon to guide that ship the way it should be guided. Give him all the help you can (Applause). And, maybe—maybe—we might have to let the winter pass, a matter of 21 months more, but then the sun will shine (Applause).

* * * *

MISS HALEY: If there are any more loose around here and want to come up on the platform, the platform is yours.

However, we told the members of the Board that if they wished to come to the meeting and hear from the committee that visited the Mayor, the representatives of organized labor on the Board of Education and off and your representative, to hear directly how they put that question, that no one was going to ask them to speak unless they desired to do so.

I assured President Ellicott that we would not try to put him on record and that was not the purpose of the invitation. He told me yesterday if he could possibly come he would be here. I understand he is leaving the city tomorrow morning for his vacation.

The Board of Education works while you rest and then it rests when you work. So it is starting on its vacation tomorrow morning. The Board of Education will not meet again until the 14th of October. So that no question can be decided in connection with this salary matter until that date at least, if then. So that it will not be rushed through.

(Miss Haley's statement on salaries will be found on pages 6 and 7.)

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . , Editor and Publishe

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

REBUILT TYPEWRITERS
Guaranteed One Year
AT REDUCED PRICES
All Makes Including Portables—Cash, or on Time
Also Rentals—Rent Applied on Purchase
MORROW-ALWARD TYPEWRITER EXCHANGE
6 West Randolph Street
Phone State 7539

SUPERFLUOUS HAIR
Can positively be forever destroyed.
I have been in business for many years—
And I Guarantee My Work
MARTHA B. DOWDY
Dearborn 5397 Madison and Wabash
No Apprentices. Not a Beauty School.

NATIONAL ACADEMY OF COMMERCIAL ART
Our spare time courses offer opportunity to Chicago teachers for art training in its practical, as well as cultural phases.
Galleries open day and evening. Illustrated catalog on request
Curriculum Includes
Nude Life, Portraiture, Illustration, Design, Commercial Fundamentals, Interior Decoration, Glassware, Woodenware, Lamp Shade, Furniture Decorating. Day, Evening, Saturday, Sunday and Home Study Courses.
NATIONAL ACADEMY OF COMMERCIAL ART
Proctor M. Fiske, *Director*
PELOUZE BLDG., 230 EAST OHIO STREET

MARINELLO
Approved Beauty Shop
Everything in Beauty Culture
Permanent Waving and Expert Hair Cutting by Licensed Man Operator
Suite 602 Stewart Bldg 108 N. State
Opposite Fields CENtral 3877

Digitized by Google

SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTIONS
NO CLASSES

Shorthand, Typewriting, Bookkeeping
By Practical Teachers
Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.

Ample space for study as well as for instruction period.

Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.

When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.

Wm Voss

Make Your

PROMOTIONAL CREDITS

at

BUSH CONSERVATORY

839 North Dearborn St.

Special Classes for Teachers

at Convenient hours after school and on Saturdays in

Public School Music

Methods and Materials for Grades and Junior High School, Harmony, Theory, Appreciation, Voice Classification, Conducting.

Private Lessons

in all branches of Music, Expression, Dramatic Art, Languages

One promotional credit is granted by Board of Education for 40 hours of class work or 40 private lessons in Music, and for 54 hours in Expression and Languages

Send for free catalog to T. F. Schwenker, Secretary, 839 N. Dearborn St., Phone Superior 8700

Easanstyle Shoes

The Unfailing Formula for Foot Comfort

There *IS* a shoe among our varied and well-chosen styles of pleasing dignity that will keep your feet both comfortably and handsomely dressed.

For Men and Women

$8 to $15

10% Discount to School Teachers

Theron N. Ellings

80 E. Randolph St.

Briefs, Records, Trust Deeds
Confidential Reports

BARNARD & MILLER
Law & Commercial Printers
172 N. LA SALLE STREET -- CHICAGO
Telephone FRAnklin 0562

Booklets, Catalogs, Circulars, Folders
Price Lists

SPARE TIME ART COURSES

Many of us do not realize what can be accomplished in SPARE TIME IN ART—do you? Monday—Wednesday—Friday evenings from 7—9:30 also Saturday and Sunday Classes in ART. Possibly we have just the course you have always longed to take. What is it—dress design, fashion, interior decoration, commercial art, illustration or??

Just Ask Us About Our Spare Time Courses
Descriptive Literature Gladly Mailed on Request

AMERICAN ACADEMY OF ART

306 S. Wabash Ave., Dept. M Chicago, Ill.
"America's Most Complete, Practical Art School

Digitized by Google

Twenty-Second Annual Announcement

We are beginning our twenty-second year

Check Up on Our Results

I. IN YOUR SCHOOL how many of the teachers whom you know prepared with us? If you have never been one of our pupils, *inquire around.* In some schools you will find that more than half of your fellow-teachers have been our pupils. In most schools, nearly half. As you read this, you are one of 5,000 to 6,000 teachers, former pupils of ours, who are also reading it.

II. IN YOUR SCHOOL, perhaps your principal or assistant principal, ***or both,*** prepared with us. We think that nearly half of the principals and assistant principals in Chicago have studied with us.

III. IN YOUR SCHOOL, perhaps your own principal is one of our instructors.

IV. IN YOUR SCHOOL, how many of your teachers have passed the principals' examinations or the promotional, or have advanced from elementary to junior or senior high while you have been marking time?

COMMENT: Most of the prominent educators in the Chicago system have prepared with us. ***Check up this assertion yourself and you will find it to be absolutely true.***

Have You Passed All Examinations for Which You Are Qualified?

If not, why not begin preparing this term? Every year that you delay is a year lost, that you might be drawing an increased salary, while some one else is enjoying a position which you are just as well, *perhaps better qualified* to fill. You are drifting. WHITHER?

A Principal's Examination is About Due.

How many fellow teachers of yours have made the effort, passed the examination, and are now principals? Begin preparing.

HAVE YOU PASSED YOUR PROMOTIONAL?

ARE YOU QUALIFIED FOR JUNIOR OR SENIOR HIGH?

Our Discount Rates Expire September 18. Our Last Term's Regular Rates, $10 more than discount rates, expire Oct. 1.

SPECIAL: *Our New Increased rates* will be in effect Oct. 1. These rates will be from $10 to $20 more than they have ever been in the past. We are giving you warning in this announcement and we shall repeat it in the postal which we are mailing.

If you want the benefit of our courses at the old discount rate, you must enroll before September 18.

For any special information, call Miss Nessy, Dearborn 2604.

THE CULTURAL REVIEW SCHOOL, 159 NO. STATE ST.

O. M. Heath, Principal. Miss Beatrice Nessy, Secretary.

To Our Former Pupils:

Will you tell some teacher outside of Chicago about our correspondence courses?

ALSO, IF YOU HAVE A FRIEND INTENDING TO ENTER NORMAL, TELL THAT FRIEND THAT WE PREPARE.

Digitized by Google

ROc 13'25

Public Library
NEW YORK CITY

U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT No. 3663

VOL. III

Margaret Haley's BULLETIN

NO. 2

Chicago, Ill. 341 Sept. 30, 1925

"What Is the Matter with Teaching?"

By JOHN DEWEY

(Reprinted from October, 1925, Delineator)

THE further away one is from children and from the only place where education takes place, the direct contact of mind and mind, the greater is the probability that one will be an educational authority and looked up to with respect and envy.

In the name of scientific administration and close supervision, the initiative and freedom of the actual teacher are more and more curtailed. By means of achievement and mental tests carried on from the central office, of a steadily issuing stream of dictated typewritten communications, of minute and explicit syllabi of instruction, the teacher is reduced to a living phonograph.

In the name of centralization of responsibility and of efficiency and even science, everything possible is done to make the teacher into a servile rubber stamp.

(Other excerpts from this article appear in this Bulletin.)

Digitized by Google

Promotional Credits at

CHICAGO MUSICAL COLLEGE

HERBERT WITHERSPOON, President

A Conservatory Pledged to the Highest Artistic Standard

FALL TERM NOW OPEN

Special Fall Classes and private lessons for Chicago Public School Teachers, leading to Promotional Credits in Piano, Vocal, Violin, Organ, Harmony, History of Music, Public School Music, Sight Reading, Ear Training, Dramatic Art and Expression and Orchestral Instruments. Tuition—Private Lessons—Piano $1.00 to $10.00 per lesson; Vocal and Violin $1.50 to $15.00 per lesson.

Students completing 40 private lesson periods earn 1 credit—20 lessons ½ credit

CARL D. KINSEY, Manager

Complete Catalog on Request
60th Year

64 EAST VAN BUREN STREET
(Chicago Musical College Building)



Youthful Frocks and Coats

Ultra Individual in Design for School—Street—Afternoon—Evening

New modes presented here simultaneously as shown in our New York shop

We extend discount courtesy and charge accounts

Special features arranged for Saturday shopping announced to teachers by mail

Fill out and mail this coupon:

Name _____

Address _____

_____

Betty Wales Shops

65-67 E. Madison St. Wilson Ave. at Sheridan

AND IN EVANSTON—ORRINGTON HOTEL

New York Shop at Fifth Ave. and 36th St.



Cantilever Shoe for men and women

Teachers especially appreciate the Cantilever shoe, because it means easy comfort when standing, and makes walking a pleasant exercise instead of a trial.

The flexible shank gives gentle support to the arch, and the well-shaped heels and neat rounded toes insure correct posture.

Every teacher owes it to herself to try a pair of these wonderful shoes. Hundreds are wearing them now and enjoying perfect comfort.

See our special hosiery offer below.

3 Chicago Stores

LOOP
3rd Floor, Butler Bldg.
162 N. State St.

UPTOWN
1050 Leland Ave.

WOODLAWN
6410 Cottage Grove Ave.

FREE!

To teachers who have not yet worn Cantilevers — a $2.00 pair of guaranteed silk hose.

BRING THIS COUPON

Digitized by Google

MARGARET HALEY'S BULLETIN

Vol. 3. No. 2 September 30, 1925 Page 23

"What is the Matter With Teaching?"

John Dewey in October Delineator

Our attention is called by The Council Reporter of the Chicago High School Teachers' Council to an article, "What Is the Matter With Teaching?" by John Dewey in the October number of The Delineator.

As a diagnosis of what ails the elementary teachers, the article is a marvelous revelation of the chronic ills which have beset the elementary schools in general and the Chicago schools in particular. This chronic condition has reached an acute and dangerous stage in Chicago.

We recommend that every teacher get the October Delineator, read the article and pass it on to some parent who wants to know.

Following are several extracts from it:

"In the big cities, they [elementary schools] are, by and large, big scholastic factories, efficiently managed for the American commercial specialty—mass production of standardized products at low cost.

* * * * * * *

"Consider first the conditions with which teaching is surrounded. It is a commonplace of those scientific principles to which allusion was made at the outset that no two children are alike, that no two learn in just the same way, or are, strictly speaking, capable of being compared, measured and graded on a basis of just quantity, more and less. Nevertheless the number of pupils to a teacher may average anywhere above thirty-six, this being regarded as about the lowest number under most favorable conditions. Consequently quantity becomes the controlling consideration. The teacher is compelled to instruct in batches and on a basis of uniformity. Everything tends automatically to lock-step treatment in teaching and discipline. To cover so much ground with every pupil, to have each one go through as nearly as possible the same motions as every other, is the same thing as to discourage originality and depress individuality.

What if the teacher believes in encouraging independent thought and creative impulse? The pressure of circumstances gives her no opportunity; she is forced to fall in line; she is a part of the machine. Uniformity gives speed, and speed alone enables her to get over the ground that she is required to cover.

Human beings were not constructed to operate like machines; they need more leeway and variety of action. Hence the teacher is under constant nervous strain from the abnormality of her life. The type of nervous fatigue and overstrain which marks the school is as easily recognizable as that found in the over-driven factory worker.

In the teacher it goes deeper and leaves behind it a great organic irritability. For the factory hand is only working against machines. The school hand is working against other human beings who also rebel against being treated as machines. The strain and irritation is more than doubled. Then the teacher looks for the first chance to escape from the treadmill. The vicious circle keeps on.

* * * * * * *

Colorless intellectual conformity, blank vacuousness, is the estate to which the teacher is called. Even in her amusements and what is commonly called "social life," the teacher must be not only blameless and circumspect, but neutral and subservient. Consciously and still more by unconscious selection and elimination, the teaching profession is insured against the presence of vigorous, many-sided and rich personalities, from whom alone something positive and constructive might be expected.

The ever-thickening wall which divides the classroom teacher and the administrative officer is another sign of the degraded esteem in which the elementary teacher is held. When the community thinks with some degree of respect and honor of an "educator," it is the principal and superintendent who is thought of. Within the system promotion and increase of pay are almost equivalents of getting out of teaching and into that professional mystery termed administration.

* * * * * * *

Finally, let us bear in mind that all conditions are at the worst in elementary schools. A large part of even the educated part of the community is still under the shadow of the old belief that anybody who is in possession of his five senses and who has himself or herself

(Continued on Page 38.)

Digitized by Google

From the Masthead by The Lookout



And I honor the man who is willing to sink
Half his present repute for the freedom to think,
And, when he has thought, be his cause strong or weak,
Will risk t'other half for the freedom to speak,
Caring naught for what vengeance the mob has in store,
Let that mob be the upper ten thousand or lower.
—Lowell.

TO the Teachers of Chicago:

"Let anny one vote but let me count the ballot."
Says Mr. Dooley

Only 36 per cent of the total 11,816 teachers in the schools voted for the salary schedule presented to the teachers by the principals, Thursday, September 24, at the request of the President of the Principals' Club, Mr. George A. Beers. This result is shown by the "official" count which Mr. Beers gave to the press at the meeting of the Principals' Club Saturday, September 26. His Bulletin to the press is printed on another page in this issue.

An official of the Principals' Club stated last Saturday that the result of the ballot was not satisfactory due to the haste necessary to prevent Margaret Haley and the Teachers' Federation from reaching the teachers before the ballot was taken.

Many teachers who were opposed to the salary schedule were so indignant at the un-American suppression of discussion that they left the room without voting, or they cast blank ballots to indicate their double opposition to the salary schedule and to the methods adopted to "put it over."

A photographic reproduction of Mr. Beers' letter of September 24 to the Principals is printed on the opposite page. That letter asked the principal to fill in the form at the bottom of the letter and to mail it to the Principals' Club not later than 1:30 P. M., Thursday, September 24. This form contained a blank for recording **four items.**

The Bulletin containing the "official count which Mr. Beers gave to the newspapers last Saturday contains the result of the ballot on **only two items,** namely, the number voting "Yes" and the number voting "No." The other two items on the form, namely the number of teachers present, and the number not voting were not given to the newspapers.

The Proceedings of the board, July 22, 1925, page 105, show there were 12,126 teachers (including principals) in the schools in June, 1925. Deducting the 300 principals and 10 district superintendents leaves 11,816 teachers.

Mr. Beers' own figures, in his "official" count, given to the Press Saturday, show that of the 11,816 teachers in the schools, only 4,352 voted "Yes." The remaining 7,461 teachers, nearly two-thirds of the total in the schools, voted "No," or cast a blank ballot, or did not vote at all. Mr. Beers' Bulletin is printed on page 26.

Digitized by Google

I challenge the president of the Chicago principals club to send to every school for inspection of the teachers the written comments and figures of every principal (opposite the name of the school) as reported to the Pricipals' Club, Saturday, September 26, 1925, and after the name of each school, these items;

1. **Number of teachers in school**
2. **Number voting "Yes"**
3. **Number voting "No"**
4. **Number not voting**
5. **Number blank ballots cast**

Margaret A. Haley

(Photographic Reproduction)

The Chicago Principals' Club

315 Plymouth Court

September 24, 1925.

To the Principal:—

The newspapers have published statements that the teachers are opposed to having the Board of Education approve the salary schedule which the Board of Education adopted last May.

Please call your teachers together on Thursday morning at recess or noon and without any discussion take a secret ballot on the following question:—"Do you wish the Board of Education to adopt the salary schedule which is now before it?"

Have each teacher bring a pencil to the meeting. Prepare your ballots before the meeting. The principal and two teachers will count the ballots. The principals will not vote. Kindly fill in the form below and mail to the Club Rooms not later than 1:30 P. M. Thursday. May I urge your most careful co-operation in this exceedingly important matter?

I have taken up the matter with the superintendent of schools who gave the necessary permission for the canvass. I am enclosing a copy of the schedule for teachers.

Sincerely yours,

G. A. BEERS,
President.

..... School.

Result of the ballot on the question "Do you wish the Board of Education to adopt the salary schedule which is now before it?"

Yes .....

No .....

Not voting .....

Teachers present.....

The name of the School must be given.

Preserve this copy of the Bulletin and read this page in connection with the printed "slip" sent to each principal with the above letter. A photographic reproduction of this "slip" will appear in the next issue.

Digitized by Google

Beers' Bulletin to Newspapers on Result of Teachers' Ballot

Given Out at Principals' Club Meeting September 26, 1925

Saturday, Sept. 26, 1925.

Under date of September 5, the newspapers carried a story about a delegation, which, purporting to represent 11,000 Chicago teachers, visited the Mayor and made a protest against the adoption of Superintendent McAndrew's salary schedule now pending before the Board of Education.

In an effort to determine whether Chicago's teachers are opposed to the Superintendent's salary schedule, the President of the Principals' Club decided to conduct a city-wide poll of the elementary, junior high, and senior high school teachers simultaneously. This was done on September 24. The request by the Principals' Club president for the vote, was a complete surprise to both principals and teachers. (Letter of instructions is attached hereto.)

In order not to violate School Board Rules, the permission of the Superintendent was obtained, as shown in the following letter:

Mr. George Beers,
President, Principals' Club,

Dear Sir:

You ask for permission to have the principals canvass the teachers to ascertain how many teachers are for, and how many are against the salary schedule now before the Board of Education.

No objection.

It would be interesting to know, although, as has been emphasized from the start, the salary schedule has been designed to indicate costs to be paid for the different grades of service, and does not depend on whether we, in different grades, want the specified salaries or not.

WM. McANDREW.

The utmost secrecy was maintained in the ballotting. At recess or noon the teachers were called together by the principal. The directions provided that ballots be prepared in advance. Teachers were simply asked to mark a cross on their ballot. It was asked that no discussion be allowed anyone because it was felt that everyone must have long since crystallized his or her opinion, for the matter has been pending since the Board adopted the schedule last April, five months ago.

An inquiry has been made among a large sampling of principals, and it shows that the directions for ballotting were lived up to in every instance. No principal could possibly know how any individual teacher voted. Two teachers and the principal acted as tellers. No poll could have been fairer.

Not all the schools have reported their vote, but following are the results to date:

RESULT OF THE CITY-WIDE POLL OF TEACHERS

	No of Teachers		Percent of Teachers	
	For	Against	For	Against
257 elementary schools	3310	2887	53.4%	46.6%
17 senior high schools	940	222	81%	19%
5 junior high schools	102	16	86%	14%

11% of the elementary, 3% of the junior high, and 8% of the senior high teachers did not vote. (If authorized by the Club members in the meeting today, the results of the vote in each individual school may be printed in the Principals' Club Reporter.)

These figures show that anyone who purports to be speaking for the Chicago teachers is not speaking in their behalf if he or she argues against Superintendent McAndrew's salary schedule. On the basis of returns from 257 schools, such a person could rightfully claim to speak for only 2887 elementary teachers, 222 senior high teachers, and 16 junior high teachers. Even among the elementary teachers, where the vote was closest, such person would be representing the wishes of a minority only."

The Chicago Principals' Club

Regular ~~SPECIAL~~ MEETING

THE SALARY SITUATION

Saturday September ~~12th.~~ 26

10:00 A. M.

Lincoln Room City Club

315 Plymouth Court.

An attendance of 100% would spell success for the schedule.

G. A. BEERS, President.

Digitized by Google

"Haleyism" in the Schools!

"Haleyism has repeatedly interfered with school administration."

—From Editorial "The Teachers Protest Again". TRIBUNE, Sept. 14, 1925.

On May 21, 1924, the Board of Education received a communication from the Union Trust Company, recent purchaser of the infamous Tribune Lease of School land at the corner of Dearborn and Madison. (P. 134, Proceedings). This communication asked the Board to strike out the ten-year revaluation clause in the lease of school land, known as the Sebree Lease, lying south of and adjoining the Tribune site; or, if the Board would not do that, it was asked to agree to have the ground reappraised at once. The Sebree lease was purchased by the Union Trust Company from the Sebree estate on December 15, 1923, the same date on which the Union Trust Company acquired the Tribune lease and building from the Tribune Company. The amount of the consideration involved in the transfer of these leases was not disclosed in the public records of these transactions.

On July 8, 1924, the communication of the Union Trust Company came before the Committee on Building and Grounds of the Board of Education. The Committee refused to agree to the proposal that the revaluation clause be stricken from the Sebree lease. The Committee did recommend, however, that the Board of Education comply with the request for an immediate reappraisement. This would be nearly a year in advance of the ten-year appraisement date specified in the Sebree lease.

Miss Haley Protests.

On July 9, 1924, the day on which the Committee's recommendation favoring an immediate reappraisement was to be voted on by the Board of Education, Miss Haley, acting on legal advice that compliance with the request of the Union Trust Company would be a violation of the terms of the Sebree lease which might result in invalidating the lease, protested on behalf of the Chicago Teachers' Federation against the Board's taking any action that might endanger the terms of the original Sebree lease. This communication of protest requested also that no consideration be given any request of the Union Trust Company until that company revealed the amount paid by it for the Sebree lease and also for the Tribune lease on the adjoining school land. The communication of the President of the Board of Education, H-9263, transmitting to the Board the protest made by Miss Haley on behalf of the Chicago Teachers' Federation, is printed on Page 4, Proceedings of the Board for July 9, 1924. The protest itself which has never been printed in the Board Proceedings is here printed in full. As a result of this protest, however, as the President's letter shows, also printed here, the report recommending concurrence in the request of the Union Trust Company for an immediate reappraisement was sent back to the Committee on Building and Grounds where it still remains. It was also referred to the Board's Attorney.

The request of the Union Trust Company that the Board of Education strike out the ten-year revaluation clause in the Sebree Lease, it should be noted here, was made in fulfillment of the terms of its contract with the Tribune Company under which the Tribune transferred its school land lease and building at the corner of State and Madison Streets to the Union Trust Company. Not only does that contract provide that the Union Trust Company should seek to have the revaluation clause stricken from the Sebree School land lease, or in lieu there of an immediate reappraisement of that land, but it contracts to erect on the Sebree site an addition to the Tribune Building conforming in every respect with specifications laid down in the contract entered into with the Tribune on December 15, 1923.

In February, 1925, the date specified in the original Sebree lease, the ten-year reappraisal of the appraisable school lands in that block was made. (See Chart Below.) This reappraisal has been carried into the courts by all the leaseholders, including the Union Trust Company, where it will probably remain for another seven years as has been the case in the past with previous reappraisals.

"Haleyism" Interferes.

The "Haleyism" which the Tribune's recent editorial says "has repeatedly interfered with school administration" did not end with this first protest. On June 2, 1925, all the leaseholders in the Tribune block whose school lands had been reappraised, were scheduled to appear before the Finance Committee of the Board of Education to protest against these reappraisements. There was no record that the Board of Education had ascertained the consideration for which the Tribune and Sebree leases had been transferred to the Union Trust Company. On June 1, 1925, the day before the hearing at which the leaseholders were scheduled to appear before the Finance Committee, Miss Haley transmitted to that Committee a photographic reproduction of the secret 65-page contract entered into between the Tribune Company and the Union Trust Company in December, 1923.

This 65-page contract, which Miss Haley furnished to the Board of Education for its guidance in safeguarding the Sebree lease of school lands, shows that the Union Trust Company contracted to pay the Tribune Company $301,789.20 a year for the next 60 years for the Tribune's lease of the school ground and the Tribune Building. That building is assessed by the assessors at a full value of $1,100,000. The document shows that the Union Trust Company will pay to the Board of Education $47,640.50 a year rental for the next 60 years for the Tribune site, and, in addition, will pay to the Tribune Company $301,789.20 annually. This contract is evidence of the value of the school land in that block, and the 10-year reappraisal was about due.

Digitized by Google

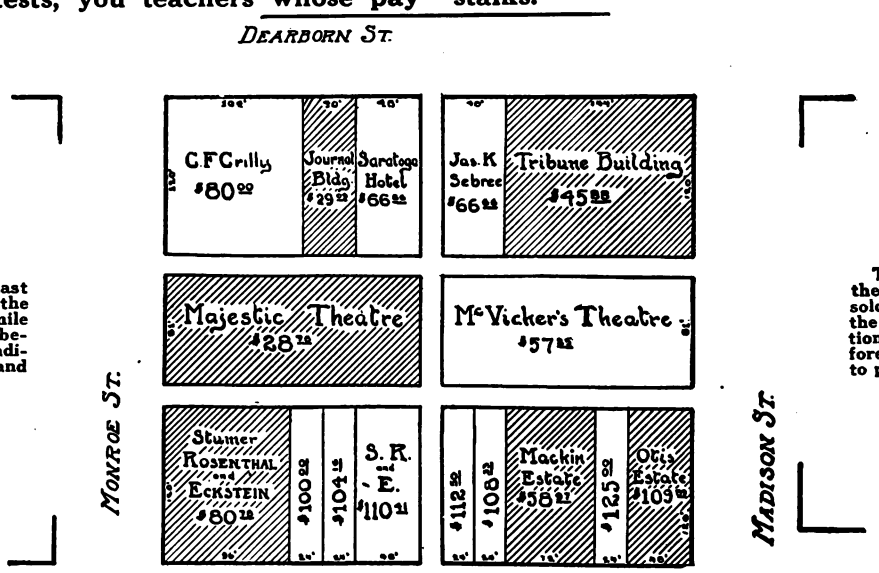
Interference Irritates Tribune.

Evidence of this most recent interference of "Haley-ism" with school administration, namely, Miss Haley's letter transmitting the photographic reproduction of this suppressed contract between the Tribune Company and the Union Trust Company, appears in the printed proceedings of the Board of Education of June 24, 1925, page 1651. That letter (Exhibit "A" below) and the photographic reproduction of the contract were referred to the Finance Committee of the Board where they appear to be reposing peacefully, a concrete corroboration of the "interference" which the Tribune finds so irritating.

The Tribune contract, interpreted in terms of Tribune Towers, reveals that the school children of Chicago in the next 60 years will build for the Tribune two Eight Million Dollars Towers.

Read the recent Tribune editorial against teachers' protests, you teachers whose pay checks were held up this week owing to the inefficiency of the payroll machinery installed by Messrs. Griffenhagen & Associates, Ltd., with the approval of the Chicago Tribune, for the purpose of checking on the integrity of teachers. That editorial, read in the light of the facts here stated and substantiated in the proceedings of the Board of Education, reveals itself for what it is—a wail from the pocket nerve of the World's Greediest Newspaper.

Had the teachers learned to "protest" thirty years ago before the revaluation clause was stricken from the Tribune's school land lease at a midnight session of a Board of Education of which the Tribune's Attorney was the President, the Tribune would not be thrown into an editorial panic, as it now is, every time the ghost of the Tribune Lease stalks.



This is the last unsold block of the original square mile of school land between State, Madison, Dearborn and Halsted streets.

The remainder of the square mile was sold "for a song" by the Boards of Education years ago—before teachers learned to protest.

The block in detail now held by the Board of Education.

The unshaded area (white) represents leaseholds containing revaluation clauses. The figures in those white spaces show the value per square foot according to the appraisement made in 1905 only ten years after the revaluation clause was stricken from the Tribune's lease. This 1905 appraisement (of the white spaces)) is double their 1895 appraisement.

The shaded area represents leaseholds having straight 99-year leases without revaluation clauses. The figures show the value per square foot (made about 1895) when these leases were changed and on which the rental to be paid for the next 60 years is based.

Exhibit "A".

COMMUNICATION IN RE LEASE OF THE CHICAGO TRIBUNE COMPANY—Referred.

The Secretary presented the following communication from the Chicago Teachers' Federation:

June 1, 1925.

Mr. Julius Smietanka,
Chairman Finance Committee,
Board of Education, Chicago.

Dear Mr. Smietanka:

At the meeting of the Finance Committee last Tuesday, May 26, after the Committee voted to hold a meeting to hear the protests of the holders of leases of school lands in the block bounded by State, Madison, Dearborn, and Monroe Streets, against the report of the 1925 appraisement of those lands, now before the Board, I notified the Committee that I would be present at the meeting, on behalf of the Chicago Teachers' Federation, and present evidence tending to show the value of school lands in that block.

I, therefore, respectfully submit herewith for presentation to the Finance Committee at its meeting June 2, a photographic reproduction of the contract entered into on December 15, 1923, between the Union Trust Company and the Chicago Tribune Company, in accordance with the terms of which the Chicago Tribune Company transferred to the Union Trust Company its lease of the school land at the corner of Dearborn and Madison, 144 ft. frontage on Dearborn Street, 120 ft. on Madison Street.

At the meeting of the Board of Education on July 9, 1924, the President of the Board in Report No. H-9263, transmitted to the Board a communication from me regarding the Sebree Lease which was referred to the Attorney and to the Buildings and Grounds Committee for investigation.

I submit herewith a copy of the communication which is not printed in the proceedings of the Board and again call attention to its contents and particularly to the paragraph asking that the public be fully advised and informed as to the consideration involved in the acquirement on or about December 15, 1923, by the Union Trust Company of the Sebree lease of school land adjoining the Tribune site on the south and having a frontage of 48 ft. on Dearborn Street.

We respectfully submit that these two contracts contain material facts that should be known to the Committee and to the public at this time.

Respectfully submitted,
CHICAGO TEACHERS' FEDERATION.
By Margaret A. Haley,
Business Representative.

On motion of Mr. Greenebaum, the matter was referred to the Committee on Finance. [Proceedings, June 24, 1925, p. 1651.]

Digitized by Google

Exhibit "B".

COMMUNICATION IN RE SEBREE LEASE REFERRED

The Secretary presented the following communication from the President:

July 9, 1924.

To the Board of Education of the City of Chicago:

Ladies and Gentlemen: I am in receipt of a communication signed by Margaret A. Haley, Business Representative of the Chicago Teachers Federation, asking that the Board of Education take no action on the report of the Building and Grounds Committee which is to be presented to the Board today with reference to the Sebree lease.

I suggest that the communication, together with the report in question, be re-referred to the Building and Grounds Committee and the attorney for investigation.

Yours very truly,

C. M. MODERWELL,
President.

(Excerpt Proceedings Board of Education, Wednesday, July 9, 1924, page 4. Report H-9263.

Exhibit "C".

PROTEST RE SEBREE LEASE REQUEST

(Not Printed in Book's Proceeding)

July 9, 1924.

To the Honorable, the Board of Education, City of Chicago:

Ladies and Gentlemen: In regard to the request of the Union Trust Co. for immediate reappraisement and modification of the Sebree lease of the 48 ft. of school land just south of the Tribune building acquired by the Union Trust Co. on or about December 15, 1923, the Chicago Teachers' Federation respectfully requests that the Board of Education defer action at your meeting today on the report of the committee on buildings and grounds in regard to this request and that no steps be taken by the board to change the terms of the Sebree lease until full opportunity is given to the public to know what effect any such proposed change may have on the validity of the existing lease.

The request of the Union Trust Co. presented to the Board of Education on May 28, 1924, Report No. D 8949 asked the Board of Education to

> "Consent to an immediate reappraisement and a modification on the lease to permit such present appraisement to stand for the terms of the lease as the basis for rental that is now provided in the lease."

At the meeting of the building and grounds committee held yesterday, July 8, a motion was adopted recommending that the committee favorably report to the board on the first part of the request, that is, that the time of the appraisement be set forward.

In order that the public may be fully advised as to the legal effect the setting forward of this reappraisement may have on the validity of the existing lease of the Sebree leasehold and in order further that the public may be fully advised and informed as to the amount of consideration the Union Trust Co. in its contract with the Sebree estate agreed on December 15, 1923, to pay to that estate for the 48 ft. frontage of school fund land involved, the Chicago Teachers' Federation respectfully requests that action on this report be deferred until the following pertinent facts may be made a matter of public record:

1. What may be the legal effect of setting forward the date of reappraisement, and might the effect of such a change in the date of reappraisement operate to jeopardize the rights of the people under the terms of the existing lease?

2. What was the consideration involved in the acquirement on or about December 15, 1923, by the Union Trust Co. of the Sebree lease of this 48 ft. of school lands adjoining the Tribune site on the south?

3. What was the consideration involved in the acquirement by the Union Trust Co. of the Tribune lease of the school land adjoining this 48 ft on the north?

We are advised that—

1. The full value of the Tribune building as determined by the board of assessors of Cook county in 1923 was $1,100,000.

2. That an investigation of the terms of the contract entered into on December 15, 1923, between the Tribune Company and the Union Trust Company would show that the Union Trust Company contracted to pay the Tribune Company $4,853,650 for its lease of school land and building adjoining this 48 ft. of school land on Dearborn street.

3. That the Union Trust Company has contracted to pay the Tribune Company $301,789.20 a year for the remaining sixty years of the Tribune's lease.

4. That this $301,789.20 is a yearly bonus to be paid over and above and in addition to the $47,640.50 a year rental which is also to be paid by the Union Trust Company to the Board of Education under the terms of the Tribune's lease, which the Union Trust Company acquired on December 15, 1923.

5. That the 48 ft. of school land south of and adjoining the site of the Tribune building is so involved by reference in the contract entered into between the Tribune Company and the Union Trust Company on December 15, 1923, that the proposed request of the Union Trust Company for a change in the terms of the existing Sebree lease of this 48 feet appears to be in fulfillment of that contract.

The above are some of the reasons for which the Chicago Teachers' Federation requests delay on the report of the building and grounds committee in regard to the Sebree lease and full investigation of all pertinent facts.

Respectfully submitted,

MARGARET A. HALEY,
Business Representative.

From The Tribune's Columns

September 27, 1925

25 Years Ago Today

SEPTEMBER 27, 1900

CHICAGO.—The Chicago Grade Teachers' federation submitted to the board of assessors schedules listing stocks and bonds escaping taxation in Cook county amounting to $238,000,000. The teachers, led by Miss Margaret Haley, demand that the property be scheduled and threatened that mandamus proceedings would be started to compel the assessors to act.

The above, printed today in the Tribune as news of 25 years ago, caused the same editorial convulsions in the Tribune at that time that "Haleyism in the Schools" does today.

Digitized by Google

Superintendent Replies to Protests of High School Teachers

BOARD OF EDUCATION

September 23, 1925.

Mrs. Florence Curtis Hanson, President.
The Federation of Women High School Teachers,
6149 Drexel Avenue, Chicago, Illinois.

Dear Madam:

I thank you for your courteous favor of September 16 commenting on the check-off system being introduced into the Chicago Public Schools. As you are aware, the Board of Education employed a firm of expert accountants for the purpose of improving the Board's business, and adopted the new system for this purpose.

I cannot answer all the objections raised in your letter because I have not sufficient data. I am familiar however with the use of similar systems in a large number of schools in the United States and have made inquiries in governmental services other than teaching; also in hospitals, in banks and commercial concerns.

As to waste of teachers' time, I do not find that the use of the new system keeps teachers from their classrooms or involves any unusual waste.

As to detecting "untrustworthy teachers who may previously have misrepresented their attendance," a general experience as reported to me is that it does reduce materially the tendency to cheat.

As to being unpedagogical, I cannot find this charge well founded. Its use in schools and colleges has continued too long and is too extensive to warrant such a charge. The fact that factories as well as hospitals use it proves little. Factories pay for service; so do hospitals; so also do government organizations, postoffices, etc.; so even do the philanthropic institutions for medical research, charitable services, etc. That those employed in these services feel that their work is confined between checking in and checking out is not borne out by experience. These workers, quite as generally as we do, give extra time other than that recorded.

I have conferred with a number of principals as to how it diminishes "their control and supervision." I have yet to receive any demonstration of how it does this.

As to "punishing the great majority for the offenses of the few," again I do not find in the large number of schools and cities which use it any basis for such a statement or that it is based on distrust or that it affects the spiritual aspects of teachers. Nor have I any knowledge of a process of "mechanizing educational activities that has been subtly forced into the local public schools." The making of such a statement without substantiation is of little value. As to the development of "unrest and antagonism in the minds of hundreds of Chicago's best teachers," I note in the concluding address of President John Dill Robertson that this is a matter of thirty years standing. We must meet a general public opinion expressed in an editorial in one of our newspapers that some teachers are responsible for it. As you recall, the editor said:

> **"The teachers have gone beyond all the limits of reasonable behavior. The constant repetition of their protests can only be considered a form of insubordination. Clearly they are suffering from a delusion of persecution that has been fostered through the years. If teachers want to be respected in the community, they must quit resenting every act of the Board of Education as if it were intended to crush them under heel. Do the teachers want the youngsters to believe that the good life consists in resentment of all authority? All the evidence indicates that is what the teachers are aiming at."**

We know that this must be an exaggeration, but we also know that if we want to hold our stockholders, our employers, our customers—the people of Chicago—we are using the wrong psychology when we continue to give vent so easily to protests against this and that.

(Signed) WM. McANDREW.

[NOTE: *The quotation is from the Tribune editorial of September 14, 1925, "The Teachers Protest Again."—Editor.*]

Teachers' Board Protests Salary Delay Caused by Efficiency Experts

In the following resolutions, the Board of Managers of the Chicago Teachers' Federation, protested on Sept. 25, 1925, against the delay in the payment of teachers' salary checks occasioned by the new payroll ssytem recommended by Griffenhagen Industrial Engineers:

WHEREAS, the teachers of Chicago have not received salary checks due them September 25, 1925, and since no salaries are ever paid for vacations, a period of thirteen (13) weeks, has therefore elapsed since the receipt of their last checks, and

WHEREAS, this delay has been caused by the inauguration of a new pay roll system recommended by Griffenhagen & Company, Industrial Engineers, employed by the Board of Education at an enormous cost, and

WHEREAS, such delay was foreseen and predicted by Mr. Charles E. Gilbert, Secretary of the Board of Education, in whose office the former satisfactory system was administered, when he presented his report to the Finance Committee, June 23, 1925, before the adoption of the new system, and

WHEREAS, the teachers of Chicago do not receive payments of salary twice a month as provided by law, except in the months of September and January, and

WHEREAS, many teachers today are subjected to serious embarrassment by inability to meet such obligations as rents, insurance and current expenses, while others must lose interest on their savings accounts by withdrawals to meet these obligations; now therefore be it

RESOLVED, by the Board of Managers of the Chicago Teachers' Federation that we protest against the continuance by the Board of Education of this system which entails the hardship of constant uncertainty as to the exact date of salary payment; and be it further

RESOLVED, that this protest be sent to the Board of Education and copies to the press with request to print.

Board of Managers of the Chicago Teachers' Federation.

MARY M. ABBE, President.

September 25, 1925.

Digitized by Google

Judge Jarecki Stops Tax Fixing by Erroneous Court Orders

In a future issue of THE BULLETIN, a full report of the hearing in the Cook County Court on complaints of owners of real estate who have failed to pay their 1924 taxes will appear.

Miss Margaret Haley, business representative of the Chicago Teachers' Federation, and a court stenographer employed by the Federation, attended these sessions held from July 13th, the opening day, to August 10th, the closing day.

Judge Jarecki presided. Attendance by Miss Haley and a stenographer was the result of a conference with Judge Jarecki and County Treasurer Carr, following the exposure of tax-fixing by means of "erroneous" court orders resulting in the loss of $100,000 in 1923 taxes, restored by the exposure. A complete report of the proceedings anent the exposure as printed in the *Daily News*, was reproduced in THE BULLETIN of June 11.



During the hearings this summer a county official familiar with the facts made the statement that he believed that more than a million dollars of taxes on real estate have been lost to the county by such "erroneous" entries.

Tax Amendment

The Legislature on the last day of the session, June 29, 1925, issued a statement addressed to the voters of Illinois urging them to vote for the Tax Amendment to the Constitution, to be submitted at the election in November, 1926.

Members of the committee of seven in charge of the drafting of this amendment, including the business representative of the Chicago Teachers' Federation, have been appointed on a committee to organize the campaign for the adoption of this Tax Amendment. Several meetings of the Campaign Committee have been held, and the organization of the campiagn is under way. Progress will be reported in THE BULLETIN.

Pension Commission Appointed

Although the policemen, the firemen and the municipal employes are all represented on "The Pension Commission of the City of Chicago," no representative from the teachers is included.

At a meeting of the City Council, Alderman Albert introduced an order which was adopted by the Council, directing the Mayor to appoint a commission "to make a comprehensive study of pension matters and report their findings and recommendations to the City Council with a view of recommending amendments to Illinois pension laws that are deemed necessary." This was May 13, 1925.

In the preamble to the "order" Alderman Albert speaks about municipal pensions and municipal employes but the "order" itself omits all reference to municipal pensions and refers only to "pension matters" and "Illinois pension laws."

In accordance with this order the Mayor appointed a commission "to make a comprehensive study of pension matters" and designated it as "The Pension Commission of the City of Chicago." Newspapers of July 2nd reported that this commission had held a meeting and that they were asking the secretaries of the different pension funds in Cook County to furnish the commission with a statement of their views on pension data.

No inquiry has been received by the Chicago Teachers' Pension Board from this commission and it is not known whether the Teachers' Fund will be included in the investigation.

The commission consists of the following: Aldermen Arthur F. Albert, George M. Maypole, Albert J. Horan and Messrs. Augustus S. Peabody, Melvin A. Traylor, Carl Latham, William Neer, Morgan A. Collins, Joseph F. Connery, John P. Dillon and James C. Hansen.

Digitized by Google

When Griffenhagen Said "Snuff" Who Sneezed?

(Printed at Request of Studebaker Theater Meeting, September 11, 1925)

ACCEPTED PROPOSAL IN PREPARATION OF SCHOOL BUDGET AND ORGANIZATION SURVEY.

Mr. Smietanka presented the following communication from Griffenhagen and Associates:

Chicago, December 5, 1924.

Mr. Julius F. Smietanka,
7 South Dearborn Street,
Chicago, Illinois.

Dear Mr. Smietanka: Enclosed is a carbon of a "Letter of Proposal" covering the budget and organization survey. * * * *

Our idea is that if you accept this proposal Wednesday, you appropriate only enough to cover all or part of what we call the "first stage" ($9,000.00 or as much less as you may decide) and then, along in February, lay out the 1925 program and include an item in the budget to cover it.

I suppose this matter will come up first in your Committee on Tuesday and it has occurred to me that it might be helpful and save you time if I were to give you my idea as to the general scope of the report that would seem best to meet the case. I attach it hereto as Exhibit "A."

If the Board approves this work I sincerely hope the newspaper men will not be given the wrong impression through the use of such words as "investigation," "probe," "efficiency experts," etc. It would seem to me that the announcement should state simply that—

Griffenhaen & Associates, Ltd., a long established Chicago organization of management engineers and accountants, with a country-wide experience in the field of public administration and finance, have been retained temporarily to assist the Board and its officers in the examination of all possible avenues toward greater economy in expenditures. They will also work with the Committee on Finance and its Secretary in the detailed scrutiny that is being given to the budget estimates for 1925.

Also enclosed is a carbon of the proposal covering the annual audit. The original has been sent to the Board of Education at its offices. I might say that by doing the audit work we can save an appreciable amount of time on some phases of the survey and hence give you more for the same outlay than we otherwise could.

I hope that we have understood your instructions correctly, and that none of the suggestions herein will be considered premature or officious.

Yours faithfully,

(Signed) E. O. Griffenhagen.

Exhibit "A"

The Committee on Finance reports that, in join session with the Committee on School Administration, it has carefully considered a letter of proposal from Griffenhagen & Associates, Ltd., covering certain professional services in budget and organization matters, and recommends that the program of work outlined in this proposal be undertaken subject to the approval of the Chairman of the Committee on Finance from time to time as to its actual scope, that Griffenhagen & Associates, Ltd., be engaged for the work under the terms of their proposal, that the *Chairman of the Committee on Finance be authorized to make such arrangements with them and with the officers of the Board* as may be necessary to the prosecution of the work, and that an initial appropriation in the sum of $9,000.00 be made for the purpose at this time.

Mr. Smietanka moved that the proposal of Griffenhagen & Associates be accepted, and that the Finance Committee be given full power to carry out as much of the proposal as it deems necessary.

The Motion was adopted.

(Excerpts from Proceedings, Board of Education, Dec. 10, 1924, Page 459. Report No. E-10332.)

CONTINUE SERVICES OF GRIFFENHAGEN & ASSOCIATES IN PREPARATION OF SCHOOL BUDGET AND ORGANIZATION SURVEY.

The Committee on Finance reports that at the Board meeting of December 10, 1924, Communication E-10332 was adopted, accepting the proposal of Griffenhagen & Associates for services in connection with the budget and organization matters, *giving full power to the Committee on Finance to carry out as much of the proposal as it deemed necessary.*

The Committee recommends that the services of Griffenhagen & Associates be continued in this capacity at least for the balance of the month of March.

The report was adopted.

(Adopted by Board of Education, March 11, 1925, Page 895. Report No. 11107.

EXTENDED SERVICES OF GRIFFENHAGEN AND ASSOCIATES, LTD.

Mr. Fellows presented the following resolution:

Whereas, the Committee on Finance, by virtue of authority granted by the Board in its action of December 10, 1924, has employed the services of Griffenhagen & Associates, Ltd., on various matters pertaining to the preparation of the 1925 budget, and

Whereas, the initial appropriation of $9,000.00 authorized by the Board on the above named date is now fully taken up by the services rendered in accordance with the agreement entered into at that time, and

Whereas, certain important projects already initiated and others contemplated but not yet started will require the further services of Griffenhagen & Associates, Ltd., for an indeterminate period of time; therefore, be it

Resolved, that the Committee on Finance be authorized to continue to make use of the advisory staff of Griffenhagen & Associates, Ltd., in carrying forward such of these projects as seem necessary, and that an additional appropriation of $20,000.00, or so much thereof as may be required, be authorized for the continuance of this work for an estimated term of not to exceed six months from April 1, 1925, *it being understood that the Committee on Finance has the power to terminate the services of Griffenhagen & Associates, Ltd., under this agreement at any time the Committee may elect.*

The resolution was adopted.

(Adopted by Board of Education, March 25, 1925, Page 952. Report No. 11238.)

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . , Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago

Phone Central 3904

Digitized by Google

Superintendent's "Absence Report"

The report of the Superintendent of Schools on "Absence of Teachers and Principals" (No. 11984) was presented to the Board on July 9, 1925, and was referred to the Committee on Rules and School Administration which have not yet acted upon it.

Following are extracts from the report:

ABSENCE OF TEACHERS AND PRINCIPALS—DAY SCHOOLS.

To the Board of Education,

Ladies and Gentlemen:

I beg leave to report that on June 10 (Report No. H-11687), there were considered and deferred by you certain criticisms of your usage in the payment of absent teachers, etc.*

I have, with the assistant superintendents, gone over carefully the old rules of the Board of Education covering payment for absent service, and beg leave to recommend that you refer to the Committee on School Administration and to the Committee on Rules the following proposed regulations to govern absence of teachers and adjustment of the salaries of such:

1. Absence of Teachers and Principals:

3. When a teacher or principal is absent from school on account of personal illness or the death of a relative, a deduction shall be made from the salary of such teacher or principal for each day's absence equal to one-half the per diem salary of a substitute teacher for a corresponding grade of work, provided that no teacher nor principal shall be allowed more than a total of ten days' absence during any school year under this provision. Holidays and other days on which the schools are closed shall not be counted as absences.

4. When a teacher or principal is absent on account of personal illness or the death of a near relative more than ten days in any school year a deduction shall be made from the salary of such teacher or principal for each day of such absence equal to the per diem salary of a substitute teacher for a corresponding grade of work. No teacher or principal shall be allowed more than fifty days' absence (holidays and other days on which schools are closed not counted) during any two consecutive school years under this provision. "Near relative" shall be interpreted to mean father, mother, sister, brother, husband, wife, or child, of the absentee.

6. The Superintendent of Schools shall have authority to place on the unassigned list the names of teachers who are absent without a leave for a period longer than ten days, or who remain absent after leave of absence has expired, provided that the fact of such absence without leave shall be brought to the attention of the teacher in question and that he shall have had a reasonable opportunity after such notification to return to duty.

These regulations are for the most part as now in force with these notable exceptions: The new rates follow the proportions of the old rates, which, however, were not changed when the salaries of substitutes were increased. When teachers were getting say, $60.00 per month, they lost $2.00 per day for their absence; when they are getting, say, $250.00 per month, retention of these old rules results in their losing only $2.00 per day

July 8, 1925.

WM. McANDREW.

Teachers' Organizations Respond to Invitation to Comment on Absence Report

The Chicago Teachers' Federation and the Elementary Teachers' Council were represented in replies to the invitation of Mr. John A. English, Chairman of the Committee on Rules, to comment on the Superintendent's Report No. 11984 on the Report of Griffenhagen and Associates, Limited (H-11687) in regard to teachers' absences.

July 23, 1925.

Mr. John A. English,
Chairman Committee on Rules,
Board of Education,
650 S. Clark St., Chicago,

Dear Mr. English:

In response to your invitation of July 14, addressed to me as President of the Chicago Teachers' Federation, to present in writing, on or before July 24, comment on Superintendent's Report No. 11984 on the Report of Griffenhagen & Associates, Limited, (H-11687).

On behalf of the Chicago Teachers' Federation, I desire to state that I am entirely in accord with the statement and comment submitted to your Committee by the officers of the Teachers' Councils presented by Miss Anise Slattery, Chairman Elementary Teachers' General Council and Mr. A. E. Layman, President High School Teachers' Council, and respectfully recommend approval by your Committee of the recommendations contained therein.

Very truly yours,

MARY M. ABBE,
President, Chicago Teachers' Federation.

Chicago, Illinois,
July 20, 1925

Mr. John A. English,
Chairman Committee on Rules,
Board of Education,

Dear Mr. English:

The undersigned officers of the Teachers' Councils wish to express their appreciation of the opportunity afforded them for a hearing on Superintendent's Report No. 11984 on the Report of Griffenhagen & Associates, Limited, Report No. H-11687.

On account of the implied charges of dishonesty in reporting the cause of absence made against the teaching body in this Griffenhagen Report and the publicity given these implied charges, we believe that any change in the amount of deduction for absence at this time would be considered by teachers and by the public generally as an evidence of lack of confidence on the part of the Superintendent of Schools and of the Board of Education in the integrity of the Chicago teachers.

A conscientious attitude towards attendance cannot be secured by a financial penalty for non-attendance imposed from outside the profession. The persons properly qualified to set and maintain ethical standards for any profession are the members of that profession working through their own organizations.

The Elementary Teachers have through their Councils already adopted a formal code of ethics which deals directly with the matter of conscientious use of teachers' time and the re-establishment by the Board of Education of both High School and Elementary Councils as official organizations would furnish professional means for the enforcement of professional standards.

We recommend that Report No. 11984 be not adopted and that no change be made in the amount of deduction of salary for absence.

ANISE SLATTERY.
Chairman Elementary Teachers' General Council.

A. E. LAYMAN,
President High School Teachers' Council.

Digitized by Google

Meeting of Superintendents' Council June 15, 1925

The Superintendent's Council which Trustee Mullenbach characterized as "a hand-picked conference committee of the Superintendent" met for the first time on June 15, 1925 in the Superintendent's office, Room 703, 460 South State street in response to the following call from the Superintendent:

CALL FOR MEETING

June 9, 1925.

SUBJECT:
CHICAGO PUBLIC SCHOOL TEACHERS' COUNCIL MEETING

Mr. James Armstrong,
Englewood High School
(High School Principals' Assn.)

Mr. George Beers,
Clarke School
(Chicago Principals' Club)

Miss Lucy A. Benson
260 W. 66th St.
(Assistants to Principals)

Mrs. Mary M. Blodget,
128 N. Hamlin Ave.
(Chicago Pub. Sch. Kindergarten Assn.)

Mr. Wm. D. Burke,
406 S. State St.
(Truant Officers' Federation)

Mr. T. Olin Cantwell
1601 Wilson Ave.
(Chicago H. S. Teachers' Club)

Mrs. Emily L. Hilsabeck,
1418 E. Marquette Rd.
(Special Teachers' Club)

Mr. Morgan G. Hogge,
Asst. Superintendent
(Rep. Asst. Superintendents)

Mr. Paul H. Lahann,
4654 N. Springfield Ave.
(Elementary Man. Trg. Teachers' Club)

Mr. Chas. D. Lowry,
Dist. Supt. Burr School, 1621 Wabansia Ave.
(District Superintendents)

Miss Cora E. Mull,
4151 Berkeley Ave.
(Chicago Teachers' League)

Miss Teresa O'Sullivan,
2500 E. 47th St.
(Household Arts Club)

Mr. Max Strass,
Lane Tech. High School, Division and Sedgwick Sts., (Physical Educator's Club)

Ladies and Gentlemen:

The following matters have presented themselves from various sources. I should like to discuss as many of them as you are able to cover from four to five p. m. on Monday, June 15, in room 703, 460 S. State street together with such other matters as any of you care to bring up, which, to quote the recommendation adopted by the honorable, the Board of Education: "will furnish the superintendent with advice intended to maintain public school service to a high degree of efficiency."

(a) Banking in schools: thrift. Is it worth the time and effort required? (b) Distribution of milk. (c) Clerical work required of teachers. Is it excessive? How can it be reduced? Has it any practical advantages for the children? (d) Ditto—statistical reporting. (e) Interruptions: distribution of circulars and notices to the rooms during school hours. Recommendations for efficient manner of conveying information to teachers. (f) Exhibitions and pageants; their value; their interference with more valuable service. (g) Collections of money. Does it need investigation? (h) Meetings called by principals during class time and after school. (i) Fire drills; overdone or underdone.

If attendance on the date set interferes with engagements you have made, I will appreciate your courtesy if you will send in your place a member of your organization, supplying him or her with your written authority to serve as your proxy.

Best regards.

(Signed) WM. McANDREW.

Newspapers Get Letters on "Hand-Picked" Group

The letter below, dated September 2, 1925, from the Superintendent of Schools to the Chicago newspapers, was accompanied by an undated communication from the Superintendent addressed to "The Chicago Public School Teachers' Council."

The last line of this undated communication which accompanied the Superintendent's letter of *September 2nd* says "I hope you have a pleasant summer."

This undated communication from the Superintendent, with the last line omitted was found this week in the mail boxes of the high school teachers in some of the high schools:

Both communications are printed in full below.

LETTER TO EDITORS

September 2, 1925

SUBJECT: RATINGS OF TEACHERS.

City Editor:

Some of the newspaper writers seem to think that there is no longer a Teachers' Council in existence. Statements have appeared in print that the old board did away with the teachers' councils.

The council was reorganized with the approval of the Board last June. The accompanying matter about which there has been considerable interest in school circles, goes out to the Council today.

WILLIAM McANDREW.

SUPERINTENDENT'S UNDATED COMMUNICATION

To the Chicago Public School Teachers' Council

APPRAISAL OF TEACHING

1. A matter to be discussed when you are ready is here announced.

2. Before submitting it to the principals and superintendents it would be valuable to know the opinions of yourselves upon the advantages and disadvantages of these various suggestions and of others which you may make.

3. What are valuable ends derivable from inspection of teaching by principals and supervisors?
   (a) Maintenance and increase of efficiency?
   (b) Bases for promotion?
   (c) Bases for ridding the schools of incompetents?
   (d) Affecting rates of pay?
   (e) What else?

4. Same as 3 in the matter of appraising work of principals, supervisors? Superintendents?

5. How eliminate the impairment of appraisals due to
   (a) Insufficient data or observation by the appraiser?
   (b) Personal whim?

6. What are other factors tending to poor appraisal? How eliminate?

7. What of the following should be appraised? These are collected from Almack, Lang, Strayer, Englehardt, Anderson, and various professional papers, the following forty-eight topics as a basis on which they may "lay down the laws for him to execute on them":

Appraisal of Teaching

1. Teacher's personal appearance.
2. Teacher's health.
3. Teacher's scholarship.

Digitized by Google

4. Teacher's adaptability to suggestion for professional improvement.
5. Teacher's compliance with instructions.
6. Teacher's industry.
7. Teacher's record of work planned and done.
8. Teacher's control of class.
9. Teacher's objective illustration, blackboard, etc.
10. Teacher's voice, quality, management, effect.
11. Teacher's English.
12. Co-operation with principal and other teachers.
13. Punctuality of teacher and accuracy in school records.
14. Reputation for tact and courtesy in dealing with parents.
15. Teacher's initiative, progressiveness, record of suggestion for improvement of the school.
16. Teacher's loyalty to school, city and nation.
17. Power to understand children.
18. Teacher's courtesy, sympathy and regard for all children assigned.
19. Teacher's fairness and justice.
20. Room condition.
21. Rejection of inaccuracies.
22. Avoidance of unproductive concert responses.
23. Avoidance of repeating pupil's answers.
24. Other avoidance of wasting time.
25. Clearness of aims.
26. Success in bringing pupils to fitness for promotion.
27. Evidence of pupils' interest and alertness.
28. Pupils' voices and language, audible, pleasing.
29. Participation of whole class in work and recitation. Power in Developing Thought.
30. Power shown in developing thinking power of pupils.
31. Power shown in developing self-reliance of pupils.
32. Record of proper requirement as to home work.
33. Skill in securing habit of study.
34. Influence on pupil's character, honesty, courtesy, orderliness, unselfishness.
35. Habitual handwriting of pupils as to legibility and form.
36. Pupils' habitual self-proving of computation.
37. As to well-planned lessons.
38. Skill and care in assignment of work.
39. Skill in habit formation.
40. Skill in motivating work of children.
41. Attention to individual needs.
42. Details of means taken for professional improvement courses this term. What, where, how many hours?
43. Special services rendered school or pupils.
44. Notable excellencies of habits, temperament, disposition. (Specify).
45. Notable deficiencies of habits, temperament, dispositions. (Specify).
46. Number of days absent the term.
47. Number of times late this term.
48. Per cent of time taken by teacher's talk.

APPRAISAL OF TEACHING

8. Should a few vital points be required on a final report on appraisal and other accessory details be printed on which the recorder may or may not enter a record depending on whether or not the qualities or details were in evidence? Why?
9. Should the record be given the teacher? Why? When?
10. Or should, as now, the record be sent to the central office and there accessible only to the teacher concerned? Why?
11. Should the points be given numerical weights? Why? Why not?
12. Should the qualities of service be put into one of the following designations: Unsatisfactory—deficient; Unsatisfactory—poor; Satisfactory—good; Satisfactory— excellent; Satisfactory—superior? Why? (The Law has certain provisions that require decision as to whether the service is satisfactory or not).

ONE MAY ECONOMIZE IN many ways with profit to health as well as to purse, but cheap food, lacking quality, is never an economy for it exacts a heavier price than ever is paid in money. Good food is the foundation of good health and good health is priceless.

HENRICI'S

WM. M. COLLINS, President

67 W. Randolph St.

7 A. M. to Midnight

13. Or should the ratings be Unsatisfactory, Satisfactory, and Superior? The rater being required to give specific facts for "Unsatisfactory" and "Superior," the assumption being that mere "Satisfactory" is ordinary, usual and to be expected? Why?
14. Or should the ratings follow a common civil service classifition?

Unsatisfactory divided into	Satisfactory divided into
Much below average	Average
Below average	Above average
	Very much above average

Reason for your opinion.

15. Have you any other classification that can be grouped under Satisfactory, Unsatisfactory, Superior? Reasons recommending it.
16. Should the rater be required to record dates of and amount of time inspecting the teaching recorded? Why? Why not?
17. Should a regulation of this sort be made: In case a principal finds the work of a teacher lacking in likelihood as to reach a satisfactory grade he shall at once report the fact to the Superintendent of Schools who shall assign another than the principal to appraise the work of the teacher. The Superintendent's decision as to the proper rating shall be furnished the teacher?
18. What other provisions would you suggest? Why?
19. This communication is in no wise confidential. It can be, if desired, made a matter of discussion by the organization which elected you, from which your own views may perhaps be broadened. When you are ready please drop me a line.
20. In council matters decisions will not be affected by the number of those favoring or opposing but by the reasons for adoption or rejection of a proposition.

I hope you have a pleasant summer.

WM. MCANDREW,
Superintendent.

Digitized by Google

Pot Still Boiling

Salary, Tenure, Pension, Councils—All in the Stew

The reports on teachers' salary are still before the Finance Committee.

Teachers are being dropped from the service in violation of the Teachers' Tenure Law. (See Page 37.)

Two of the Superintendent's proposed amendments to the Rules of the Board of Education, seriously affecting the rights and privileges of every teacher, are still pending before the Rules Committee of the Board but not adopted:

(a) A proposed amendment increasing the loss of salary for absence during sickness.

(b) A proposed amendment forbidding Teachers' Organizations to continue to send their communications to the schools as at present. This was the proposal that made the Bulletin a necessity.

There is also pending in the Rules Committee a proposed amendment to restore the Teachers' Councils as they existed prior to September 24, 1924.

Hearings on these and other matters of vital importance to the teachers are due to begin shortly.

—

A Pension Commission, authorized by the City Council, has been appointed by the Mayor. Whether it is to recommend that the Legislature meddle with the Teachers' Pension Law is not yet known to the teachers.

—

The Bulletin will continue to furnish to teachers officicals, authentic information on these and other matters of vital interest.

—

The Bulletin brings the Board of Education, the Administration and the reaction of the teachers into the homes of all the teachers of Chicago.

It is a chronicle of official transactions in and out of the schools affecting the teachers and the children.

It is an accurate, reliable record, a reflection of conditions which are causing a crisis in the schools.

Every issue contains an account of the most recent development in the schools.

It is a handbook for the teachers in these days of uncertainty.

It depends for its maintenance upon the teachers of Chicago.

—

Acceptance of a limited amount of advertising makes possible a reduction of the subscription price of the Bulletin to $2.00 a year. While neither the news nor editorial policy will be dictated by advertisers, kindly consideration of the advertisers by the teachers would be appreciated and should be mutually beneficial.

—

You are receiving it. You are getting the benefit of official reports of administrative transactions.

Below is a subscription blank and your subscription *now* is cordially solicited.

Miss Rowena Huber

and

Mr. C. J. Sula

of the

Versatil School *of* Advertising Art

Announce An

Exhibition of Commercial and Fine Arts

Saturday, October 3, to Saturday, October 17, 1925 Inclusive

You and your pupils are cordially invited to view this interesting display.

Mornings . . . . . 9:00 to 12:00
Afternoons . . . . . 1:00 to 5:00
Evenings . . . . . 6:00 to 8:30

39 So. State Studio 1700

TEACHING A PLEASURE
When You Wear Our
PHYSICAL CULTURE
Combination Last Shoes, That Have Style Plus Comfort
We Also Make Shoes to Order When Required
Service That Pleases
BRUNS BOOTERY
6 N. Michigan Blvd., Third Floor

BERTHA OTT *Announces the following* **CONCERT and RECITALS**
under her management during the first part of October

Paul Whiteman (himself) and orchestra, concert, Sunday afternoon, October 11th at 3:30 at the Auditorium Theatre. Seats $1.00, $1.50, $2.00, $2.50, plus 10% tax.

Eusebio Concialdi, baritone, recital, Sunday afternoon, October 11th at 3:30 at the Studebaker Theatre. Seats 75 cents, $1.00, $1.50, plus 10% tax.

Themy Georgi, tenor, recital, Sunday afternoon, October 18th at 3:30 at the Studebaker Theatre. Seats $1.00, $1.50, plus 10% tax.

Ossip Gabrilowitsch, pianist, first of six historical recitals, Sunday afternoon, October 18th at 3:30 at the Princess Theatre. Second rectal November 29th; third recital December 13th; fourth recital, January 3rd; fifth recital January 29th; sixth recital February 21st. Season tickets $13.20, $8.25, $5.50, tax included.

Tickets can be secured by addressing
BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

SUBSCRIPTION

to

MARGARET HALEY'S BULLETIN

Name.....

Address .....
(Street and Number)

..... City

Subscription price—$2.00 per year.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

Digitized by Google

Question of Tenure Arises as Teachers Are Dropped

Since the report on Tenure, in the last issue of the Bulletin, attention has been called to the status of some 49 teachers who have been dropped from the service some of whom, if not all, have been in the service more than four years, some more than five years.

These teachers were on temporary certificates during all these years of service in the Chicago schools.

On February 16, the following communication addressed to the district superintendents, signed by the vice-chairman of the Board of Examiners, Mr. Henry S. Crane was delivered to these teachers:

Board of Examiners' Letter.

"To the District Superintendents:

"I am calling your attention to the following recommendation that passed the Board at its last meeting. Will you kindly call this to the attention of any of the temporary substitutes in your district who you think would take advantage of this opportunity.

"Recommend that authority be given to the Board of Examiners to issue cards of admission to the Chicago Normal College to teachers now in the employ of the Board on temporary certificates whose efficiency record for substitute work is 80 or above and who are high school graduates with at least four years of teaching experience, 200 days of which were in the Chicago public schools. These cards of admission shall entitle the holders thereof to attend the Chicago Normal College as special students until June 26, 1925.

"Reasons: For several years the Board has employed teachers on temporary certificates many of whom have demonstrated their ability and fitness. The time is now rapidly approaching when the number of teachers holding regular certificates will be so large as to displace the holders of temporary certificates, unless the latter can qualify in the regular way. Teachers who are not normal school or college graduates must have at least 18 weeks of normal school training and the Chicago Normal College is the only normal school in Chicago which they can attend.

"These teachers were invited by the Board to render assistance at a time when the teacher shortage was so great that classes would have been closed were not such assistance received. The Board by this resolution is protecting its own people."

Yours very truly,
(Signed) HENRY S. CRANE,
Vice-Chairman, Board of Examiners.

Four Pass Examination.

Forty-nine of those teachers attended the Normal School until it was closed in June, after which they were required to take an examination which four of the forty-nine passed, forty-five having failed.

No revision of the examination papers has been allowed the forty-five who failed and the time is approaching when these teachers have been given to understand that their examination papers will be burned.

The question as to the legal status of these teachers under the tenure law is one of vital interest to all teachers.

Meantime, the forty-five are separated from the service, their services have been dispensed with.

BY ALL MEANS
If your feet give you trouble of any kind don't give up until you have tried SOCKET FIT SHOES.
Comfort in every step



D. C. LOCKE'S
SOCKET FIT SHOE STORE
In the Lobby of the Shops Bldg.
Formerly the College Boot Shop
17 NORTH WABASH AVENUE
CHICAGO. ILLINOIS



A PERMANENT WAVE
By Lois Armstrong
Rivals Nature's Own!
Newly Perfected Process
Oil Skin Steam Sachet
Special Club Rates For Teachers
LOIS STUDIOS
Call State 5089
Room 808. 14 W. Washington St.

WHAT SCHOOL?
Catalogues and reliable information about all Schools and Colleges free of charge. Complete Directory of all educational institutions in U. S. 480 pages, $1.00. Vocational guidance, Financial Aid to students.
Educational Aid Society
702 Marshall Field Bldg.
110 N. Wabash Ave. Tel. Dearborn 6144



The Gladys Hight School of Dancing
Special Courses for School Teachers in Ballet, Character, Acrobatic and Technique.
Diplomas Issued.
Classes Every Evening, 6 and 7 P. M.
Vocal and Dramatic Art Dept.
Studio: 339 So. Wabash Ave., cor. Van Buren
Suite 200
Wabash 3789

SPECIAL RATES TO TEACHERS AND CLASSES
In Selecting
DuBois Studios
610 Stewart Bldg. 108 N. State St.
Phones State 4218-4219-4220
As the official photographer for your graduating classes or individual photographs, you are assured of prompt service and rare quality.

THE BLUE SHOP
DRESSES
Challis, Flannels, Cloths and Silks made to your measure —regardless of size and figure—no fitting necessary.
$10.00 to $15.00 for Making—You May Furnish Material.
1524 Stevens Bldg.

Now Is the Time to Select Your
Fur Coat
Many Beautiful Models to Choose From at
STAEDTER'S
1302 Stevens Bldg. 17 N. State St.

Digitized by Google

"YOU GET PERSONAL CARE
WHEN WE WAVE YOUR HAIR."

Distinctive Permanent Waving



That leaves the hair soft and glossy with large, loose wave—no breakage, $10.00

Teachers guaranteed satisfaction

POWERS and ERICKSON

Harrison 8758 220 S. State St.

17 No. STATE

10% Discount to Teachers

RADCLIFFE BOOT SHOP

ADOLPH WEINSTEIN — PROP.

Smart Shoes Built for Comfort

"Slender Foot Arch Fitters" Combination Lasts "Stylish Stout Outsides"

912 Stevens Bldg.

The Largest Range of Shoe Sizes in the City. Sizes, 2½ to 12; Widths, AAAA to EEE

REBUILT TYPEWRITERS

Guaranteed One Year

AT REDUCED PRICES

All Makes Including Portables—Cash, or on Time

Also Rentals—Rent Applied on Purchase

MORROW-ALWARD TYPEWRITER EXCHANGE

6 West Randolph Street

Phone State 7539

TAXI CAB SERVICE

We will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.

ATLAS LIVERY ASSOCIATION

The Oldest Cab Company In Chicago

Calumet 3500 7 W. Cullerton St.

Large Stock on hand



O. R. May Fur Co.

Remodeling and Repairing
New Coats Made to Order

501 Capitol Building
State and Randolph
Central 6049
Established 1879

SUPERFLUOUS HAIR

Can positively be forever destroyed.

I have been in business for many years—
And I Guarantee My Work

MARTHA B. DOWDY

Dearborn 5397 Madison and Wabash
No Apprentices. Not a Beauty School.

MARGARET A. LYNCH

COURT REPORTER

1301 Ashland Block

155 N. Clark Dearborn 5728

(Continued from Page 23.)

learned to read, write and figure, knows enough to teach *little* children, at least if he or she "be handy with the children." It is not too much to say that psychological science has in the last few years practically proved the prophetic insight of a few great educational reformers who asserted that the early years are the most important, because at this period all the underlying emotional habits and unconscious attitudes are being formed. The scientific demonstration is the more impressive because it has come mainly from physicians who in dealing with abnormalities have been forced to trace them to their origin in badly adjusted personal and social relationships in childhood.

It may be that this scientific demonstration will mark the beginning of a new era in education. But if so, the epoch is still in the future. Parents and teachers alike are still committed to the absurdity that the older a person is, and the more fixed, closed and specialized his habits, the more important are skill and learning in his guardians and teachers, while the plastic years in which habits are being formed for the whole of life, habits which are fundamental and general, the human being may safely be left to chance, ignorance and inexpertness. I sometimes think that this absurdity is itself more than enough to account for all the failures of all our educational efforts, and that until it is remedied all our energies spent in other directions are wasted. See what happens.

As a rule the most inexperienced teachers and those who receive the lowest rate of pay are given the youngest children. Because the latter are the easiest to teach, they shall receive the supposedly poorest teachers. Then because being the easiest to teach and learn, and having been started by acquiring habits in the most haphazard and misfit ways, we will pay subsequent teachers more and more to try and correct the results of prior poor teaching and learning! So it works out that we college teachers, who by the nature of the case can do the least in forming fundamental habits, although most, of course, in imparting specialized skill and knowledge, get the highest pay for the fewest hours of work.

It is not all a joke if I say that we can measure the dawn of a serious faith in education by the manifestations of willingness to pay the highest wages going to those who actively direct the education of the youngest. We shall then begin by setting new teachers to deal with older and relatively case-hardened specimens, and as they prove their fitness promote them to teach younger children whose education is so much more important just because they are much, so much easier, to teach wrong. As for high school and college students, once started right they would largely educate one another, together with the contacts which they would naturally seek with those specially skilled and learned in the lines in which their curiosity has been aroused.

* * * * * * *

I should look upon the present situation with more equanimity, if there were more disposition to drop our preoccupation with the mechanics and externals of efficiency, and concentrate upon one question. What can be done to liberate teachers, to free their personalities and minds from all the petty economic, social and administrative restrictions which so frequently hem them in and repress them?

Digitized by Google



SHOES *as easy to wear as* **STOCKINGS**

From the moment you put on a pair of our Arnold Glove-Grip Shoes you seem to forget you have them on. It's the patented Glove-Grip feature that makes them fit so well. But, also, you'll find that you never wore more handsome, stylish shoes. The beauty is built in them. The lines last as long as the shoes. And the shoes seem never to wear out.

ARNOLD GLOVE GRIP SHOES

Combination Lasts For Men and Women

$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP

Room 206 6 N. Michigan Ave. Chicago, Ill.

To All Teachers!

CHRISTMAS GREETING CARDS

We are desirous of adding a few more intelligent men and women to our sales force to sell personal, individual, monogramed Christmas cards during their spare moments.

We have the most beautiful and lowest priced line of cards in the country, and we pay a most liberal and unusually large commission. Samples are furnished to you free, and you are under no obligation whatsoever. Come in at your earliest convenience and look over our samples and prices.

THE PROCESS ENGRAVING CO.

209 S. State St. Chicago, Ill.

Exclusive...but not Expensive

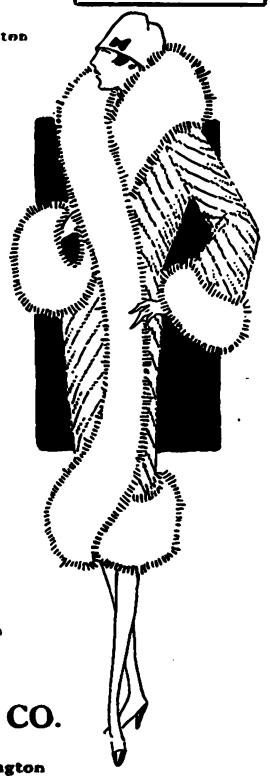
Murray-Black Co.

21 N. Wabash Ave.

Ground Floor
Between Madison and Washington

A Discount of **10%** Allowed to School Teachers

Chicago's Greatest FUR SALE



MUSKRAT COATS—Silver Skins trimmed with Red Fox collar and deep border. Full length. Special **$195**

HUDSON SEAL—Luxurious full length models. Skunk (Marten) Squirrel trimmed. Special at **$250**

CARACUL COATS—In the new shade of Chestnut Brown, trimmed with Fox collar and cuffs. Full length. Special at **$150**

JAP MINK—Beautifully trimmed with Fox collar, cuffs and deep border. For only **$395**

RACCOON COATS for the college girl. Flapper and Tomboy Raccoon coats. Made to sell for $450. 42 inches long. Dark skins. Special at **$235**

MARMINK COATS—Beautifully finished, smart Mink appearance. Impressive examples of workmanship. Specially priced this sale, from **$115**

Storage Free | **Small Deposits Accepted**

Written Guarantee With Every Coat

MURRAY-BLACK CO.

21 N. Wabash Ave.

Between Madison and Washington

Make Your

PROMOTIONAL CREDITS

at

BUSH CONSERVATORY

839 North Dearborn St.

Special Classes for Teachers

at Convenient hours after school and on Saturdays in

Public School Music

Methods and Materials for Grades and Junior High School, Harmony, Theory, Appreciation, Voice Classification, Conducting.

Private Lessons

in all branches of Music, Expression, Dramatic Art, Languages

Our promotional credit is granted by Board of Education for 40 hours of class work or 40 private lessons in Music, and for 54 hours in Expression and Languages

Send for free catalog to T. F. Schwenker, Secretary.
839 N. Dearborn St., Phone Superior 8700

FUR COATS

Most Popular Furs—Latest Styles

Repairing and Remodeling

25 Years' Experience Designing to Individual Taste

LEVEY & CO.

Republic Bldg. 209 S. State St.

Charge Accounts of Teachers Solicited



Circular Letters—Addressing—Mimeographing
Typewriting

Specializing in Mailing Service for

CLUBS AND ORGANIZATIONS

Complete Mailing Campaigns

COMMERCIAL LETTER CO.

Dearborn 5303-5417. Room 1344—127 N. Dearborn

SATURDAY CLASSES FOR TEACHERS

Mornings—Our new structural design applied to standard normal art methods, dress design, commercial design, interior decoration, school annual illustration.

Afternoons—Structural design applied to industrial art methods, dress and poster design. Also still life and life sketch classes.

ALL DAY TUITION $24.00 FOR THREE MONTHS

Our certificates of accomplishment have been accepted by Boards of Education and Universities for 20 years.

THE CHICAGO ACADEMY OF FINE ARTS

Carl N. Werntz, Director. 81 East Madison Street.

FLOWERS FOR ALL OCCASIONS

Streiff & Dagobert FLORISTS

Expert Designer of Floral Art

Nevada 0217 3211 W. Madison St.

Digitized by Google 2928094

SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTIONS
NO CLASSES

Shorthand, Typewriting, Bookkeeping
By Practical Teachers
Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.

Ample space for study as well as for instruction period.

Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.

When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.

Mr. Voss

JESSO-CRAFT

The new art that enables you to beautify your home yourself at very little expense. Very easy to learn and the result is pleasing. Free lessons by special teacher.

Favor, Ruhl & Company

ARTISTS' MATERIAL
PICTURE FRAMING

425 So. Wabash Ave.
Chicago, Illinois

A Trip To Europe
FREE

Nothing To Sell

Present our invitations to your friends, and when 500 of these invitations have been used by them—the Root Studios offers you a trip to Europe, free, or $500.00 in cash. Other cash prizes for lesser numbers. For further information call or write

ROOT STUDIOS

Photographers
Established 35 Years
Kimball Hall
CHICAGO
Harrison 2099 · 306 South Wabash Avenue

INTRODUCING!

To the School Teachers of Chicago

Goodrich Dressmaking Service

We design, cut and fit any garment from your own material and make ready for you to finish. Also partial and complete finishing services.

Appointment for Fitting May Be Made by Telephone

THE GOODRICH SHOP

1107 Stevens Bldg. Dear. 7015

LUNCHEON
CANDIES
RICH ICE CREAMS

Much as tho you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room
JULIA KING'S
118-22 NORTH DEARBORN ST.
Near Randolph St.

Digitized by Google

Digitized by Google

Promotional Credits at

Chicago Musical College

HERBERT WITHERSPOON, *President*

A Conservatory Pledged to the Highest Artistic Standard

Fall Term Now Open

Special Fall Classes and private lessons for Chicago Public School Teachers, leading to Promotional Credits in Piano, Vocal, Violin, Organ, Harmony, History of Music, Public School Music, Sight Reading, Ear Training, Dramatic Art and Expression and Orchestral Instruments. Tuition — Private Lessons — Piano $1.00 to $10.00 per lesson; Vocal and Violin $1.50 to $15.00 per lesson.

Students completing 40 private lesson periods earn 1 credit—20 lessons ½ credit

Complete Catalog on Request, 60th Year

CARL D. KINSEY, Manager

64 EAST VAN BUREN STREET

(CHICAGO MUSICAL COLLEGE BUILDING)

UPTOWN CIVIC CONCERTS

ARCADIA AUDITORIUM

4450 Broadway, near Wilson Ave.

SIX GREAT CONCERTS FOR FIVE DOLLARS

The Greatest Musical Bargain ever offered in Chicago

Sunday, Nov. 8, 3 p. m.
PAVLEY OUKRAINSKY BALLET

Sunday, Nov. 15, 3 p. m.
KATHRYN MEISLE, Contralto
ALLEN McQUHAE, Tenor

Sunday, Nov. 22, 3 p. m.
CECELIA HANSEN, Violinist
VIRGILO LAZARRI, Bass

Sunday, Nov. 29, 3 p. m.
CLAUDIA MUZIO, Soprano

Sunday, Dec. 6, 3 p. m.
LOUIS GRAVEURE, Baritone
OLGA SAMAROFF, Pianist

Sunday, Dec. 13, 3 p. m.
Little Symphony of Chicago
HELEN FREUND, Soloist

Address Mail Orders and make Checks payable to

UPTOWN CIVIC CONCERTS, Auditorium Tower, Chicago

Telephone Harrison 1151 **Dema E. Harshbarger, Mgr.**

Box office open daily, beginning October 26 at

ARCADIA AUDITORIUM, 4450 Broadway

SPARE TIME ART COURSES

Many of us do not realize what can be accomplished in SPARE TIME IN ART—do you? Monday—Wednesday—Friday evenings from 7—9:30 also Saturday and Sunday Classes in ART. Possibly we have just the course you have always longed to take. What is it—dress design, fashion, interior decoration, commercial art, illustration or??

Just Ask Us About Our Spare Time Courses
Descriptive Literature Gladly Mailed on Request

AMERICAN ACADEMY OF ART

306 S. Wabash Ave., Dept. M Chicago, Ill.

"America's Most Complete, Practical Art School

"A Cross-eyed Boy and a $20.00 Bill Were the Only Clues That the Police Found"

Is the heading of an article appearing in the Chicago daily papers concerning the disappearance of a seven-year-old boy.

Delinquent

The important point that this accentuates is that cross-eyed children are almost universally delinquent and retarded. All children with eye defects are retarded to a degree.

There are many parents who do not realize or appreciate that their children's eyes need attention and do not realize the type of professional care required.

Whom To Consult

For the correction of any trouble with your eyes, you should inquire for an eye, ear, nose and throat specialist, who has had medical training. Such training is essential to prescribe for poor vision, or to know what procedure to take when treatment is needed other than glasses.

We specialize and limit our service to filling oculist's prescriptions for Glasses of Quality

UHLEMANN OPTICAL COMPANY

ESTABLISHED 1907

Stroh Bldg., Detroit, Mich. | Home Office. Chicago, Ill. | Mallers Bldg., Chicago, Ill.

Digitized by Google

MARGARET HALEY'S BULLETIN

Vol 3. No. 3 October 17, 1925 Page 43

Teachers Treated Like Factory Operatives

William H. Kilpatrick in "Foundations of Method"

The status which teachers are fast approaching is forcefully outlined in these statements from "Foundations of Method," the most recent book of Professor William H. Kilpatrick, Professor of Education at Teachers College, Columbia University.

Extracts from Professor Kilpatrick's book appear on the cover page of this issue. The book is published by MacMillan Company, June, 1925.

The attention of the Bulletin was called to the book by Miss Anise Slattery, Chairman of the Elementary Teachers' General Council. The Bulletin recommends it to teachers to be added to their own and to school libraries. Following are a few paragraphs from the book:

"A regime that is content with assignment-and-testing-under-penalty will tend to restrict itself to the things that can be so assigned and tested, which means that there will be small consideration for the attitudes out of which are the issues of life. Even if individual teachers should wish to stress the weightier things, they will find themselves judged by the comparative showings of their children in these more mechanical matters of skills and facts, so that they too will in the end almost certainly yield to the pressure of authorities above them and rest content with this starvation diet curriculum."

* * * * * * *

MORAL CHARACTER IS HURT

"Certain fine character aspects of life, the attitudes and appreciations, will suffer in such a regime. We have seen the evil tendency toward cramming. In its extreme form this may be found as cheating. Perhaps most of all is it true that education, to be morally educative, requires that children live as a social group in the school with the teacher as the comrade and social arbiter. But if assignment and penalty be stressed, an opposition between teacher and pupils is all but inevitable. This means that the child spends from eight to twelve years of his life thinking of those in closest authority over him as his opponents. A good part of his efforts will be spent in 'beating the game.' If there can be a worse training for citizenship it would be hard to find it."

* * * * * * *

"The general assignment-testing practice lends itself most easily to the authoritative management of teachers. The administrator, because he must succeed as an administrator, almost inevitably seeks a plan that can be mapped precisely in advance, where precise expectations can be laid down, and precise checks made on results, so that responsibility is exactly located. That this defeats the purpose of education is not usually perceived either by the administrator or by his board or by the parents. Tradition favors this old plan. They are more or less blinded."

"But is it not true that teachers are more alert than administrators to the evils of the extrinsic regime?"

"No one statement is true either of all teachers or of all administrators, but there is some evidence that we find more alertness among the teachers on this point. It comes closer home to them."

* * * * * * *

"I have been troubled about the effect on the teachers of the fixed curriculum with emphasis on assignment-testing. I lived once in such a system, and I never saw less thinking on the part of teachers."

NOT ENCOURAGED TO THINK

"Yes, how can you expect teachers to think when they are tied hand and foot. To tell a teacher what she shall teach and when she shall teach it, and to count success to be only and exactly that children shall successfully pass these mechanical subject-matter tests — all this I say is to treat a teacher as a factory operative. Under such a regime a teacher may be a skilled artisan, but an artisan and thinker, no. She has no chance. In fact she is not expected to think. 'Hers not to reason why, hers but to teach and dry — up.' That's what I say, and I have seen it happen too often."

Suppose I have to give my pupils weekly grade marks. The regulations require it. Then I'll try to manage these marks so that they will do as little harm as possible. Instead of calling attention to them as if they were the be-all and end-all of school work, I'll try

(Continued on Page 58)

Digitized by Google

From the Masthead
by The Lookout



"Tis like stirring living embers when
at eighty one remembers
All the achings and the quakings of
'the times that tried men's souls:'
When I talk of Whig and Tory, when
I tell the Rebel story,
To you the words are ashes, but to me
they're living coals."

—OLIVER WENDELL HOLMES,
"Grandmother's Story of Bunker Hill Battle."

TO the Teachers of Chicago:

To date the President of the Chicago Principals' Club has failed to report the result of the Teachers' vote of September 24, as I challenged him to do in the Bulletin of September 30.

The Chicago Tribune of October 3 says: "According to Mr. Beers the vote was: Yes, 4,405; No, 3,135; not voting, 859." These figures show that Mr. Beers has accounted for only 8,499 teachers of the total 11,816 teachers in the schools, leaving 3,317 or about 30 per cent of that total **not accounted** for; these figures show that 63 per cent of the total 11,816 teachers either voted "No" or did not vote at all on that schedule.

I reiterate my challenge of September 30 to the President of the Chicago Principals' Club to "send to every school for the inspection of the teachers the written comments and figures of every principal (opposite the name of the school) as reported to the Principals' Club, Saturday, September 26, 1925, and after the name of each school, these items: 1. Number of teachers in school. 2. Number voting 'Yes.' 3. Number voting 'No.' 4. Number not voting. 5. Number blank ballots cast."

On the opposite page is a photographic reproduction of the printed "slip" entitled, "The Superintendent's Salary Schedule," one copy of which the President of the Chicago Principals' Club, Mr. Beers, sent to the principal of each school on September 24 with his letter of that date asking the principal to take that vote of the teachers at noon or recess of that day "without any discussion."

As this photographic reproduction shows, Mr. Beers asked that this slip be posted on the bulletin board.

You will note the provision protecting from diminution the salaries of **teachers now teaching,** printed at the bottom of this "slip," thus creating the

A FAIR CHALLENGE

Margaret Haley's challenge to President Beers of the Principals' association, to publish the complete returns of the recent so-called teachers' referendum on the salary increase schedule, is fair enough. As THE POST pointed out at the time, the actual number of teachers who refrained from voting at all was concealed in percentage figures, and the impression left that a decisive majority favored the proposed increases.

Miss Haley contends that only 36 per cent of the total teaching force voted "yes." If this be true it would discount the value of the balloting as a means of securing moral support for the more than dubious salary project. Since the manifest intention was to influence the public by creating the impression of a strong demand upon the part of the teachers, the public is entitled to all the facts.

THE POST understands the interest of the principals in promoting the adoption of the increase schedule. A case can be made for raising their pay, and they, naturally enough, feel strongly about it. But THE POST dislikes the manner of propaganda, which they have pursued with the approval of authority, and the effort to attain their own ends by indorsing promises to others which the board may be quite unable to fulfill if it fails to get increased revenue. Miss Haley's fear that the adoption of the schedule might result in a temporary raise of pay, with a later cut when resources were exhausted is not without basis in experience and in the facts of the present situation.

Editorial, Chicago Post,
Oct 5, 1925.

Digitized by Google

impression that this provision is a part of the Superintendent's Salary Schedule.

The teachers of Chicago have a right to ask and to know from the President of the Principals' Club whether it was because he did not know the facts herein stated, or because he did know these facts that this "slip" was sent to the principals on September 26 with his letter of that date requesting them to take that vote of the teachers at noon or recess of that same day and directed that this be taken without any discussion.

Principals Protected

The Finance Committee of the Board of Education, on Saturday, April 18, 1925, without a dissenting vote, passed a resolution recommending to the board the adoption of the "proposed new salary schedule" which the Superintendent presented to the board on March 11, 1925. That committee took that action April 18, notwithstanding the fact that on that day I showed the committee that the adoption of the Superintendent's Schedule would automatically operate to **cut** the salary of all teachers now teaching wherever the present salary of any teacher is higher than the salary of the corresponding year of the Superintendent's Schedule. I also showed the committee that the principals were protected in the Superintendent's Schedule.

While the committe passed this resolution without making any change in it, the committee did adjourn that day to hold another meeting on the following Tuesday, April 21, as the chairman said, "In view of the remarks of Miss Haley, calling our attention specifically to some of the items she questions." Further, the chairman of the committee did say that stenographic notes of what had transpired at that meeting would be sent to the superintendent and if he in his judgment believed that there should be some modification, and brought in a recommendation, that he thought the board would be glad to co-operate with the Superintendent.

Teachers Hear Discussion

That meeting was held on Saturday afternoon, April 18, at 3:30 o'clock, and the room was filled with teachers who heard the whole discussion. Not only that, but I printed a complete stenographic report of that meeting in the Bulletin of May 1, 1925. That Bulletin was sent to the homes of more than 6,000 teachers.

Immediately after the close of that Saturday afternoon meeting I had a copy made of the resolution adopted by the committee and took it to Attorney I. T. Greenacre together with a copy of the printed proceedings of the Board of Education of March 11, 1925, containing the thirteen-page Salary Report of the Superintendent (Report No. 11013, page 840-842). I asked him to give me an opinion on that point, in regard to present teachers' salaries, raised before the committee; also, on other points raised in the resolution, among them the provision for authorizing the Superintendent to retard individuals on the schedule.

Mr. Greenacre spent Sunday getting the opinion ready and delivered it to me Monday and I sent a copy to Mr. Mullenbach that day. We had 5,000 copies of the resolution and 5,000 copies of Mr. Greenacre's opinion printed on Monday for distribution at a meeting of the Federation

BEERS' SALARY "SLIP"

Photographic Reproduction

Please post on the bulletin board.

G. A. BEERS.

THE SUPERINTENDENT'S SALARY SCHEDULE

(Now pending before the Board)

TEACHERS

Year of Service	Elementary		Junior High		Senior High		Senior High School Limited Certificate	
	Proposed	Present	Proposed	Present	Proposed	Present	Proposed	Present
1	$1500	($1500)	$1800	($1800)	$2000	($2000)	$1800	($1800)
2	1550	(1625)	1900	(2000)	2100	(2200)	1900	(2000)
3	1600	(1750)	2000	(2200)	2200	(2400)	2000	(2200)
4	1800	(1875)	2200	(2400)	2450	(2600)	2200	(2400)
5	2000	(2000)	2400	(2550)	2700	(2800)	2400	(2550)
6	2250	(2125)	2700	(2700)	3100	(3000)	2700	(2700)
7	2500	(2250)	3000	(2850)	3500	(3200)	3000	(2850)
8	2750	(2375)	3300	(3000)	3900	(3400)	3300	(3000)
9	3000	(2500)	3700	(3150)	4300	(3600)	3600	(3150)
10	3250	(2500)	4100	(3300)	4700	(3800)	3900	(3300)

No one now teaching shall by operation of the new schedule suffer dimunition of salary but shall continue at his present salary including bonuses until he reaches a year in which his salary under the old schedule is less than it would be under the new schedule at which time he shall pass automatically to the new schedule.

Digitized by Google

which we then called to be held at the Capitol Building after school on Tuesday, April 21.

During the morning session of the adjourned meeting of the Finance Committee (on Tuesday), the Secretary read two letters, one from the Superintendent of Schools saying he had read the transcript of the Saturday meeting and that "there is nothing in the transcript which requires any modification of the schedule," that teachers now teaching, are protected from diminution of salary in his schedule.

The other letter which the Secretary read was from me transmitting an amendment prepared by Mr. Greenacre to protect from diminution the salaries of teachers now teaching.

Mr. Greenacre's Opinion

The Committee took no action on either of the communications. When the Committee was about to adjourn at noon, I asked that it give consideration to the amendment which I had presented with my letter and I then presented Mr. Greenacre's opinion in support of that amendment. I gave a copy to the chairman and secretary and every member of the Board present.

Mr. Greenacre's opinion stated specifically that that resolution which the Committee had adopted on Saturday did not protect from diminution the salaries of teachers now teaching and that there was no provision protecting them in the Superintendent's Schedule.

Mr. Greenacre's opinion points out:

(a) That the resolution of April 18 provides for the adoption of the "new salary schedule" proposed by the Superintendent on March 11, 1925.

(b) That the Superintendent's report of March 11, 1925 contains a number of **schedules** and also **arguments** and **suggestions.**

(c) That, as to Class room teachers, the provision for protecting the present teachers from diminution of salary by the adoption of the new schedule was **only** a **suggestion** of the Superindent, **it was not a part of the salary schedule;** that the language the Superintendent used in his report, namely, "some such provision as the following **should be made** a part of the schedule," **admits on its face** that the **provision** that he **suggested is not a part of the schedule.**

(d) That as to the principals' provisions in the Superintendent's report these "provisions are made in, and **as a part of the schedule, and not merely suggested as things which should be made."**

Mr. Mullenbach Speaks

Mr. Mullenbach, though not a member of the committee, was present and when the Committee was about to adjourn, raised the points covered in Mr. Greenacre's opinion and complained that the Superintendent did not attend that meeting of the committee nor the one held on Saturday, April 18. The stenographic record of the April 21 meeting shows that Mr. Wight, who represented the Superintendent, told the Committee the Superintendent was at **the conference** held on Saturday, April 18. (Mr. Mullenbach's remarks and the discussion following were printed in the Bulletin of May 1.

As the Board of Education was to meet the next day, Wednesday, April 22, and that resolution was to be presented to the Board as adopted on Saturday, thus ending all opportunity for public discussion of the whole matter, a committee from the Chicago Teachers' Federation, of which I was a member, went to see Mayor Dever at 4 o'clock Tuesday afternoon at the same time that the meeting of the Teachers' Federation was in session at the Capitol Building.

Teachers See Mayor

Our committee took to the Mayor the opinion of Mr. Greenacre; a copy of the proceedings of the Board of Education of March 11, 1925, containing the Superintendent's thirteen-page Salary Report; the resolution passed by the Finance Committee adopting the Superintendent's Schedule; the Superintendent's letter, and the amendment to the resolution drafted by Mr. Greenacre to protect teachers now teaching, both of which had been presented to the Finance Committee that morning but not acted upon.

The Mayor examined the report of the Superintendent, Mr. Greenacre's opinion, and the resolution of the Finance Committee and told our committee that Mr. Greenacre was right, that this provision was not a part of the Superintendent's schedule; that if the Board passed that resolution adopting the Superintendent's schedule, the salaries of teachers, wherever the present salaries are higher than those of corresponding years in the Superintendent's Schedule, would be cut.

Our committee then proceeded at once to the Capitol Building where a meeting of the Chicago Teachers' Federation was still in session, having waited for us until six o'clock. Our committee reported to them what the Mayor had said. I reported what had occurred at the meeting of the Finance Committee on Saturday and on that day.

The next day, April 22, the Board of Education met. The Finance Committee reported its resolution to the Board without any change and action on it was deferred. That resolution was never printed in the proceedings. It is referred to by number on page 1046 of the proceedings of that date, Report No. 11448. The Board then adopted the Budget but made no provision in the $400,000 item for New Salary Schedule in the Budget to take care of the salaries of those teachers where present salaries are higher than the corresponding years in the proposed Schedule. The Board then adjourned to meet on the following Monday, April 27.

At Recessed Meeting

At the recessed meeting of the Board on April 27, a new resolution was presented and adopted. It was presented by the Chairman of the Finance Committee, Mr. Smietanka, in substitution for Report No. 11448. The new resolution is printed on page 1409 of the proceedings and contains Mr. Greenacre's provision for protecting from diminution, salaries of teachers now

Digitized by Google

teaching with one important omission which I shall discuss in a later report. The provision adopted is in substance the provision set forth in that "slip" Mr. Beers sent to the schools, on September 26, as part of the Superintendent's schedule, **which it is not.** We have objected to the elimination of Mr. Greenacre's words in the provision adopted April 27, and also to other matters in connection with the resolution.

The new Board of Education, appointed by the Mayor on April 27, was confirmed by the City Council on May 13. On May 22 the new Board reconsidered the vote taken on April 27 by the old Board on the Salary resolution and sent the resolution back to the Finance Committee where it still remains. It is not before the Board?

There has been no discussion of these salary reports at any meeting of the Finance Committee of the new Board. On October 13, I requested a hearing on behalf on the Chicago Teachers' Federation before the Finance Committee on both salary reports. My request is printed elsewhere in this issue.

The Teachers Knew

When our interview with Mayor Dever was reported at six o'clock on Tuesday, April, 21, to that meeting in the Capitol Building, there were many teachers present who were also present at the meeting of the Finance Committee on Saturday afternoon, April 18, which was scheduled to begin at one o'clock. Those teachers waited from one o'clock till 3:30 for the Finance Committee to come out of a closed conference in the President's office. They saw the Superintendent go into that conference, they saw him come out and leave the building when it was over. They knew he did not appear before the Finance Committee in the open meeting, nor did any representative of the Principal's Club appear, nor of the Schools Committee which had sent a telegram on April 7, asking the Board of Education to adopt the Superintendent's Salary Schedule.

Those teachers heard the Secretary of the Board of Education read that resolution on April 18, of which there was only one copy, and which the records show was drafted by Mr. Henry, Secretary of the Finance Committee and that Griffenhagen Industrial Engineers had a hand in it.

The teachers heard the motion to adopt the resolution as soon as it was read; they heard the Secretary read my written request for a hearing and the vote taken by the Committee allowing me to be heard.

Those teachers knew that that committee, by roll call vote, had denied my previous written request of April 7, to be heard on that day, or on any other day that the Superintendent's Salary Schedule was to be considered by the committee.

Those teachers knew that meeting of April 18 was the first open meeting of the committee at which this Salary Schedule report of the Superintendent was discussed since it had been presented to the Board on March 11.

Those teachers heard me show that silent committee on April 18 that there was no provision in the Superintendent's schedule protecting from diminution the salaries of teachers now teaching; they heard me show that the salaries of hundreds of regular elementary teachers would be cut automatically if that resolution were adopted, thereby causing a total loss to those teachers of more than $300,000, and that other teachers in the elementary, junior high, and high schools would sustain even larger losses.

Those teachers who stayed there all that Saturday afternoon knew that the Finance Committee adjourned on that day to meet again on the following Tuesday, April 21, as a result of my showing the need of adding to the committee's resolution a provision for protecting those teachers omitted in Superintendent's Schedule. They knew that the Committee had referred the matter to the Superintendent of Schools for report.

Those teachers, and the other teachers who stayed until eight o'clock at that Capitol Building meeting on April 21, were eager listeners to the report that our committee presented from the Mayor of Chicago; and they were eager readers of the printed copies of the resolution of the Finance Committee of the Board of Education and of Mr. Greenacre's opinion thereon. They took those 5,000 to the teachers in the schools and distributed them.

At the request of that meeting I printed in the Bulletin of May 1, all of these documents: the resolution of April 18. Mr. Greenacre's Opinion, the Superintendent's Letter of April 20, and my letter and accompanying protective provision; the complete stenographic report of the Finance Committee meeting of April 18, and portions of the stenographic report of the meeting of April 21. I also printed the resolution adopted by the Board on April 27.

In this issue of the Bulletin are photographic reproductions of the Salary Schedules printed in the Bulletin of April 16, showing comparative losses and gains for all new entrants coming into the system and for all teachers now teaching if the proposed new Salary Schedule presented by the Superintendent is adopted as he presented it to the Board of Education on March 11, 1925.

Do the teachers who, at the request of principals, are calling on Mayor Dever and writing to him and asking his support of the Superintendent's Salary Schedule know that Mayor Dever sustained Mr. Greenacre's opinion in regard to that schedule on the points here presented and all points?

Here's to the principals, who, when they heard, or thought they heard, "the voice of authority of position" directing them, refused to demand of the teachers the surrender of their fundamental right of American citizenship—the right of free discussion. And here's to the teachers who, when "the voice of authority of position" demanded the surrender of that right, not only refused to surrender that right themselves, but stood up and demanded it for their fellow teachers—

In the words of Lowell:

"All honor and praise to the right-hearted bard
Who was true to The Voice when such service was hard
Who himself was so free he dared sing for the slave
When to look but a protest in silence was brave."

Margaret A. G. Haley

Digitized by Google

Federation Asks Hearing On Proposed Schedule

In order that confusion which followed the published returns on the salary-schedule-ballot taken in the schools Sept. 26 under the direction of the Principals' Club may be cleared up, the Teachers' Federation has petitioned the Finance committee for a hearing on the salary schedule reports now before the Committee.

Following is the letter addressed to the Finance Committee October 13:

October 13, 1925.

To the Finance Committee
of the Board of Education,
650 S. Clark Street, Chicago.

Ladies and Gentlemen:

In order to clear up the confusion and misunderstanding existing in the minds of the teachers and the public due to conflicting statements, apparently official, given out in regard to the available resources of the Board of Education, and due to the withholding of complete returns on the ballot of the teachers taken in the schools on September 26, with the approval of authority and without discussion, on a salary schedule purporting to be "The Superintendent's Salary Schedule (now pending before the Board)." I respectfully request, on behalf of the Chicago Teachers' Federation, a hearing before your Committee on the salary schedule reports that have been presented to the Board and referred to your Committee—

The Superintendent's salary schedule report, Report No. 11013, presented to the Board on March 11, 1925, and referred to your Committee;

The salary revenue resolution adopted by the Board on May 27, 1925, page 1409 (in substitution for the resolution presented to the Board on April 22, 1925, under Report No. 11448, page 1046) reconsidered on May 22, 1925 and referred to your Committee.

The teachers and public are entitled to all the facts concerning these matters so vitally affecting their welfare and that of the children.

Respectfully submitted,
MARGARET A. HALEY,
Business Representative.

Pulpit Scores Time-Keeping Tactics Introduced In Schools

Pastor Says Service of Teachers Cannot Be Reckoned By Time Clock

That the public is not unmindful of new foibles being foisted upon the teachers in the Chicago schools is evidenced by the comments of educators and journalists in and outside of Chicago.

The so-called "time-clock" system, resulting from the change in payroll procedure recommended by Griffenhagen and Associates, Industrial Engineers, employed by the Board of Education at an enormous expense to the TAX-payers, is the objective of a scathing sermon by the Rev. Clyde McGee, pastor of Bethany Union Church, Chicago.

Extracts from his sermon, "The Extra Mile," in which he showed the duties of the first mile are those which can be demanded; those of the "Extra Mile" are given freely, joyously and without stint, preached Sept. 27 and printed October 2 in "The Weekly Review," an organ devoted to the interests of Beverly Hills, Morgan Park, Washington Heights, Longwood Manor and Brainerd, follow:

"*And whosoever shall compel thee to go with him one mile, go with him two.*"—*Matthew 5:41.*

The press has recently informed us that the teachers in our public schools must hereafter register the hour of their arrival at school. Henceforth the pay checks will be made up from that register. Perhaps it is a matter too insignificant to be noticed, a mere matter of administration routine.

I assume no right to instruct anybody on how to run the schools of Chicago. But as a citizen of Chicago and as one interested in the problem of education I asked myself some questions when I read that news item. I said, is such an order really necessary? How many teachers have been coming late, shirking on the job to suggest it to those in authority? Have they been paying out the people's tax money for a service the teachers have not been giving? And how much money will this order save? How much of added service gained?

The efficiency experts, of course, must have all this data in hand. And the facts may prove their case. But if so, it is a sad reflection upon the spirit and morale of the teaching staff of Chicago schools. I do not believe it valid. **From my observation and acquaintance over a period of fifteen years I believe that the teachers in the public schools are serving as truly in the spirit of the extra mile as any group or profession in our social body. It suggests at least that the public might do well to give some serious consideration to the function of the public school teacher in our common life.** H. G. Wells has said concerning our present civilization that it is a race between education and catastrophe.

We are being warned on all sides that the present order is crumbling and we must look to the school to save us from disaster. And meanwhile the schools are growing bigger and bigger, the number of shifts increase and the association of teacher with pupil must of

(Continued on Page 57)

Digitized by Google

Pot Still Boiling

Enclosing her check for subscription to The Bulletin, a parent whose name is on file in the Federation office sends copies of letters she has sent to Chicago newspapers calling their attention to the grounds on which the teachers "protest" recent practices in the schools.

"I as a parent, feel that we should help to carry on your good work by doing our little bit," she says in a letter to Miss Haley.

Addressing The Tribune, she says, "After reading some of the letters printed in The Tribune voicing a lack of understanding as to why the unrest of our Chicago school teachers, I beg to respond that I as a parent feel that the Chicago teachers as a federation have done more to bring the lagging tax-payers to the front than any other organization." She calls The Tribune's attention to its article "Twenty-five Years Ago Today," printed in The Tribune September 27 and reprinted in The Bulletin, September 30. The article showed that 25 years ago the Chicago teachers, led by Miss Haley, threatened mandamus proceedings to compel assessors to assess public utility corporations escaping taxation on $238,000,000. "And they are still doing their good work, therefore their protests," adds the parent.

A second letter to The Tribune calls attention to laxity in delay in paying the teachers their salary checks, the delay being occasioned by the new payroll system recommended by Griffenhagen and Associates, Industrial Engineers. This letter shows that the teachers were 13 weeks without a pay check:

"The teachers have been without their checks due them September 15 and they are not paid for vacation. Can you imagine a bricklayer or some other tradesman going that long without pay? Fancy the Superintendent of Schools asking the teachers why they protest?"

As The Bulletin goes to press, the Rules Committee has not made a report on the matters pending before it, among them, restoration of Councils on school time.

The Bulletin thanks its subscribers for their co-operation in patronizing The Bulletin Advertisers. Every pleased advertiser is a boost for The Bulletin and The Federation. Before making a purchase will you not look in The Bulletin to see if you cannot get it just as good and just as cheap from a Bulletin Advertiser?

The extent to which supporters of the proposed salary schedule are going, to accomplish its adoption, is indicated in the report in the following letter sent by "A Teacher" to The Bulletin:

"My dear Miss Haley:

"Are the teachers of Chicago no longer free? Is it known by the Chicago Teachers' Federation that certain Chicago principals are trying to coerce teachers into writing letters to Mayor Dever and the President of the Board of Education?

"Will you let your voice be ever louder and stronger until such unjust practices are stopped. By the way, many schools, at least the teachers in the schools, do not know the result of the poll on the salary schedule.

Yours truly,

A TEACHER."

Cleveland is looking before it leaps. The Chicago Teachers' Federation has received a letter from Charles A. Marple, President of the Cleveland Teachers' Federation, asking for published literature on the platoon schools and their operation.

"The platoon system is being tried out experimentally in a few buildings at present and we desire to have our teachers informed on the subject," says the letter in part. A file of Margaret Haley's Bulletin and other literature on the subject have been sent to the Cleveland organization.

R. S. V. P.

Teachers have been reporting that not only are they not sworn at when they have business with the Secretary's office but that they are treated with courtesy and consideration. It is said that recently when the pay warrants were delayed owing to the installation of the new time system, a courteous letter of regret was sent to all the schools!

What is the matter with the Secretary's office?

"How happy are our teachers here—
Clocked, docked and smocked, all in one year."

CHICAGO DAILY NEWS.
October 15, 1925.

Digitized by Google

The Uniformed and Uninformed

Following is part of an editorial by William McAndrew, superintendent of Chicago schools, in the September issue of the Educational Review reprinted in the Chicago Journal of Sept. 30:

"In two public schools of Principal Oswald Schlockow which I visited in Brooklyn, the boys were uniformed. There was nothing extravagant in the costume. The children could wear them anywhere without being conspicuous. By co-operative buying the school reduced expenses of the family.

"I asked the progressive principal for a statement. He sends me these notes written by one of the teachers:

" 'For the apparel oft proclaims the man. Teachers and supervisors often play the part of Polonius in giving advice as to personal appearance. In every classroom, the five minute morning inspection begins the school day. After giving a rapid survey the teacher has been known to substitute a paper tie where a genuine one failed to appear with the customary white waist. . . .' "

Speak For Yourself, Oswald!

Following is part of an interview with Oswald Schlockow, principal of Public School No. 50, Brooklyn, printed in The New York "World," October 9, 1925:

"Among the opponents of Superintendent McAndrew's suggestion was G. Oswald Schlockow, Principal of Public School No. 50, Brooklyn, described in the article in the Educational Review as the Principal of two public schools in which the boys were uniformed.

"Dr. Schlockow declared yesterday he never had been Principal of two schools at one time, that none of his boys had ever worn uniforms and that the boys Superintendent McAndrew probably had in mind were those in a parade of Public School No. 109, Brooklyn, which the two of them had seen together.

"Mr. McAndrew said to me, 'Your boys certainly presented a wonderful appearance with their uniforms,' said Dr. Schlockow. I corrected him telling him that they were wearing not uniforms but white blouses."

American Federation of Labor Sustains Chicago Body

In Annual Convention A. F. of L. Asks Investigation of Platoons, Junior Highs and Tests

In a report by the Convention's committee on Education adopted by the American Federation of Labor, October 16, 1925, at its annual convention in Atlantic City, an inquiry into the origin and purpose of the Work-Study-Play or Platoon system is included.

Victor A. Olander, Secretary of the Illinois Federation of Labor and a delegate to the convention, furnished The Bulletin with a telegraphic report of the resolution for which he spoke on the floor of the convention.

The standing committee on Education of the Federation of Labor was urged to report its findings on Platoon Schools, Intelligence Tests and Junior High Schools to the Executive Council.

Premature newspaper reports gave the impression that the American Federation of Labor convention had not sustained the Chicago Federation of Labor and Mr. Olander in their stand on platoon schools, Junior High Schools and intelligence tests.

Following is the telegraphic report:

268 317 Blue 1925, Oct. 16, P.M. 4:15.
Atlantic City, N. J., 16.

Margaret Haley,
Chicago Teachers' Federation,
127 North Dearborn St., Chicago, Ill.

Following satisfactory Committee Report adopted Eleven O'Clock this morning.

"We desire to express the earnest hope that the standing Committee on Education will submit to the Executive Council in the near future a report which will show the origin and purpose of the Work-Study-Play or Platoon System.

The increasing use of the so called Intelligence Tests in our public schools warrants our serious attention and we are glad to note that the standing committee will con-

(Continued on Page 52)

Digitized by Google

Teachers' Fears Imaginary, Says Superintendent of Schools

Replies to Protest from Schurz High School On Time Clock Scheme

Fears of disastrous results upon the morale of teachers following the newly adopted "time clock" system of registration in the schools, are imaginary, according to the Superintendent of Schools who has replied to a resolution of protest against the system, from teachers of Schurz high school. The protest was presented to the Board of Education Oct. 14, and referred to the School Administration committee.

Below is printed the Superintendent's letter transmitting the protest to the Board and also the protest of the teachers:

To the Board of Education.
Ladies and Gentlemen:

I am requested by the teachers of the Schurz High School to present to you the attached resolution to the effect that requirements adopted by you for the improvement of the business of handling the payrolls, a system recommended to you by the auditors whom you employed, allies teaching to a job in which tools are dropped at the blowing of a whistle, takes away the rights and joy of service, levels professional pride and will lead to disastrous results.

You have always recognized the right of members of the department to express their opinion concerning any governmental action. In my reply to the teachers of the Schurz High School I expressed a doubt as to the validity of their conclusions. Insomuch as a large number of schools, hospitals, post offices, and other governmental services require a more strict record of arrival and departure than your new system does, insomuch as no degradation of professional standards, no humiliation, no intimation that the workers are slackers or that they drop their tools at the blowing of a whistle or otherwise inferior in service to our good people here, is discoverable in organizations which require an accurate record of arrival and departure, I am constrained to inform our good friends in the Schurz High School that their fears are largely imaginary.

WM. MCANDREW.

September 23, 1925.

Enclosures.

Communication from Schurz High School Teachers, September 21.
McAndrew-Laughlin, September 24.
McAndrew-James, September 23.
McAndrew-Hanson, September 23.
McAndrew-Stillman, September 23.

* * * * * * *

PROTEST OF SCHURZ

Schurz H. S., Sept. 21, 1925.

It is not in a spirit of insubordination but in one of serious concern that we respectfully ask your thoughtful consideration of a few of the many reasons which make the high school teachers feel that the "time system" recently inaugurated in our schools will be productive of harm rather than good.

The thing that rankles most is that it takes no account of the **spirit of service** which we believe and know actuates the vast majority of our teachers. We know that teachers give unsparingly of their time and strength. Whenever an emergency arises, they keep on the job until it is completed, impelled only by their own sense of pride in having done things right. For this overtime there has been no return in money; the return has been in their own hearts.

The position of teacher has **always lacked** much of the dignity it should have, but he has been able to maintain his own respect and so secure that of others by a deep consciousness that he was doing more than he was paid for, that he was not being driven to his duty, but that he worked as the artist, not as the artisan works. The present system allies teaching with a job in which tools are dropped at the blowing of a whistle instead of with a profession in which service is given with joy and without stint.

To have this joy of service taken away and all professional pride levelled will, we believe, lead to disastrous results. In the first place it may lead the teacher to give **merely** a time-measured service and in so doing may rob the schools of many hours for which no pay has ever been given. **But far more serious is the fact that it will give the teacher an abiding sense of injustice because of this lack of recognition of what he has done and what he has tried to stand for.** A man may drive rivets and nurse a grievance, but no one can guide the youth of this land to higher civic ideals if he himself feels that he has been undervalued, misunderstood, and that those whom he has tried so hard to serve are being taught to regard him as a shirker who must be compelled by force to maintain a minimum standard when he knows he has given freely from his heart.

Further, the conscientious teacher, and these we believe and know form the vast majority, feels that little will be gained by branding all as slackers. The schools have never been without the means of knowing whether teachers were present or not. A principal is fully cognizant of the tardy and absent members of his faculty and is responsible for the morale of his school. **We believe that no mechanical device can ever replace his influence in upholding a high standard of duty, a spirit of loyal service, and a willingness to spend and be spent for the highest good of the community.** Again, one of the items in a teacher's efficiency mark is "professional spirit." How can professional spirit be maintained when the worker is put on a level with the unskilled laborer?

We believe, therefore, that the system lacks efficiency, will cause serious lack of morale, will actually cost the schools many hours of working time now freely dedicated to them by a loyal body of earnest men and women who are trying to uphold their dignity, not from any silly "white collar" pride but because they must maintain it to guide the youth of this country to the highest ideals.

(List of names on file.)

Digitized by Google

A. F. of L. Sustains

(Continued from Page 50)

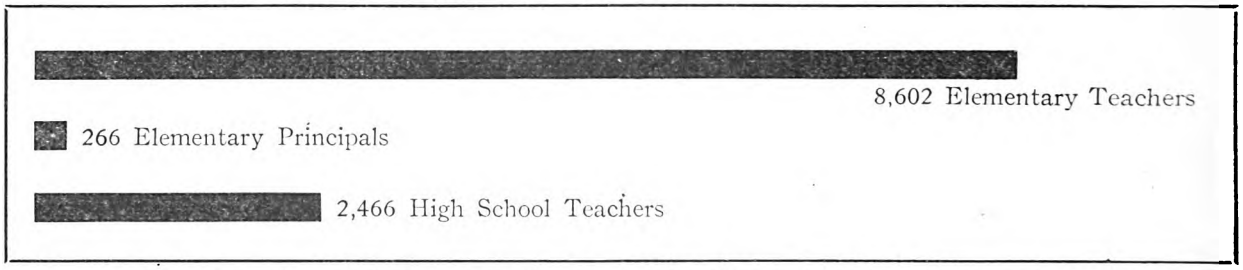
tinue to investigate this subject. It is charged that in some cities the Junior High School is used to discourage the regular high school. The standing committee, we are informed, is seeking information on this point and we urge that its findings in this respect be submitted to the Executive Council in the not distant future. The most comprehensive report prepared by State and City Trade Union Committees on the Joint subject of Junior High Schools, Intelligence Tests and Work-Study-Play or Platoon System is the report of the Chicago Federation of Labor in the compilation of which the officers of the Illinois State Federation of Labor co-operated with the Chicago body.

The necessity and the wisdom of the compilation and publication of that report and action taken by the Chicago Federation of Labor were rendered imperative by the tactics resorted to by the Chicago Board of Education during the year 1924. We believe it proper to say that nothing contained in the report of the Standing Committee on Education nor the report of your committee is intended to in any degree contradict anything said in the Chicago report referred to herein.

Your committee submits the foregoing observations and recommendations firmly convinced of the imperative need for the utmost caution and alertness being constantly exercised in all matters affecting the Educational policies of our schools."

VICTOR A. OLANDER,
Secretary Illinois Federation of Labor.

The Larger the Group, the Smaller the Salary



Comparative Size of the Three Main Groups of Teachers in the Chicago Schools Comprising 11,334 of the Tota 12,102 Members of the Education Department.

Comparisons of Gains and Losses to Principals and Teachers and of Aggregate (Cumulative) Salaries in the Chicago Public Schools if the Proposed Salary Schedule is Adopted.

Elementary Teachers

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1500	$1500	0	0
2	1550	3050	1625	3125	0	$75
3	1600	4650	1750	4875	0	225
4	1800	6450	1875	6750	0	300
5	2000	8450	2000	8750	0	300
UPPER GROUP.						
6	2250	10700	2125	10875	0	175
7	2500	13200	2250	13125	$75	0
8	2750	15950	2375	15500	450	0
9	3000	18950	2500	18000	950	0
10	3250	22200	2500	20500	1700	0

Elementary Principals

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$4000	$4000	$3000	$3000	$1000	0
2	4250	8250	3200	6200	2050	0
3	4500	12750	3400	9600	3150	0
4	4750	17500	3600	13200	4300	0
5	5000	22500	3800	17000	5500	0
UPPER GROUP.						
6	5250	27750	4000	21000	6750	0
7	5500	33250	4200	25200	8050	0
8	5750	39000	4400	29600	9400	0
9	6000	45000	4600	34200	10800	0
10	6250	51250	4800	39000	12250	0

Digitized by Google

Assistant to Principals, Elementary and Head Teachers of the Deaf.

LOWER GROUP.

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1750	$1750	$1750	$1750	0	0
2	1800	3550	1875	3625	0	$ 75
3	1850	5400	2000	5625	0	225
4	2050	7450	2125	7750	0	300
5	2250	9700	2250	10000	0	300

UPPER GROUP.

6	2500	12200	2375	12375	0	175
7	2750	14950	2500	14875	75	0
8	3000	17950	2625	17500	450	0
9	3250	21200	2750	20250	950	0
10	3500	24700	2750	23000	1700	0

Teachers of Manual Training and Physical Education.

LOWER GROUP.

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1750	$1750	0	$250
2	1550	3050	1875	3625	0	575
3	1600	4650	2000	5625	0	975
4	1800	6450	2125	7750	0	1300
5	2000	8450	2250	10000	0	1550

UPPER GROUP.

6	2250	10700	2375	12375	0	1675
7	2500	13200	2500	14875	0	1675
8	2750	15950	2625	17500	0	1550
9	3000	18950	2750	20250	0	1300
10	3250	22200	2750	23000	0	800

(Note: This group has no gain until the twelfth year.)

(Continued on next page)

Out of the Mouths of Babes

A district superintendent in New York was known by the appellation of "Gum Shoe Tim." A pupil who had seen this superintendent in the hall, rushed into his room breathlessly and whispered to his teacher who was giving a physical training lesson, "Teacher, Gum Shoe Tim is in the building and your jumper is out!"

ONE MAY ECONOMIZE IN many ways with profit to health as well as to purse, but cheap food, lacking quality, is never an economy for it exacts a heavier price than ever is paid in money. Good food is the foundation of good health and good health is priceless.

HENRICI'S

WM. M. COLLINS, President

67 W. Randolph St.

7 A. M. to Midnight

STOP YOUR FOOT TROUBLES

Our Shoes Are Great Pain Relievers. In stock or Made to Order.

10% DISCOUNT to Teachers

A. SLATIN

Shoe Specialist.

4810 N. Kimball Ave.
At Lawrence. Keystone 9595

FUR COATS

Most Popular Furs—Latest Styles

Repairing and Remodeling

25 Years' Experience Designing to Individual Taste

LEVEY & CO.

Republic Bldg. 209 S. State St.

Charge Accounts of Teachers Solicited



WHAT SCHOOL?

Catalogues and reliable information about all Schools and Colleges free of charge. Complete Directory of all educational institutions in U. S. 480 pages, $1.00. Vocational guidance, Financial Aid to students.

Educational Aid Society

702 Marshall Field Bldg.
110 N. Wabash Ave. Tel. Dearborn 6144

Now Is the Time to Select Your

Fur Coat

Many Beautiful Models to Choose From at

STAEDTER'S

1302 Stevens Bldg. 17 N. State St.

Digitized by Google

CHICAGO CIVIC OPERA

AN INSTITUTION — A VALUE — AN OPPORTUNITY

FOURTH SEASON OPENS TUES. NOV. 3

with Chicago premiere of "Der Rosenkavalier"

Subscribers enjoy first choice of seats, plus economy—Only a few days left — Subscription sale closes Saturday, October 25

The Brilliant Artistic Personnel Includes

Sopranos

Dal Monte, Toti
Forrai, Olga
Freund, Helen
Garden, Mary
d'Hermanoy, Alice
Kerr, Elizabeth
Kurenko, Maria (Guest)
Macbeth, Florence
Mason, Edith
Miura, Tamaki (Guest)
Muzio, Claudia
Norelli, Stella (New)
Pareto, Graziella
Raisa, Rosa
Sawyer, Eleanor (New)
Shear, Clara (New)

Mezzo-Sopranos and Contraltos

Claessens, Maria
Correnti, Anna
d'Alvarez, Marguerite (Guest)
Homer, Louise
Lenska, Augusta
Meisle, Kathryn
Nadworney, Devora (New)
Pavloska, Irene
Van Gordon, Cyrena

Tenors

Ansseau, Fernand
Cortis, Antonio
Hackett, Charles
Lamont, Forrest
Marshall, Charles
Mojica, Jose
Oliviero, Lodovico
Ritch, Theodore (New)
Schipa, Tito

Baritones

Baklanoff, Georges
Beck, William
Bonelli, Richard (New)
Defrere, Desire
Formichi, Cesare
Morelato, Gildo
Rimini, Giacomo
Ruffo, Titta (Guest)
Steel, Robert (New)
Torti, Ernesto (New)

Basses

Cotreuil, Edouard
Kipnis, Alexander
Lazzari, Virgilio
Nicolich, Antonio
Trevisan, Vittorio

MUSICAL DIRECTOR
Giorgio Polacco

Conductors

Grovletz, Gabriel (New)
Moranzoni, Roberto
Polacco, Giorgio
Weber, Henry G.

Assistant Conductors

Bigali, Dino
Lauwers, Charles
Sabino, Antonio (New)
St. Leger, Frank
Spadoni, Giacomo

FOR DETAILED INFORMATION CALL SUBSCRIPTION DEPARTMENT, AUDITORIUM THEATRE, OPEN DAILY 9 A. M. TO 5 P. M.

Ask about the "opera mileage book" —a comfort, convenience and economy with greater flexibility than subscription, especially applicable to the requirements of teachers.

Junior High Principals

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$4250	$4250	$3600	$3600	$650	0
2	4500	8750	3800	7400	1350	0
3	4750	13500	4000	11400	2100	0
4	5000	18500	4200	15600	2900	0
5	5250	23750	4400	20000	3750	0
UPPER GROUP						
6	5500	29250	4600	24600	4650	0
7	5750	35000	4800	29400	5600	0
8	6000	41000	5000	34400	6600	0
9	6250	47250	5200	39600	7650	0
10	6500	53750	5400	45000	8750	0

Senior High Principals

ONE GROUP ONLY

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$5000	$5000	$4300	$4300	$700	0
2	5500	10500	4500	8800	1700	0
3	6000	16500	4700	13500	3000	0
4	6500	23000	4900	18400	4600	0
5	7000	30000	5100	23500	6500	0
6	7500	37500	5300	28800	8700	0
7	7500	45000	5500	34300	10700	0
8	7500	52500	5700	40000	12500	0

(Note: Maximum for Principals of Schools having less than one hundred teachers to be $7000. Maximum for Principals having one hundred or more teachers to be $7500.)

Teachers of Deaf, Crippled and Truants

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1675	$1675	0	$175
2	1550	3050	1800	3475	0	425
3	1600	4650	1925	5400	0	750
4	1300	6450	2050	7450	0	1000
5	2000	8450	2175	9625	0	1175
UPPER GROUP						
6	2250	10700	2300	11925	0	1225
7	2500	13200	2425	14350	0	1150
8	2750	15950	2550	16900	0	950
9	3000	18950	2675	19575	0	625
10	3250	22200	2675	22250	0	50

(Continued on next page)

HAVE YOU

Paid your Bulletin subscription? Please don't forget it today. It inconvenienced the teachers when they didn't get their pay checks on time. It inconveniences The Bulletin when it doesn't get your subscription checks on time. We haven't any industrial engineers to clutter up our machinery in receiving checks. Have you any delaying your subscription checks?

Digitized by Google

High School Teachers—General Certificate

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$2000	$2000	$2000	$2000	0	0
2	2100	4100	2200	4200	0	$100
3	2200	6300	2400	6600	0	300
4	2450	8750	2600	9200	0	450
5	2700	11450	2800	12000	0	550

UPPER GROUP

6	3100	14550	3000	15000	0	450
7	3500	18050	3200	18200	0	150
8	3900	21950	3400	21600	$350	0
9	4300	26250	3600	25200	1050	0
10	4700	30950	3800	29000	1950	0

Junior High School Teachers

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1800	$1800	$1800	$1800	0	0
2	1900	3700	2000	3800	0	$100
3	2000	5700	2200	6000	0	300
4	2200	7900	2400	8400	0	500
5	2400	10300	2550	10950	0	650

UPPER GROUP

6	2700	13000	2700	13650	0	650
7	3000	16000	2850	16500	0	500
8	3300	19300	3000	19500	0	200
9	3700	23000	3150	22650	$350	0
10	4100	27100	3300	25950	1150	0

High School Teachers—Limited Certificate

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1300	$1800	$1800	$1800	0	0
2	1900	3700	2000	3800	0	$100
3	2000	5700	2200	6000	0	300
4	2200	7900	2400	8400	0	500
5	2400	10300	2550	10950	0	650

UPPER GROUP

6	2700	13000	2700	13650	0	650
7	3000	16000	2850	16500	0	500
8	3300	19300	3000	19500	0	200
9	3600	22900	3150	22650	$250	0
10	3900	26800	3300	25950	850	0

(Continued on next page)

Do the Children Know?

One of Chicago's tallest district superintendents visited the school of one of Chicago's shortest principals.

A teacher in the school had previously warned the children that if the superintendent of schools came into the room and there was a piece of paper on the floor he would see it and not them. Contrary to rule, the waste paper basket was in plain view.

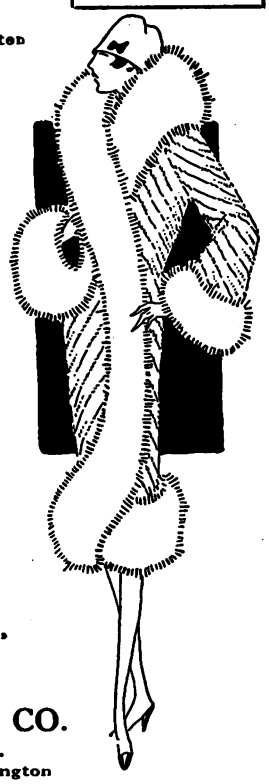
As the children passed out, one was heard to remark, "I don't think HE saw the waste basket but Jeff did!"

BY ALL MEANS
If your feet give you trouble of any kind don't give up until you have tried SOCKET FIT SHOES.
Comfort in every step



D. C. LOCKE'S
SOCKET FIT SHOE STORE
In the Lobby of the Shops Bldg.
17 NORTH WABASH AVENUE
CHICAGO. ILLINOIS
Formerly the College Boot Shop

Exclusive...but not Expensive
Murray-Black Co.
21 N. Wabash Ave.
Ground Floor
Between Madison and Washington
A Discount of 10% Allowed to School Teachers
Chicago's Greatest FUR SALE



MUSKRAT COATS—Silver Skins trimmed with Red Fox collar and deep border. Full length. Special $195
HUDSON SEAL—Luxurious full length models. Skunk (Marten) Squirrel trimmed. Special at $250
CARACUL COATS—In the new shade of Chestnut Brown, trimmed with Fox collar and cuffs. Full length. Special at $150
JAP MINK—Beautifully trimmed with Fox collar, cuffs and deep border. For only $395
RACCOON COATS for the college girl. Flapper and Tomboy Raccoon coats. Made to sell for $450. 42 inches long. Dark skins. Special at $235
MARMINK COATS—Beautifully finished, smart Mink appearance. Impressive examples of workmanship. Specially priced this sale, from $115
Storage Free | Small Deposits Accepted
Written Guarantee With Every Coat
MURRAY-BLACK CO.
21 N. Wabash Ave.
Between Madison and Washington



HAIR TINTING
By Lois Armstrong
(Formerly with Marinello)
Not an ordinary process—but a proven method, backed by years of success.
Special Club Rates For Teachers
LOIS STUDIOS
Call State 5089
Room 808. 14 W. Washington St.

TEACHING A PLEASURE
When You Wear Our
PHYSICAL CULTURE
Combination Last Shoes. That Have Style Plus Comfort
We Also Make Shoes to Order When Required
Service That Pleases
BRUNS BOOTERY
6 N. Michigan Blvd., Third Floor

Digitized by Google

Something Every Teacher Should Know—

SOME years ago, a number of college presidents, clergymen, and Child-Welfare workers organized the Pure Literature League. Their purpose was to discourage the reading of the mass of weak, trivial and pernicious juvenile literature that was flooding the country, by guiding teachers and parents in the selection of such good, interesting, and elevating reading as would build high ideals for the children. The league was conceived in the idea of service to the boys and girls of America.

In making its recommendations, the league soon discovered that it was desirable not only to suggest the kind of reading, but to also furnish a definite plan and the material to carry out the plan.

After a conference, Thomas Bailey Aldrich, Henry Van Dyke, William Jewett Tucker, Hamilton Wright Mabie, and more than a score of others equally as eminent,—were induced to work out this plan and make the selections for the league.

The result was *The Young Folks' Library*. The enthusiastic endorsements of parents and educators from all parts of the country are evidence that this work has been done in the way that you have a right to expect from men and women of such high standing.

This library is not merely a collection of books or stories, it is the material substance of a wonderful idea. This idea is, to put into the hands and before the eyes of children, from the time they are able to toddle until they go forth to do battle with life, shining examples of successful manhood and womanhood. These stories are brimful of human interest.

A chart, outlining character building and the Young Folks' Library, is free for the asking. Mail us your name and address today.

YOUNG FOLKS' LIBRARY,
Room 1409—189 W. Madison St.,
Chicago, Ill.

Please send me without cost or obligation, the character chart and outline of The Young Folks' Library.

Name .....

Address .....

.....

Teachers of Household Arts, Chicago and C. C. S. School for Boys and Juvenile Delinquent Homes.

LOWER GROUP.

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1700	$1700	0	$200
2	1550	3050	1825	3525	0	475
3	1600	4650	1950	5475	0	825
4	1800	6450	2075	7550	0	1100
5	2000	8450	2200	9750	0	1300

UPPER GROUP.

6	2250	10700	2325	12075	0	1375
7	2500	13200	2450	14525	0	1325
8	2750	15950	2575	17100	0	1150
9	3000	18950	2700	19800	0	850
10	3250	22200	2700	22500	0	300

(Note: This group has no gain until the eleventh year.)

Teachers of Eighth Grade, Science, Printing, Subnormal, Aenemic, Epileptic, Home for Girls, Hospital, Open Air, and Adults.

LOWER GROUP.

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1600	$1600	0	$100
2	1550	3050	1725	3325	0	275
3	1600	4650	1850	5175	0	525
4	1800	6450	1975	7150	0	700
5	2000	8450	2100	9250	0	800

UPPER GROUP.

6	2250	10700	2225	11475	0	775
7	2500	13200	2350	13825	0	625
8	2750	15950	2475	16300	0	350
9	3000	18950	2600	18900	50	0
10	3250	22200	2600	21500	700	0

Didn't Take

Mrs. Brown—"Did your son get a certificate from the grammar school?"

Mrs. Town—"No. All he got was his vaccination scar. Mentally he was so healthy that his education wouldn't take."—London Answers.

Digitized by Google

Pulpit Scores

(Continued from Page 48)

necessity become less possible. **And yet it is to the school system we entrust our children day after day, year after year, for the most formative period of their lives. And whether we are aware of its meaning or not, the very act involves a great faith, a faith in the teacher.**

The Need of Mutual Trust

For myself I would not, if I could help it, trust my child to a teacher who is working for wages only, a teacher who is doing her work in the spirit of the first mile. The ends of education demand a mutual trust. Democracy itself is an adventure in friendliness and is never the fruit of compulsion. I do not want it suggested to the teacher of my child that she is being watched. I am asking of the teacher a service that cannot be compelled, cannot be paid for in money, that can not be reckoned by a time clock, or measured by a wage standard. Their work is a failure unless it be given in the spirit of the extra mile. They should be given our fullest confidence and trust.

In religion, too, we fall back on first mile demands and processes. "Go to, now," we say, "we will regulate peoples' thinking by law." Thought is standardized. All conduct must be subjected to authoritative tests and measurements. We put our moral and theological watchmen on guard. We are reminded of the old schoolmaster who closed a sermon to his boys from the sixth beatitude by saying: "Now, boys, be pure in heart, for if you're not, I'll flog you till you are." And piety becomes thereby the punctilious performance of petty requirements, religion a conformity to a set of regulations or the acceptance of a stereotyped formula. We have our creeds, but the creative spirit dies within us. We stand up in our pulpits and repeat old phrases but have no life giving word to utter. We look for our salvation to organization and machinery and coercive measures and that is why our souls are not saved. We spend our time bargaining and compelling, forgetting that the good things of life lie along the way of the extra mile.

Teachers of Blind, Correction of Speech, and Parental School Teachers

LOWER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
1	$1500	$1500	$1550	$1550	0	$50
2	1550	3050	1675	3225	0	175
3	1600	4650	1800	5025	0	375
4	1800	6450	1925	6950	0	500
5	2000	8450	2050	9000	0	550

UPPER GROUP

Year of Schedule	Proposed Schedule	Cumulative Salary	Present Schedule	Cumulative Salary	Cumulative Gain	Cumulative Loss
6	2250	10700	2175	11175	0	475
7	2500	13200	2300	13475	0	275
8	2750	15950	2425	15900	$50	0
9	3000	18950	2550	18450	500	0
10	**3250**	**22200**	**2550**	**21000**	**1200**	**0**



Youthful Frocks and Coats

Ultra Individual in Design for School—Street—Afternoon—Evening

We extend discount courtesy and charge accounts

Special features arranged for Saturday shopping announced to teachers by mail

Our first teachers Benefit Sale announced to you by mail, Saturday, Oct. 31.

Fill out and mail this coupon:

Name.....

Address.....

.....

Betty Wales Shops

65-67 E. Madison St. Wilson Ave. at Sheridan

AND IN EVANSTON—ORRINGTON HOTEL

New York Shop at Fifth Ave. and 36th St.

Cantilever Shoe for men and women

Teachers especially appreciate the Cantilever shoe, because it means easy comfort when standing, and makes walking a pleasant exercise instead of a trial.

The flexible shank gives gentle support to the arch, and the well-shaped heels and neat rounded toes insure correct posture.

Every teacher owes it to herself to try a pair of these wonderful shoes. Hundreds are wearing them now and enjoying perfect comfort.

See our special hosiery offer below.

3 Chicago Stores

LOOP
3rd Floor, Butler Bldg.
162 N. State St.

UPTOWN
1050 Leland Ave.

WOODLAWN
6410 Cottage Grove Ave.

FREE!

To Teachers who have not yet worn Cantilever's—a $2.00 pair of guaranteed silk hose will be given FREE with your first pair. Bring this coupon.

Digitized by Google

We Teach COMMERCIAL ART

Meyer Both Company, the largest commercial art organization in the world

offers you a practical training based upon 25 years of successful experience in serving leading advertisers everywhere. This nationally known organization each year produces and sells to advertisers over 15,000 commercial drawings. Our graduates are today filling attractive positions in practically every section of the country. Only from an institution of this kind can come a training in which there is so intimate a tie up between theory and practice, so direct a contact with the field. You secure the same information that we successfully use in our daily activities. If you have a knack for drawing send for illustrated book telling of the success of our students and the unusual opportunities for you in this fascinating field.

MEYER BOTH COMPANY
Michigan Ave. at 20th St. Dept. 107
CHICAGO, ILL.

BERTHA OTT *Announces the following* **CONCERT and RECITALS**
under her management during October

Return Engagement—Paul Whiteman (himself) and orchestra, concert, Sunday afternoon, October 18th, at 3:30 at the Auditorium Theatre. Seats $1.00, $1.50, $2.00, $2.50, plus 10% tax.

Themy Georgi, tenor, recital, Sunday afternoon, October 18th, at 3:30 at the Studebaker Theatre. Seats $1.00, $1.50, plus 10% tax.

Ossip Gabrilowitsch, pianist, first of six historical recitals, Sunday afternoon, October 18th, at 3:30 at the Princess Theatre. Seats $2.00, $1.50, $1.00, plus 10% tax.

Isabel Richardson Molter, dramatic soprano, recital, Sunday, October 25th, at 3:30. Seats $1.50 and $1.00, plus 10% tax.

Tickets can be secured by addressing
BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

JUST WHAT YOU WANT

—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember it's the—

ALL-ARTS MAGAZINE
Published by All-Arts Company, Inc.
63 E. Adams Street, Dept. M Chicago, Illinois

5,000 Satisfied Users in Chicago

HEADACHES AND THAT TIRED FEELING
are the natural result of
CONGESTED BLOOD
—as are many other ailments. If YOUR school day wears on you —if you are tired, or nervous, or have sore and stiff muscles, or if you cannot sleep well—permit us to demonstrate the
ELECTREAT
You use it yourself—and it relieves in from two to twenty minutes. NOT A MEDICINE.

Teachers who mail this advertisement will be given a free demonstration at home—no obligation

ELECTREAT CO.
39 W. Adams St. Wab. 0598

(Continued from Page 43)

to distract attention from such extraneous incentives and fasten it on the inherent interests of the work itself."

"Suppose the course of study fixes just what you have to teach and leaves you little or no time for anything else. What would you do?"

HOW DEAL WITH A FIXED COURSE

"That I admit is about as hard a situation as I could have to face. I did face it once for a year, and like young Hannibal of old I then 'swore eternal enmity' to such a scheme—a vow, I may add, that I have kept. Usually I should advise one to leave such a system if possible. If, however, you cannot, then stay and accept facts as they are, but use all your power to change affairs. And work along a variety of lines.

First, use all the leeways the situation allows you in dealing with your own class, and that's more than you might at first think. Second, get as many people as you can in the system to study and learn about better things. Third, agitate—properly—for better regulations. If you are tactful and persistent, you may accomplish much."

* * * * * * *

STANDARD NORMS

"You recognize that most so-called norms merely represent existing practice; that is, what can be got under present curricular and teaching conditions. Whether they should be accepted as standards is quite another matter."

* * * * * * *

"I do not without special consideration accept such norms as standards. Don't you see that your 100,000 children merely represent the results of present efforts at classroom teaching. But present efforts may be wrong. Possibly we should not put column addition where it now is taught. Counting thousands or even millions of children doesn't tell us whether it belongs where we have put it. It only tells us what we get when we do put it there. I do not say that all 'norms' are so got, but for any one to claim that the norms so got are binding standards would be ludicrous if it were not tragic."

* * * * * * *

"I have seen children after they had passed a history examination, slam their books down and say, 'Never again! I hope I may never look into another history book as long as I live!' Now it seems to me that our pupils ought to learn not only what is in the history course, but also to love history. I have seen older children study civics and government and come out not caring a rap whether their city was well governed or not. There is something to learn besides what is written in the books, and a child may learn the one without learning the other.

"Then I know too that some of the pupils who make the highest marks—at any rate under some teachers —are afraid to call their souls their own. They can't think independently; they don't know how. They are afraid to trust their own judgment—they hardly have any judgment. If it is in the book, or if the teacher says it, then 'tis true and that ends it. **But surely that isn't the kind of citizens we need in a democratic country."**

* * * * * * *

Note: The above excerpts are taken from the following pages of the book in the order of these page numbers: P. 288, 290, 290, 291, 289, 353, 354, 355, 356, 12, 13.

Digitized by Google

Digitized by Google

SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTION

Shorthand, Typewriting, Bookkeeping
By Practical Teachers

Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.

Ample space for study as well as for instruction period.

Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.

When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.

Wm Voss

Briefs, Records, Trust Deeds
Confidential Reports

BARNARD & MILLER
Law & Commercial Printers
172 N. LA SALLE STREET -- CHICAGO
Telephone FRAnklin 0562

Booklets, Catalogs, Circulars, Folders
Price Lists

INTRODUCING!

To the School Teachers of Chicago

Goodrich Dressmaking Service

We design, cut and fit any garment from your own material and make ready for you to finish. Also partial and complete finishing services.

Appointment for Fitting May Be Made by Telephone

THE GOODRICH SHOP

1107 Stevens Bldg. Dear. 7015

Alterations FREE

Don't forget — no charge for alterations at Harveys.

HARVEY & CO
135-137 S. STATE ST.

Special 10% Discount to Teachers



STRAIGHT LINES—LAVISH FURS
RICH FABRICS—FLARES

Elaborate the new

WINTER COATS

$65 to $95

A collection, confirming the Harvey prestige of Coat-Leadership. —Every authentic 1925-26 Coat Fashion for Sport or Dress is included . . . Every prevailing fur, and velvety-soft material . . . Paris-inspired styles, splendidly tailored, sumptuously trimmed . . . Every new autumn shade . . . Whatever your coat preference, it is here. Priced to prove the Superiority of Harvey Coat Values.

10% DISCOUNT TO TEACHERS

Digitized by Google

R No 11 '25

Public Library
NEW YORK CITY

U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT No. 3663

VOL. III

Margaret Haley's BULLETIN

NO. 4

Chicago, Ill. — 341 — October 31, 1925

"Sharp Breaks in Theory and Practice"

By ELLA FLAGG YOUNG

From "Isolation In the School"

CHANGE has been written large over every theory and method of instruction and management, attempted in the brief school life of those who now constitute the public school teaching corps.

As teachers recall the glowing ardor of superintendent and principal, as well as the vigorous efforts and heroic struggles of the teachers in these various movements [changes] all unite in saying, the advance of the public school like

"the emigrant's way o'er the Western desert is marked by

Campfires long consumed, and bones that bleach in the sunshine."

* * * * * * * * * *

What is the influence of the many changes made in a way that is hostile to the spirit by which the highest type of character is developed in rational beings?

Digitized by Google

Promotional Credits at the

Chicago Musical College

HERBERT WITHERSPOON, *President*

A Conservatory Pledged to the Highest Artistic Standards

Fall Term Now Open

Special Fall Classes and private lessons for Chicago Public School Teachers, leading to Promotional Credits in Piano, Vocal, Violin, Organ, Harmony, History of Music, Public School Music, Sight Reading, Ear Training, Dramatic Art and Expression and Orchestral Instruments. Tuition — Private Lessons — Piano $1.00 to $10.00 per lesson; Vocal and Violin $1.50 to $15.00 per lesson.

Students completing 40 private lesson periods earn 1 credit—20 lessons ½ credit

Complete Catalog on Request, 60th Year

CARL D. KINSEY, Manager

64 EAST VAN BUREN STREET
(CHICAGO MUSICAL COLLEGE BUILDING)

INTRODUCING!

To the School Teachers of Chicago

Goodrich Dressmaking Service

We design, cut and fit any garment from your own material and make ready for you to finish. Also partial and complete finishing services.

Appointment for Fitting May Be Made by Telephone

THE GOODRICH SHOP

1107 Stevens Bldg. Dear. 7015

"YOU GET PERSONAL CARE WHEN WE WAVE YOUR HAIR."

Distinctive Permanent Waving



That leaves the hair soft and glossy with large, loose wave—no breakage, $10.00

Teachers guaranteed satisfaction

POWERS and ERICKSON

Harrison 8758 220 S. State St.

Mary Adams 'Hi-Archa Shoe



REFRESHING RELIEF FOR ACHING FEET

No. 1302
Black Kid Oxford
Width AA to EEE
Sizes 3 to 9
Price
$7.00
At your Neighborhood Dealer

Support where support is needed. That is the principle of HI-ARCHA Shoes. The invisible steel arch support relieves the foot of excess strain and pressure. The combination last assures a snug fit in the heel and around the ankle.

Write us for style booklet and name of your nearest dealer.

HARPER & KIRSCHTEN
231 W. MONROE ST.

Collegiate Tours Via Canadian Pacific To Europe

Montclare
Montroyal
Montrose
Montcalm

(Only 4 days on open sea.)

Weekly Sailings from Montreal Every Friday
May 28 to July 23, 1926

36 Days -- $350

Personally conducted, capably chaperoned tours by steamship, rail and motor—Liverpool—the beauty and historical spots of England, Holland, Belgium and France—with an opportunity to visit Ireland, Scotland, Switzerland and Germany, if desired.

Thirty-six days seeing warm, colorful, tranquil, fascinating sections of historical interest. Europe with its art treasures, traditions, gaiety and night life.

The shortest route—four days open sea with an opportunity to see Toronto, Niagara Falls, Montreal—Days of dancing, playing, travel luxury—or restful relaxation. Canadian Pacific service and cuisine en voyage.

To the Orient $500
Sailing from Vancouver
July 8, 1926

Know the Orient—the land of Flowers, Romance and Mystery. Narrow crooked streets, quaint costumes and customs—Japan, China and the Philippines—A glorious sea voyage on one of the Empresses of the Canadian Pacific.

Reservations may be made on application to the Arts Craft Guild, 500 N. Dearborn St., or R. S. Elworthy, Steamship Gen. Agt., 71 E. Jackson Blvd., Chicago.

CANADIAN PACIFIC

Digitized by Google

MARGARET HALEY'S BULLETIN

Vol. 3. No. 4 October 31, 1925 Page 63

Caught With Running Shoes Off

Principals' Three R's vs. Superintendent's Three C's

"One who would keep pace with Superintendent of Schools McAndrew must never take off his running shoes. There swift imagination, sudden decision and quick execution imitate the instantaneous. He passes from one great plan to another with the celerity and sureness of hoof of a chamois, and amazement at his enterprise is never permitted to subside."

Editorial—Chicago Journal, Oct. 5, 1925.

October, 20, 1925

PRINCIPALS DRIVE FOR THREE R's FOR SCHOOLS

"During the past year there has been a city-wide 'drive' looking toward the improvement of the Three R's and Spelling. Colonel Ellicott is reputed to be 'sold' to this emphasis on the fundamentals. It would not be strictly correct to say that Chicago educators are facing a renaissance of interest in these old, old studies—the tool subjects, but it certainly is true that many principals and teachers have an enkindled concern about the scholastic standing of their students in Reading, Writing, Arithmetic and Spelling.

"In keeping with this movement, the Chicago Principals' Club is embarking on a project that merits the co-operation of every club member. The club is bringing DR. ERNEST HORN (the first notice said Dr. Edward Horn, but 'a rose by any other name would smell as sweet') for a series of four conferences on reading and spelling."

—Principals' Club Leaflet, October 20, 1925.

McANDREW STAFF ADOPTS THREE C's FOR SCHOOLS

"Supt. McAndrew has brought forward a substitute for first-rank educational honors in place of the 'three R's.'

"It is to be known as the 'three C's—' citizenship, conduct and character.

"While not deprecating the value of the 'three R's'—reading, 'riting and 'rithmetic—as educational mechanics, he holds that they are machines pure and simple, and as soon as the wheels are running smoothly in a child's head, he should forget the belts and pulleys and use them only as incident to reasoning process.

"At a meeting of the superintendent's cabinet the 'three C's' were adopted as the big educational motif of the public school system. Teaching hereafter will be directed toward that end, it was announced."

—Chicago Journal, Oct. 20, 1925.

"The second motive leading some to change their theory and practice, is the love of novelty. The soul, having no ideals of its own to realize, lacks that guiding star which would draw it ever upward, and so looks now here, now there, for a new object to pursue. It is not uncommon for lovers of novelty to attempt the most radical changes upon a few hours' notice . . . . . ."

—Ella Flagg Young, "Isolation in the School."

Digitized by Google

From the Masthead
by The Lookout



"'The time has come,' the walrus said,
'To speak of many things . . . . .'"

TO the Teachers of Chicago:

At the meeting of the Board of Education on October 28, 1925, Trustee Byrne moved to rescind the resolution passed by the Board of Education on April 27, 1925, adopting the proposed new salary schedule. Following is Mr. Byrne's motion which was seconded by Trustee English and adopted by unanimous roll call vote of ten members of the Board, the eleventh member, Trustee Smietanka, being absent.

"I move that the resolution passed by the Board of Education of the City of Chicago at its regular meeting held on Monday, April 27, 1925, entitled in the minutes of the Board 'Adopt Salary Schedule and Provide for Referendum on Proposal to Increase Tax Rate for Educational Fund' be rescinded."

Following the adoption of Mr. Byrne's motion, Trustee English presented a resolution, seconded by Trustee Schmid, which recites that the revenues of the Educational Fund under the present tax rate, will not be sufficient to continue the schools on their present basis—that is, to pay the present salary schedules for teachers. This resolution then provides for submitting to the voters the proposition to increase the tax rate for the Educational Fund. This resolution, which is set forth in full on the next page, was also adopted by unanimous roll call vote of the ten members present.

This action of the Board is taken to mean that the question of securing the necessary revenue to pay salaries under present schedules will be settled before the Board considers changes in schedules.

This is the position which the Chicago Teachers' Federation has taken and consistently maintained since the proposition to participate in a discussion of changes in salary schedules was first made to the Federation on December 18, 1923.

There has been a great deal of confusion in the minds of the teachers and public in regard to this whole matter, and especially in regard to the position of the Federation. At the meeting of the Public Affairs Committee held October 15, 1925, a representative of the Union League Club, Mr. Hopkins, made a motion that "Miss Haley be requested to submit a salary schedule to the Public Affairs Committee that would be satisfactory to her."

I explained to the Public Affairs Committee that I was the representative of the Chicago Teachers' Federation, an organization of 6,000 class room teachers that long ago had taken the position on this question that there should be no increase of salaries nor discussion of increase until the money to pay the present schedules was assured; that there is not only no money to increase teachers' salaries but there is not even money to pay the present schedules.

Objection to this motion was made by members of the Public Affairs Committee on the ground that it was unfair to ask me to submit a schedule under these circumstances and Mr. Hopkins withdrew his motion.

Digitized by Google

Mr. Owen's Statement

Even after that motion was withdrawn Mr. William B. Owen, President of Chicago Normal College, made this statement: "Let Miss Haley make the schedule. That is what she wants to do; don't forget it."

Mr. Owen spoke for the Superintendent's Salary Schedule and I assume that he was there with the Superintendent's permission if not as his representative. The chairman of the meeting in introducing me, made this statement: "Miss Margaret Haley has many laurels in her own right for her own accomplishment, but she has this added distinction today that Mr. McAndrew himself suggested Miss Haley as the best person to voice the sentiments of those who are opposing his schedule."

A teacher had been invited by the Public Affairs Committee to speak against the schedule but the Superintendent declined to give her permission to leave school (the meeting was at noon) stating that he had no information that she was sufficiently well informed to speak on the subject. Incidentally, it should be recalled here, that this teacher and all other teachers were considered sufficiently well informed to **vote** on the schedule without opportunity for discussion.

Elsewhere in this issue is printed an editorial from the Chicago Evening Post in regard to the official action of the Public Affairs Committee taken October 22 as the result of the discussion on the schedule October 15.

Position of Federation

In view of the fact that the people within the system as well as those outside of it appear to interpret the position of the Chicago Teachers' Federation as opposed to the Superintendent's Salary Schedule because it is the Superintendent's Salary Schedule, it would be well to recall to the minds of the teachers and public the position taken by the Federation not only before Mr. McAndrew was elected Superintendent of Schools on January 9, 1924, but even before his name appeared publicly for the first time as a possible candidate for Superintendent (December 22, 1923).

To make clear the position of the Federation, taken before Mr. McAndrew's advent in Chicago, the correspondence between the Board of Education and the Chicago Teachers' Federation on this salary matter is here printed.

This correspondence shows that:

(a) The Chicago Teachers' Federation was invited by the Finance Committee of the Board of Education on December 18, 1923, to present its request for salary increases for teachers;

(b) The Federation at its meeting on December 20, declined the invitation, and so notified the Board of Education on January 7, 1924, two days before Mr. McAndrew was elected Superintendent of Schools and nearly a month before he came to Chicago (February 2, 1924);

(c) The President of the Board acknowledged the receipt of the Federation's letter ante-dating the advent of the Superintendent in Chicago.

Federation Position Sound

The above invitation was extended to the Federation when the Finance Committee, in December 1923, was about to proceed to consider the budget for the year 1924. The soundness of the Federation's position was shown to the teachers on April 23, 1924, when the Finance Committee presented the 1924 Budget to the Board of Education. It will be remembered that on that day the Chairman of the Finance Committee, Mr. Smietanka, in presenting the Budget made this statement: "After serious consideration there was no fund from which to escape this deficit **unless we should choose to decrease the salaries of the school teachers by a horizontal decrease or the equivalent of 10 per cent, and such action at this time is unthinkable.** So I move, Mr. President, that the budget as presented be adopted or at least placed in the omnibus."

Mr. Smietanka made substantially the same statement to Dr. John Dill Robertson (then a member of the Board) on the day before, April 22, at the meeting of the Finance Committee, prefacing the above statement to Dr. Robertson with these words: "Well, we are trying to live within the income, Doctor. Last year you made an appropriation of $1,200,000 under a misapprehension as to what your income was going to be."

No Money For Increase

The Teachers' Federation knew on the 18th of December, 1923, when the Board's

Digitized by Google

invitation was received, that there was no money to increase teachers' salaries; that the Board's expenditures were exceeding its income under the existing schedules. And every teacher in the system knew of the above remarks of Mr. Smietanka in regard to the possible ten per cent cut as a copy of these remarks was sent to every teacher by the Secretary of the Board of Education by order of the Board at its meeting of May 14, 1924.

The Federation has consistently demanded that the public officials charged with the assessment of property do their duty according to the law. Mr. Owen in his statement to the Public Affairs Committee seems to take issue with this position. This matter will be taken up in a later issue.

In this issue is published the statement of the Auditor of the Board of Education showing that the present condition of the finances of the Board of Education are as the Teachers' Federation knew on December 18, 1923 that they would be, namely, inadequate to take care of the present schedules. The position of the Federation from the time the first discussion on this salary schedule revision started to the close has been indicated in its official action and the official records of that action have been communicated to the Board of Education.

Action of Federation

Other communications on this subject sent to the Board of Education were the reports of the meeting at the Studebaker Theatre on February 5, 1925, before the Superintendent's schedule was presented to the Board of Education. That resolution was printed in the Bulletin of April 9. The next official action was taken on April 6th, 1925, also at a Studebaker Theatre meeting, and it was communicated to the Finance Committee of the Board of Education on April 7th when that committee refused to permit me to discuss the subject. This communication was also printed in the Bulletin of April 9th. The discussion before the Finance Committee on April 18, when the Committee changed its mind, and permitted me to speak and again on April 21, were also printed in the Bulletin. The last action taken by the Federation was at the meeting at the Studebaker Theatre on September 11, when Trustee English presented to the teachers the official report of the Auditor of the Board of Education, Mr. Brackett, showing there is not money to pay present schedules.

Salary Increase Item

That report of the auditor is printed in this issue. In the Budget adopted by the Board of Education on April 22, 1925, is an item of $400,000 to take care of the salary increases under the new salary schedule for September to December inclusive (Proceedings April 22, 1925, Page 1087, Item 53).

The Board on April 27, 1925 adopted the amended salary schedule resolution, with the Greenacre amendment included to prevent diminution of salaries of present teachers where the present schedules are higher than the corresponding years in the proposed new schedule. This is the amendment I presented to the Finance Committee on April 21 as explained in the last issue.

Mr. Brackett's Explanation

Mr. Brackett explained to me that Mr. Henry, Secretary of the Finance Committee, estimated that that change in the resolution added $300,000 to the cost of the salary increases under the proposed new schedule, making that item $700,000 for 1925.

Mr. Brackett made this explanation to me when I asked him for an explanation of the discrepancy between the two figures showing estimated expenditures for the year 1925 in the Auditor's reports printed here.

This report of the Auditor shows that the estimated deficit in December 1926 with the proposed new salary schedule would be $28,807,958, while the borrowing power in 1926 would be but $23,820,000, that is 75 per cent of $31,760,000 (the estimated tax levy). This borrowing power is $5,000,000 short of the amount needed to pay salaries in 1926 under the proposed new schedule and 2,000,000 short of the amount needed to pay salaries under the present schedules.

This report of the Auditor, presented to the Studebaker Theatre on September 11, 1925, by Trustee English, shows that the position taken by the Chicago Teachers' Federation on December 20, 1923 was sound.

Margaret A. Haley

Digitized by Google

Tax Rate Resolution.

Below is the resolution adopted by the Board October 28, authorizing action for a referendum to increase the tax rate for the Educational Fund:

"WHEREAS, The revenues of the Educational Fund for the city school system are, and have been for several years last past, insufficient to meet the requirements of the educational program the city is providing through the instrumentality of its schools, with the result that there is an annual deficit of increasing size in this fund, and

"WHEREAS, The accumulation of this deficit has reached such proportions that the estimated revenues of the Educational Fund under the tax rate now authorized will not be sufficient to continue the schools under the present organization and under the administrative policies now in force, beyond the fiscal year of 1926, and

"WHEREAS, As a result of the efforts put forth to provide school accommodations for all the children of the City the intensified building program is bringing about the completion of new buildings in record time and more than twenty-five such will be ready for use prior to January 1, 1926, and

"WHEREAS, It is imperative that additional revenue be secured to meet the extraordinary expansion of the school system which will follow the successful building program which has been initiated, and to properly provide for the normal growth of the schools, and to make proper and equitable adjustments of salary of teachers and other employes of the system.

"NOW THEREFORE BE IT RESOLVED: That the President, the Secretary and the Attorney of the Board take such steps as may be necessary to secure a referendum in connection with the first election at which a vote can be legally provided for on the proposal to increase the tax rate for the Educational Fund of the school district of the City of Chicago from the present rate of $1.92 on each $100 of assessed valuation to a rate of $2.92 on each $100 of such valuation.

Federation's Position

Following, is the correspondence between the Board of Education and the Chicago Teachers' Federation indicating that the Federation was invited to participate in the consideration of a salary adjustment by submitting "a concrete presentation of its request and schedule that the Federation desired adopted," and the Federation's declining of the invitation to submit such an outline of salary adjustment:

Board to Federation.

BOARD OF EDUCATION
City of Chicago
Administration Building
650 South Clark Street
Telephone Wabash 3401—87736

Charles E. Gilbert,
Act. Secretary.

December 18, 1923.

Chicago Teachers' Federation,
127 N. Dearborn St.,
Chicago.

Attention Miss Harden, Secy.

You are advised that the Committee on Finance is about to take up the consideration of the 1924 Budget.

In order to expedite the work, the committee has ruled that any group that desires to be heard with reference to the matter of salary adjustment should do so by filing with the Secretary of the Board of Education on or before December 23rd, 1923, a simple, concrete and concise presentation of its request and schedule that it desires adopted.

A day will be appointed later on when the Committee will consider the communications from the various groups, and you will be afforded an opportunity to have a representative present on the day appointed who should be prepared to answer questions relating to your communication.

Yours truly,
(Signed) CHAS. E. GILBERT,
Acting Secretary.

Federation to Board.

January 7, 1924.

To the Honorable
The Board of Education
City of Chicago.

Ladies and Gentlemen:

The Chicago Teachers' Federation is in receipt of a communication of December 18, 1923, from the Acting Secretary of the Board of Education, Mr. Charles E. Gilbert, addressed to the Federation and advising that the Committee on Finance of the Board of Education is about to take up the consideration of the 1924 budget; that in order to expedite the work the Committee has ruled that any group that desires to be heard with reference to the matter of salary adjustment should do so by filing with the Secretary of the Board of Education on or before December 23, 1923, a simple, concrete and concise presentation of its request and schedule that it desires adopted; that a day will be appointed later on when the Committee will consider the communications from the various groups; that the Federation will be afforded an opportunity to have a representative present on the date appointed who should be prepared to answer questions relating to the Federation's communication.

This communication from the Acting Secretary of the Board of Education was read at the adjourned regular meeting of the Federation held on December 20, pursuant to call, to hear Miss Anise Slattery's reasons for declining membership on the Commission authorized by the Board of Education on December 12, to make a study of the housing question in the school system. By unanimous vote the Federation at this meeting December 20, directed its officers to present no request for an adjustment or increase of salary.

Respectfully submitted,
BOARD OF MANAGERS,
By MARY M. ABBE,
President.

From President.

BOARD OF EDUCATION.
City of Chicago
Office of the President Charles M. Moderwell

January 11, 1924.

Miss Mary M. Abbe,
President, Board of Managers,
Chicago Teachers' Federation,
127 North Dearborn Street, Chicago.

My dear Miss Abbe:

This will acknowledge receipt of your letter of the 7th, and we note that the Teachers' Federation will present no request for an adjustment or increase in salary for 1924 to the Finance Committee.

Thanking you for this unusual communication, I am

Yours truly,
(Signed) C. M. MODERWELL,
President.

Digitized by Google

Auditor's Report

Report of the Auditor of the Board of Education, Mr. Brackett, submitted to teachers at the Studebaker Theater Meeting on September 11, 1925, by Trustee English

Educational Purposes

Statement of Revenue and Expenditures

Year	Taxes	Other Revenue	Total Revenue	Total Expenditure	Excess of Expenditure	Excess of Revenue
1919	$12,311,591.02	$2,479,626.93	$14,791,217.95	$19,024,085.16	$4,232,867.21	
1920	18,925,309.77	3,304,153.27	22,229,463.04	25,108,007.65	2,878,544.61	
1921	18,931,053.93	3,469,571.78	22,400,625.71	27,685,536.67	5,284,910.96	
x1922	29,953,955.99	4,599,959.01	34,556,915.00	30,902,009.58		$3,651,905.42
1923	29,475,252.29	4,643,477.34	34,118,729.63	35,841,260.69	1,722,531.06	
1924	31,501,962.79	4,665,502.62	36,167,465.41	37,999,983.70	1,832,518.29	
*1925	31,285,432.54	4,592,383.00	35,877,815.54	40,352,012.07	4,474,196.53	

*Estimated.
xIncrease in other revenue due to increase in per capita tax.

The above excesses of appropriation or expenditures over revenue are carried forward to the statement of charges and credits to general fund accounts which shows actual deficits by years.

Educational Purposes

Estimated Revenue and Expenditures Based on a Tax Rate of $1.92

Deficit December 31, 1924			$15,293,761.00
1925			
Estimated Revenue			
Taxes	$31,285,432.00		
Other Revenue	4,592,383.00		
		$35,877,815.00	
Estimated Expenditure	$39,952,012.00		
New Salary Schedule	700,000.00		
		$40,652,012.00	
Estimated Deficit for 1925			4,774,197.00
Estimated Deficit December 31, 1925			$20,067,958.00
1926			
Estimated Revenue			
1925 Tax Levy at $1.92	$31,760,000.00		
Other Revenue	5,000,000.00		
		$36,760,000.00	
Estimated Expenditure	$42,500,000.00		
New Salary Schedule	3,000,000.00		
		$45,500,000.00	
Estimated Deficit for 1926			8,740,000.00
Estimated Deficit December 31, 1926			$28,807,958.00

Teacher Participation Misnomer, Says Paper

"Public Service" Sends Open Letter To Woman President of N. E. A.

Teacher participation in the N. E. A. is confined largely to "paying the money that supports policies and speeches which have been promising teacher participation in words but scorning and preventing it in action," according to the following open letter to President Mary McSkimmon, N. E. A. from "Public Service" a publication issued by The Institute of Public Service, 1125 Amsterdam Avenue, New York, of which William H. Allen of New York is director:

An Open Letter
to
President McSkimmon, N. E. A.

You believe first, you say, **"in teacher participation in educational policies."** You insist that **there is no justification for keeping "the caste lines drawn in our profession."**

Will you use your wonderful opportunity as N. E. A. president until July, 1926 to make nationwide teacher participation a reality?

Woman's leadership has thus far accentuated the submergence of teachers in spite of pre-election and just-after-election promises.

If as you say **"the teacher is responsible for whatever is taught the child and should have a voice in school policies"** won't you help give teachers a real voice in shaping the N. E. A. policies which they chiefly finance and especially in making the N. E. A. Journal of greater service and encouragement to teachers?

(Continued on Page 74)

Digitized by Google

Evening Post Does Not Mince Words On Salary Schedule Propaganda

Puts Vote of Public Affairs Committee In Same Class With Principals' Club Ballot

At least one Chicago newspaper's opinion of the action of the Public Affairs Committee in announcing "a large majority" approving the proposed salary schedule, when as a matter of fact, only nine delegates voted on the report favoring it, and voted as individuals, not as representatives of their respective organizations, is contained in the following editorial from the Chicago Evening Post of Saturday, October 24:

THE JOINT SCHOOL COMMITTEE AND THE SALARY SCHEDULE

The morning newspapers of yesterday reported that the "joint school committee of twenty-five civic clubs" approved the proposed salary schedule for teachers which, with the recommendation of Superintendent McAndrew, is now awaiting action by the board.

One of our morning contemporaries said the resolution favoring acceptance of the schedule was adopted by a "large majority."

Experience with the propaganda which has marked the effort to obtain public support for this salary schedule prompted us to seek further information concerning the vote and the majority. From official sources we learned that out of fifteen club delegates present when the vote was taken only nine voted for the resolution and the remaining six declined to vote. Thus the big majority of delegates representing twenty-five civic clubs dwindles to little better than a one-third majority.

When it is borne in mind that these nine voted as individuals and insisted upon declaring the entirely unrepresentative nature of their vote in the terms of the resolution, it will be seen how little importance can be attached to this action, which is being hailed as another victory for the schedule.

The majority was of the same sort which was so loudly proclaimed when the Principals' club took a snap judgment referendum of the teachers. It has since been shown that the vote for the schedule represented only 36 and a fraction per cent of the total teaching force.

We confess our doubts as to the soundness of this schedule are intensified by the manner of propaganda used to promote it. The friends of the schedule seem to be fearful of trusting it to win on its merits.

We do not know who is responsible for the information which was given to the morning newspapers concerning the joint school committee's meeting, from which reporters were excluded, but we are struck by a very significant omission.

The committee, we are informed, had before it two reports from the special committee of two which it had appointed to inquire into the salary schedule. One was made verbally by Frederic S. Pope and the other in writing by Mrs. Emile Levy.

Nothing is said in the published accounts of the meeting concerning this latter report, which dealt with a point of major importance and had considerable effect upon the wording of the resolution adopted by the nine voters. Much is said about the verbal deliverance of Mr. Pope, which was wholly in favor of the schedule and its immediate approval.

Mrs. Levy, we are told, differed from her subcommittee colleague in urging strongly that the schedule ought not to be adopted until after a vote of the people on the question of increasing the tax rate to insure the revenue for payment of the salary increase. Her insistence resulted in the resolution being drafted in a manner sufficiently ambiguous to permit of interpretation, on this point, according to the views of Mr. Pope or Mrs. Levy as the voter might desire. We cannot say that this sort of juggling with a matter of moment is to be commended as a practice by organizations which are assuming to act in a more or less advisory capacity for the public. And the suppression of Mrs. Levy's report, or any reference to it, is assuredly to be deplored. There is not even the excuse that it was a minority report, since Mrs. Levy was one-half the committee.

We hope the civic organizations to which this salary schedule question has been re-

(Continued on Page 76)

Digitized by Google

Superintendent Asks for Teachers' Dismissal

Official Documents on Dropping Instructors from System

On October 14th the Superintendent reported to the Board that he was prepared to submit the names of teachers for dismissal and asked the Board to indicate whether it should be done privately or publicly. He neither submitted names in this report nor indicated the number of teachers to be dismissed. His report (No. 12672) was referred to the School administraction Committee. The report is printed here.

On October 20 the School Administration Committee met and on the advice of the Attorney voted to report to the Board that the law required that the Superintendent should report to the Board the names of teachers he was recommending for dismissal.

On October 28 when the School Administration Committees' report came before the Board it was discovered that that Committee's report which was signed by the chairman, Mrs. Hefferan, not only contained what the Committee had voted to report but also contained the names of thirteen teachers and stated that the charges made by the Superintendent against these 13 teachers were attached to the report. The charges were not attached to the report and neither the names of the teachers nor the charges should have been in that report as neither the names nor the charges were before the Committee. They could not come before the Committee except by being referred to the Committee by the Board. The Board not only had not referred these names and charges to the Committee but the Board did not have these names or charges before it on October 14 to refer to the Committee. When apparently by accident it was discovered that the names of the teachers were inserted in the report a long discussion followed which is here printed in full. It speaks for itself.

The report of the Committee is here printed also but the names of the teachers which appeared in the papers on October 29 as they appeared in the report over Mrs. Hefferan's signature are here omitted.

It was revealed during the discussion on this report that the Superintendent had sent the charges to the Secretary of the Board on October 14 together with a letter of transmittal which was read by the Secretary during the discussion. This letter is also printed here.

SUPERINTENDENT'S REPORT

12672

EFFICIENCY RECORDS—TEACHERS

TO THE BOARD OF EDUCATION:

Ladies and Gentlemen:

In accordance with the Law (Section 161) I have examined the records of teachers reported as not rendering satisfactory service.

I have interviewed personally thirty-three and am prepared to submit written charges required in the case of teachers who have served more than the probationary period of three years such teachers being entitled to a trial by the Board and I am prepared also to present the cases of teachers serving less than a period of three years whose services the Board of Education has the power to terminate on reasons given. I have the honor to

RECOMMEND that the Board of Education refer to the Committee on School Administration the question—whether these cases shall be reported to that committee for executive session or—whether the consideration shall be at public meeting? In accordance with the usuage in many school systems and to avoid undesirable publicity in the cases of teachers who object to it the Board is justified in handling these disciplinary measures within the Board itself without publicity unless, as is their right, any of the teachers so reported may request public hearings.

WM. McANDREW,
Superintendent of Schools.

October 14, 1925.

REPORT OF SCHOOL ADMINISTRATION COMMITTEE

12989-B

EFFICIENCY RECORDS—TEACHERS REPORTED FOR DISMISSAL—APPOINT COMMITTEE TO PROCEED WITH TRIAL

To the Board of Education of the City of Chicago:
The Committee on School Administration

REPORTS

that it has carefully considered Report No. 12672 presented by the Superintendent of Schools, in which he states that he is prepared to submit written charges against certain teachers, and recommends that this committee decide whether such charges shall be considered at a public or private meeting, which report was referred to this committee by the Board of Education at its meeting of October 14, 1925.

THE COMMITTEE.

RECOMMENDS

that the teachers be cited after the customary procedure; that a committee be appointed to try the cases, and that the hearings be public except in the case of any teacher who requests a private hearing.

Herewith are the written charges submitted by the Superintendent against the following named teachers:

[Here follow the names of thirteen teachers.]

(Signed) HELEN M. HEFFERAN.
CHAIRMAN, COMMITTEE ON SCHOOL ADMINISTRATION.

October 28, 1925.

(Continued on Page 78)

Digitized by Google

STENOGRAPHIC REPORT OF MEETING OF BOARD OF EDUCATION OCTOBER 28, 1925

The Secretary: 12989-B—Efficiency Records—Teachers Reported for Dismissal—Appoint Committee to Proceed with Trial.

Mrs. Hefferan: Omnibus.

The President: Omnibus.

Mr. Coath: "Appoint Committee to Proceed with Trials." Our rules make that—goes to the School Administration.

Mrs. Hefferan: That's it. Concurred in, that the trial should be held before the Administration.

Mr. English: Who appoints this committee?

Mr. Coath: It has already been appointed.

Mr. Righeimer: No charges here yet. I think all this is premature.

The Secretary: The charges are on file.

Mr. Righeimer: But they have to be reported to the Board.

The Secretary: They are in the report here; written charges in the report.

Mr. Greenebaum: It says here "written charges"; the last paragraph.

Mr. Righeimer: But this is—They were not attached to the Committee report, were they?

The Secretary: No.

Mr. Righeimer: That is something new again.

The Secretary: They are attached to the official report that is going to the Board.

Mr. Righeimer: I think it ought to come from the Superintendent, then go to the—be read before the Board.

Mr. Coath: This has never been before the Board before, has it? I never heard of it.

Mr. Righeimer: Nothing can originate in committees. No reports can be considered in committees which have not been previously sent to the Board and referred by the Board to the Committee.

Mr. Coath: Let's follow the advice of the Attorney.

The Secretary: Can I explain this, Mr. President? This is purely my fault. It was accidental. The Superintendent sent this communication with the charges a week ago to me. For fear that there would be some publicity on it, coming from my office, I locked it up, and forgot it until this morning. We typed it, and we have it before the body today.

Mr. Righeimer: Yes, but you are reading it, Mr. Secretary, in connection with a committee report and it has no place in the committee report.

Mr. Coath: It has never been to a committee yet.

Mrs. Gregg: It automatically goes to the School Administration.

The Secretary: The Superintendent brought in this report after the last meeting.

Mrs. Hefferan: Mr. President, it could not possibly have come before my committee without reference.

Mr. Righeimer: No.

Mrs. Hefferan: Now, if it was referred to my committee—

Mr. Coath: Who referred it?

Mr. Greenebaum: The Board, at the last meeting of the Board.

Mr. Coath: It never was before the Board.

Mr. Greenebaum: Yes, it was.

The Secretary: No; just making a recommendation on a certain number of teachers.

Mr. Coath: We didn't have the charges, did we?

The Secretary: No.

Mr. Greenebaum: It was stated the Secretary had the charges.

The Secretary: I did, and I have just explained that it was my accident, my fault. I will take the blame for locking them up.

Mr. Coath: I will take the Attorney's ruling on it.

Mr. Righeimer: What are we on?

The Secretary: 12989-B.

Mr. Righeimer: I think you ought to strike out that paragraph commencing "Herewith are the written charges submitted by the Superintendent against the following named teachers," and the names ought to be stricken out, and the charges ought to be presented to the Board in the regular way, by direct communication from the Superintendent.

The President: They were at the last meeting of the Board.

Mr. Righeimer: No, there were no charges. There was just a report, Mr. President, from the Superintendent of Schools saying that he had charges against a number of teachers, unnamed; and suggested that the Board take

Digitized by Google

some action as to whether it would proceed to hear those charges in executive session. That question was referred to a committee and the committee reported adversely to it. That is all the committee has done in the matter, I take it. That is all that should be contained in this report.

The Secretary: Then, what is necessary for me to do? Send these charges back to the Superintendent for re-submission?

Mr. Righeimer: Read the charges now, but don't read them as a part of any committee report, because they are not a part of any committee report.

Mr. Coath: The committee has not had any action on it because it has not come before the committee from the Board, because it was not submitted to the Board.

The President: Your contention is, Judge, that charges should have been a part of the Superintendent's communication, and been read at the meeting of the Board and then go to the Committee?

Mr. Righeimer: But the Secretary has just stated they were not received at the last meeting of the Board. He has received them since the last meeting of the Board, so I say they must be presented at this meeting or some subsequent meeting of the Board, and that the only question referred to the committee was the Superintendent's communication asking for an expression from the Board as to whether or not these trials should be public or otherwise; and the Secretary should now, if he has any communication from the Superintendent bearing on charges, read them in the regular way as communications from the Superintendent.

The Secretary: I have that communication.

The President: Very well. Read it.

The Secretary: (Reading) "These recommendations to dismiss teachers are sent to the Board of Education through you in accordance with recommendation made by me that the Board determine whether to keep them confidential with the teachers concerned or make them public. When they reach you they are officially in the possession of the Board of Education." That is just what I have explained is my fault.

Mr. Righeimer: The Board of Education. It is not the Law Department.

Mr. Coath: Let copies of that go out to each member of the Board; then they will be versed on the thing and have some knowledge on it, and let the Attorney have copies so that he can tell the people that the charges are against. He legally has got to supply them with the charges.

The Secretary: Sure. Do you want me to read him those?

Mr. Coath: No; it would take you all day to do that.

Mrs. Hefferan: Mr. President, I would like to ask the Secretary: Did you put these names on?

The Secretary: Yes, ma'am.

Mrs. Hefferan: You did that, yourself?

The Secretary: I did that this morning.

Mrs. Hefferan: These matters did not come in this morning.

The Secretary: No.

Mr. Coath: No. The question was whether we should have executive session or open door.

The Secretary: That is right.

Mr. Coath: Then that was acted upon. They decided to have open door.

Mr. Righeimer: Bring the Superintendent's charges in at the next meeting, Mr. Secretary, in a regular communication from the Superintendent. Then you will have a regular method of procedure.

The President: They are in that form now, so far as I can see.

The Secretary: They are right here.

The President: Never get them in any other—

The Secretary: The charges are right here on the table.

Mr. Righeimer: Well, they ought not to be read, Mr. President, in connection with reports of this Committee, that is the point. Let's dispose of the Committee reports, then take up the Superintendent's reports.

The President: No; we are not considering this Committee's reports now. We said we would receive this communication from the Superintendent and read it.

Mr. Righeimer: Well, what are you doing on that 12989-B?

The President: We will dispose of this and then take up 12990.

Mrs. Hefferan: I would like to ask the Attorney if I could move concurrence in 12989-B by amending, to strike off "Here-

(Continued on Page 77)

Digitized by Google

The Wearin' of the Smock

(Tune "Wearin' Of The Green")

O Sisters dear and did you hear the news that's goin' round?
The Smock is soon by law to be our every school day gown;
Our shopping days no more we'll keep; all that is o'er I ween
For soon the law will make us wear a smock of pink or green.

I met another teacher and she took me by the chin
And she said, "How can I wear this thing when I'm so tall and thin?"
"I'm a more distressful creature by far then even that;
They'll be *hanging me* for wearing it, for I'm so short and fat."

Chorus—
When the law can stop the blades of grass
From growing as they grow,
And when the leaves in summer time
Their verdure dare not show—
Then I will doff my natty gown
And don McAndrew's smock,
But till that day please God I'll stick
To the wearing of my frock.

—Contributed by School.

Seeing Ourselves As Others See Us

UNIFORMS FOR TEACHERS IS CHICAGO SCHOOL PLAN

Pupils Would Also Be Similarly Dressed to Efface Line Between Rich and Poor

Special to New York Herald Tribune.

Chicago, Oct. 7.—Dr. William McAndrew, superintendent of the Chicago public schools, is urging that teachers be required to wear a simple, neat uniform, similar to the ordinary smock worn by painters.

The idea appears to have met the approval of everybody except Miss Margaret Haley, of the Teachers' Federation. A secret vote of the teachers showed a large majority in favor of the McAndrew's plan. Teachers now punch time clocks and are paid for the time they are on duty.

Interviews with many parents and the teachers themselves show that the proposed wearing of uniforms meets with general favor. Some of the teachers and school board officials already are wearing smocks. Out of this has grown the suggestion, also meeting with general approval, of attiring the pupils in inexpensive school uniforms. This, it is averred, would eliminate the difference, so far as clothing is concerned, between the children of the wealthy and of poor parents and curb snobbishness.

—New York Tribune, Oct. 7, 1925.

Assistant Superintendent Quotes Ella Flagg Young On Schools

Bulletin to Teachers Answers Petition for Relief from Supervision

Correspondence regarding Subject Supervision in the schools, of particular interest to teachers, is printed below in a reproduction of letters sent by A. E. Layman, former president of the Chicago High School Teachers' Council to the Superintendent of Schools, and from William J. Bogan, assistant superintendent to Mr. McAndrew.

The letters were made part of a special bulletin to teachers dated Oct. 15, 1925.

Following is a reprint of the Bulletin:

"SPECIAL BULLETIN TO TEACHERS
October 15, 1925
THIS BULLETIN CONTAINS THREE (3) PAGES

"To All Teachers:

"The following are copies of letters received from Mr. Bogan under date of October 8.

October 8, 1925.

"TO THE PRINCIPALS OF HIGH SCHOOLS:

For your information I transmit correspondence with Mr. A. E. Layman, President of the Chicago High School Teachers' Council.

Yours truly,
WILLIAM J. BOGAN,
Assistant Supt. of Schools.

(Continued on Page 74)

Digitized by Google

TEACHER PARTICIPATION

(Continued from Page 68)

With a different attitude toward and use of teachers N. E. A. Journal might easily double N. E. A. membership, provided of course that N. E. A. executive leadership made good the Journal's professions.

By no stretch of the imagination can the Assembly meetings be considered—yet— expressions of informed teacher opinion and desire. They can be made so by real participation between meetings.

If N. E. A. members were encouraged to send suggestion and even criticism without fear of reprisal, teacher participation would sprout, take root, and flourish like the green bay tree. This they will never do so long as N. E. A. officers treat question and criticism of methods and results as personal attacks, talk of **"enemies of education,"** whisper calumny and use grapevine methods of reprisal and nepotism instead of correcting N. E. A. methods that seriously menace educational progress.

Thirty-two abstracts of summer N. E. A. addresses appeared in the October issue of N. E. A. Journal. Just 3 of 32 were from teachers: 1 a principal who teaches, 1 a teacher who was N. E. A. treasurer at the time, and 1 a university teacher and prennial beneficiary of N. E. A. politics.

Who said what seemed worth quoting? Those quoted were supts. 10; higher education 7; principals 6; unidentified 1.

Teacher participation in the N. E. A. executive committee is 1 to 5; on the board of trustees 0 to 5; among vice-presidents 1 (?) to 12; life directors 1 (?) to 29; state directors possibly 18 to 54, there being 18 with no designation of posts.

The one teacher participation that is conceded is teacher participation in paying the money that supports policies and speeches which have been promising teacher participation in words but scorning and preventing it in actions.

Teacher participation in N. E. A. Journal is negligible; vastly less than outside agencies wishing teacher patronage. Even the committee named by President Jones to voice class room work was put under a superintendent's chairmanship.

SUPERVISION PETITION

(Continued from Page 73)

"CHICAGO HIGH SCHOOL TEACHERS' COUNCIL
19 So. La Salle Street
Chicago

July 17, 1925.

"William McAndrew,
Superintendent of Schools,
Chicago.
Dear Sir:

"Representations having been made to the Central Council by several of the locals against the practice in certain high schools where heads of departments have been appointed whose duties included the visiting of classes of other teachers and the laying down of fixed courses of class procedure for the other teachers in their departments, the matter was referred by the Central Council to the locals in the various high schools.

"By a vote of 1,038 to 76 the teachers expressed their opinion that such a practice is highly detrimental to instruction in the high schools and they respectfully recommend that such uses of heads of departments be ordered discontinued.

Respectfully submitted,
A. E. LAYMAN,
President.

September 30, 1925.

"SUBJECT: ORGANIZATION OF HIGH SCHOOL
FROM: William J. Bogan.
TO: William McAndrew
"Dear Mr. McAndrew:

"The letter of Mr. Layman is vague and inaccurate but it is evident that his protest is against supervision. Therefore, this feature of his letter deserves an answer.

"Primarily, the schools are supported and administered for the benefit of the pupils and the public rather than for the teachers or principals or any other group. The duty of those who direct and administer the schools is to provide a thorough and efficient education for all the children of the community. To do this careful supervision is necessary. Other school systems, business organizations, military organizations, hospitals, charitable societies, religious societies, and in fact, practically all large organizations appreciate the need for constant supervision. One exception has been the Chicago public school system, notwithstanding the fact that need for supervision has been very evident for years.

"Superintendent Ella Flagg Young often said: 'It is not enough for you to know that some schools are good and some are excellent. The task is to require of EVERY school efficient work.' It is not the business of every teacher to strengthen every other teacher in his department, and of course it is out of the question for the principal to do this work efficiently without aid. He must deputize administrative assistants to aid him. Each assistant, if of the right type, will be on the alert for new ideas in books, in colleges or in other schools, will be quick to pass his ideas on to the teachers of his department, will advise and protect from petty annoyances the teachers in his department, will demonstrate the best methods of teaching and will in hundreds of ways strengthen his department.

"The teachers should welcome him as a friend. No doubt some teachers will be irritated by any form of supervision. Long experience reveals the fact that many principals irritate their teachers, but, nevertheless, the principal seems to be a necessity.

"The large high school is a recent development that seems destined to become permanent. It has many educational advantages over the small high school but in Chicago it has been subject to criticism because it lacked thorough supervision. Our largest high school, if decentralized into high schools the size of our smallest high school would require ten buildings, ten principals and ten engineers to say nothing of other necessities. The waste in the program would be enormous. If, instead, ten administrative assistants, each an expert in his line, were assigned to the large high school the increase of efficiency would be great.

"Chicago schools have grown so rapidly that supervision has lagged behind educational needs. When the teachers really understand the situation they will not feel a loss of dignity when consulted and advised by another teacher concerning methods, tests and results.

"Chicago high school records show that there is an average of 18% of failures in high school classes. This involves an expense to the Board of Education of about $3,000,000. It is believed that adequate supervision will reduce this amount to a marked degree.

Yours truly,
WILLIAM J. BOGAN,
Assistant Supt. of Schools."

Now Is the Time to Select Your
Fur Coat
Many Beautiful Models to Choose From at
STAEDTER'S
1302 Stevens Bldg. 17 N. State St.

BERTHA OTT *Announces the following* CONCERT AND RECITALS
under her management during October

Marie Morrisey, contraltor, recital, **Studebaker Theatre**, Sunday afternoon, November 8th, at 3:30. Seats $1.10, $1.65, $2.20 at box office now.

Leon Sampaix, pianist, recital, **Princess Theatre**, Sunday afternoon, November 8th, at 3:30. Seats $1.10, $1.65 and $2.20, tax included, at box office now.

Amelita Galli Curci, prima donna soprano, recital, **Orchestra Hall**, Sunday afternoon, November 15th, at 3:30, and Tuesday evening, November 17th, at 8:15. Seats, $1.10, $2.20, $2.75, $3.30, tax included. Mail orders now.

Edmund Zygman, conductor Cooperative Symphony Orchestra in a program of Polish music, **Studebaker Theatre**, Sunday afternoon, November 15th, at 3 o'clock. Auspices, Polish American Philharmonic Society. $1.10, $2.20, $2.75, $3.30, tax included.

Maria Carreras, pianiste, recital, **Princess Theatre**, Sunday afternoon, November 15th, at 3:30. Seats, $1.10, $1.65, $2.20, tax included. Mail orders now.

Tickets can be secured by addressing
BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

Digitized by Google

Keeping Up With the Procession

The Chicago Journal seems to be the only medium which has discovered why the principals cannot keep up with the Superintendent—the Principals were caught with their running shoes off!

In the following editorial from the Chicago Journal of Oct. 5, the chamois-like proclivities of the one are outlined:

Standardizing the Teachers

"One who would keep pace with Superintendent of Schools McAndrew must never take off his running shoes. There swift imagination, sudden decision and quick execution imitate the instantaneous. He passes from one great plan to another with the celerity and sureness of hoof of a chamois, and amazement at his enterprise is never permitted to subside.

"One day, for example, he is the fashion editor of the school publication making his column the very Rue de la Paix of educational journalism; another day, his imagination spurring him, he proposes standardization of teachers' raiment and favorably considers the uniform. If we have uniforms for the police, horse and foot; the street-car men, the firemen, elevator starters, post-men, messenger boys, red-caps, visiting nurses, taxi-starters and white-wings, why not for the school marm? Our mayor is said to regard the idea as ridiculous, but perhaps he, a busy man, has not given the subject the thought it deserves.

"There is no need of stopping with a standard uniform for teachers. Standardized millinery, shoes, face-powder, lipsticks, bobs, shell-rims, dental work, hosiery, handwriting, height, heft, gait and opinion might make for advancement in the schools. Differences in these things are no doubt disturbing to the pupils.

"Anyhow, school-teachers should be properly marked. If one need a policeman he doesn't dash out and hail a white wing; if one want a teacher and start hailing indiscriminately, he is more apt to get a choir singer, a woman on her way to the delicatessen, a movie actress, a home missionary, a waffle cook, a bathing beauty or somebody's wife than the teacher he seeks. There should be an end of this uncertainty. Teachers ought to be all of a kind, size and color.

Editorial, Chicago Journal, Oct. 5, 1925.

ONE MAY ECONOMIZE IN many ways with profit to health as well as to purse, but cheap food, lacking quality, is never an economy for it exacts a heavier price than ever is paid in money. Good food is the foundation of good health and good health is priceless.

HENRICI'S

WM. M. COLLINS, President

67 W. Randolph St.

7 A. M. to Midnight

Exclusive...but not Expensive

Murray-Black Co.

21 N. Wabash Ave.
Ground Floor
Between Madison and Washington

A Discount of 10% Allowed to School Teachers

Chicago's Greatest FUR SALE

MUSKRAT COATS—Silver Skins trimmed with Red Fox collar and deep border. Full length. Special $195

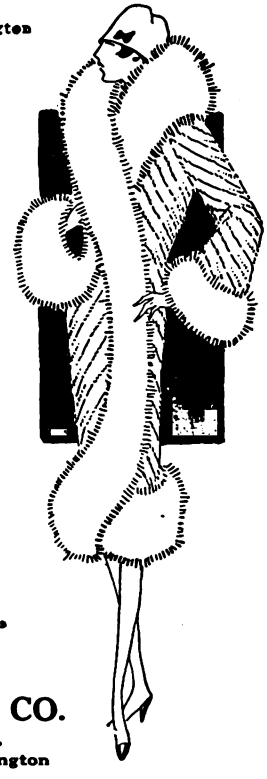
HUDSON SEAL—Luxurious full length models. Skunk (Marten) Squirrel trimmed. Special at $250

CARACUL COATS—In the new shade of Chestnut Brown, trimmed with Fox collar and cuffs. Full length. Special at $150

JAP MINK—Beautifully trimmed with Fox collar, cuffs and deep border. For only $395

RACCOON COATS for the college girl. Flapper and Tomboy Raccoon coats. Made to sell for $450. 42 inches long. Dark skins. Special at $235

MARMINK COATS—Beautifully finished, smart Mink appearance. Impressive examples of workmanship. Specially priced this sale, from $115



Storage Free | Small Deposits Accepted

Written Guarantee With Every Coat

MURRAY-BLACK CO.

21 N. Wabash Ave.
Between Madison and Washington

Digitized by Google

SATURDAY FASHION CLASS
Session....9:30 A. M. to 12:30 P. M.
Twelve Saturdays $15

FINE ARTS COURSE
Tuesday and Thursday Evening and Saturday Afternoon

Especially Arranged for Teachers and High School Students

VERSATIL SCHOOL OF ADVERTISING ART
39 South State

For Your Information

We have in stock a large selection of Buckram Frames, all Millinery Materials and Findings, in fact everything needed in making your own hats.

Materials Cut Straight or Bias

We cut, fit and pin materials on frames you select FREE

MILLINERY SUPPLY CO.
906 STEVENS BLDG. 17 N. STATE

17 No. STATE
10% Discount to Teachers
RADCLIFFE BOOT SHOP
ADOLPH WEINSTEIN — PROP.
Smart Shoes Built for Comfort
"Slender Foot Arch Fitters" Combination Lasts
"Stylish Stout Outsides"
912 Stevens Bldg.
The Largest Range of Shoe Sizes in the City.
Sizes, 2½ to 12; Widths, AAAA to EEE

LAST OPPORTUNITY
To Buy Season Tickets For
UPTOWN CIVIC CONCERTS
Six Consecutive Sunday Concerts for $5.00
Beginning Nov. 8 with PAVLEY OUKRANSKY BALLET
Address Mail Orders and make Checks payable to
UPTOWN CIVIC CONCERTS, Auditorium Tower, Chicago
Telephone Harrison 1151 Dema E. Harshbarger, Mgr.
Box office open daily, beginning October 26 at
ARCADIA AUDITORIUM, 4450 Broadway

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Pennsylvania Rallies To Teachers' Cause

School Journal Scores Proposed Salary Schedule As Unfair

An opinion from Pennsylvania on the proposed salary schedule for Chicago teachers is contained in an article, "The Chicago Salary Schedule," printed in the September number of the "Pennsylvania School Journal," published by the Pennsylvania State Education Association.

That Chicago teachers are not alone in deprecating the schedule is evidenced in the article which follows:

THE CHICAGO SALARY SCHEDULE

"The much vaunted new salary schedule for Chicago teachers, which purported to have been worked out by teachers, administrators, tax payers, economists, experts in taxation, financiers, et al., discloses upon a careful analysis the proverbial colored gentleman in the woodpile. While there are satisfactory increases in salaries of junior and senior high school teachers, elementary and high school principals and supervisory officers, there are reductions in the salaries of elementary teachers in grades two to five, inclusive. To be specific, the proposed salary schedule cuts off $300 to $1,175 from the aggregate salary now paid teachers for the first five years and adds $5,500 each to the aggregate salary of entering principals for the same period. It piles up high salaries at the maximum of schedules but provides no increase for teachers in the lower groups.

"Elementary teachers in Chicago have raised the question, when is a raise not a raise? They answer it as follows: When there is no increase at the bottom and no money to pay increases at the top.

"Small wonder that the proposed schedule is held in abeyance."

EVENING POST

(Continued from Page 69)

ferred will take time to consider it carefully before they act. There is much to be said on both sides of the question. The more we look into it the greater the need we see for its discussion. But it should be discussed frankly and removed entirely from that field of school politics upon which important questions are kicked back and forth between the Margaret Haley and the anti-Margaret Haley forces.

Digitized by Google



Youthful Frocks and Coats

Ultra Individual in Design for School—Street—Afternoon—Evening

We extend discount courtesy and charge accounts

Special features arranged for Saturday shopping announced to teachers by mail

See Special Advertisements in The Tribune

We carry "Gotham Gold Stripe Hosiery"

Fill out and mail this coupon:

Name.....

Address.....

.....

Betty Wales Shops

65-67 E. Madison St. Wilson Ave. at Sheridan

AND IN EVANSTON—ORRINGTON HOTEL

New York Shop at Fifth Ave. and 36th St.

SOCIALLY-MINDED TEACHERS

Will actively support the

CHICAGO FORUM

At Apollo Theatre, Dearborn at Randolph, Sundays, at 3 p. m.

NOVEMBER 8

Speaker: RAYMOND ROBINS

Subject: "OUTLAWRY OF WAR"

NOVEMBER 15

Speaker: LOUIS VICTOR EYTINGE

Of New York

Subject: "OUR CRIME PROBLEM"

Under truly democratic management of

CHICAGO FORUM COUNCIL

Fred A. Moore, Director

19 So. LaSalle St. Randolph 5558

Let us send you full program at once

Please pass the word along!

STOP YOUR FOOT TROUBLES

Our Shoes Are Great Pain Relievers. In stock or Made to Order.

10% DISCOUNT to Teachers

A. SLATIN

Shoe Specialist.

4810 N. Kimball Ave.

At Lawrence. Keystone 9595

TAXI CAB SERVICE

We will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.

ATLAS LIVERY ASSOCIATION

The Oldest Cab Company In Chicago

Calumet 3500 **7 W. Cullerton St.**

STENOGRAPHIC REPORT

(Continued from Page 72)

with are the written charges,"—that last part. Concur except as to that, and then bring in the matter of the Superintendent as a separate—

The President: No; we should act on this. This communication can be referred to your Committee, and then you can bring it up at the next meeting of the Board, and you can withdraw this report; then it will be in the order in which you want it.

Mr. Coath: Withdraw this now, Mr. Chairman? You mean withdraw this Committee report now and refer that to the School Administration?

The President: Yes.

Mr. Coath: That would give you a clear track on it. Then you are according to Hoyle. I move that Report No. 12989-B be withdrawn.

Mr. Mullenbach: Be referred to the Committee.

Mr. Coath: Be referred back to the Committee.

The Secretary: With the charges.

Mr. Coath: With the charges.

The President: The charges go to the Committee, but don't connect it with this report.

Mr. Coath: No.

The President: That is what the Judge doesn't want us to do.

Mr. Coath: Yes.

The President: That is what I am trying to do, get this report out of the way.

Mr. Coath: Yes.

The President: Make a new one next week,—next meeting.

Mr. Mullenbach: Mr. Chairman, the thing we have to do is dispose first of this report; send it back to Committee. When we get through with the Omnibus we will read the Superintendent's charges against these teachers as a matter of new business.

Mr. Greenbaum: In that event, we do not have to withdraw this report. We can adopt the upper part of it, which provides it is not to be a private hearing. We can adopt that report.

Mrs. Hefferan: That was the policy that ought to be adopted today, anyway, and was the only thing referred to the committee. The names were tacked on.

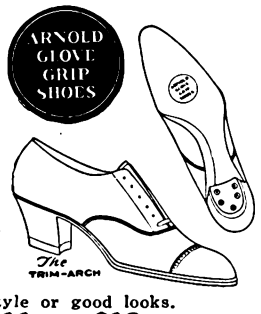
Mr. Greenebaum: Then the Secretary can present the charges later.

(Continued on next page)

Digitized by Google

Glove-Grip Shoes are made to *fit*

—made to follow the lines of the foot in a natural way, as any good shoe ought to be made, but as only Arnold Glove-Grips are made. The soft, pliable leather of the instep comes up snugly under the arch of the foot, gently supporting the arch and fitting it like a glove. When the shoe is laced, it lifts up the arch instead of pressing it down. Glove-Grip gives an easy-fitting comfort without any sacrifice of style or good looks.



$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP

Room 206 6 N. Michigan Ave. Chicago, Ill

LUNCHEON
CANDIES
RICH ICE CREAMS

Much as tho you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room

JULIA KING'S

118-22 NORTH DEARBORN ST.

Near Randolph St.

We Cater to Professional and Business Women—
Smart, stylish, well tailored dresses from sizes 14 to 50. If our standard size stock dresses won't fit you, we will make up any of our models to your own individual measurements.

It will be worth your time "to come in and just look around." Personal service and no urge to buy.

Prices $22.50 and upward

THE BOWER SHOP

160 N. Wabash Ave., Suite 1530 Stevens Building

FUR COATS

Most Popular Furs—Latest Styles

Repairing and Remodeling

25 Years' Experience Designing to Individual Taste

LEVEY & CO.

Republic Bldg. 209 S. State St.

Charge Accounts of Teachers Solicited



TEACHING A PLEASURE

When You Wear Our

PHYSICAL CULTURE

Combination Last Shoes, That Have Style Plus Comfort

We Also Make Shoes to Order When Required

Service That Pleases

BRUNS BOOTERY

6 N. Michigan Blvd., Third Floor

SATURDAY CLASSES FOR TEACHERS

Mornings—Our new structural design applied to standard normal art methods, dress design, commercial design, interior decoration, school annual illustration.

Afternoons—Structural design applied to industrial art methods, dress and poster design. Also still life and life sketch classes.

ALL DAY TUITION $24.00 FOR THREE MONTHS

Our certificates of accomplishment have been accepted by Boards of Education and Universities for 20 years.

THE CHICAGO ACADEMY OF FINE ARTS

Carl N. Werntz, Director. 81 East Madison Street.

(Continued from Page 72)

The Secretary: Yes. Then we will just scratch out that last paragraph with that idea.

Mr. Coath: The recommendation and the names.

The President: Is that agreeable to the Committee, to strike out the—

Mrs. Hefferan: The latter part; simply the names.

Mr. Greenebaum: Let it go to Omnibus.

Mr. Coath: All right.

The President: That leaves only the first paragraph of 12989-B.

The Secretary: And the charges come up under the head of this?

The President: Yes, communication of the Superintendent.

The Secretary: Yes.

The President: Put them right in with his communications, if you want to, as having been overlooked. That is all you have got to do.

Mr. Coath: All right. Let's go.

The President: Communications.

Mr. Schmid: Can't we refer back to the Superintendent's reports after we get through with these?

The President: We don't have to. All we have to-day is the communication from him, and read it and accept it.

Mr. Greenebaum: We can consider that now and refer it to the School Administration Committee.

Mr. Coath: No; just take that,—

The President: What is your pleasure?

Mr. Coath: That it be referred to the Committee on School Administration.

Mrs. Hefferan: Second.

Mr. Schmid: I second the motion.

Superintendent's Letter

(Continued from Page 70)

October 14, 1925.

Mr. Charles E. Gilbert,
Secretary, Board of Education.

Dear Sir:

These recommendations to dismiss teachers are sent to the Board of Education through you in accordance with a recommendation made by me that the Board determine whether to keep them confidential with the teachers concerned or make them public.

When they reach you they are officially in the possession of the Board of Education.

WM. McANDREW.

Enc.

Recommendations for the dismissal of
(List of 13)

Digitized by Google

SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTION

Shorthand, Typewriting, Bookkeeping
By Practical Teachers

Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.

Ample space for study as well as for instruction period.

Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.

When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.

Mm Voss



Here's quick relief from tortured feet. The Ground Gripper shoe has ended the foot-suffering of thousands of women and given them new health and comfort.

You will marvel at the quick relief.

GROUND GRIPPER

GROUND GRIPPER STORES
29 East Lake Street 40 North Clark Street
63 East Adams Street
SHOES FOR ALL THE FAMILY

SPECIAL RATES TO TEACHERS AND CLASSES
In Selecting

DuBois Studios

610 Stewart Bldg. 108 N. State St.
Phones State 4218-4219-4220
As the official photographer for your graduating classes or individual photographs, you are assured of prompt service and rare quality.

SUPERFLUOUS HAIR

Can positively be forever destroyed.
I have been in business for many years—
And I Guarantee My Work

MARTHA B. DOWDY

Dearborn 5397 Madison and Wabash
No Apprentices. Not a Beauty School.



HAIR TINTING

By Lois Armstrong
(Formerly with Marinello)

Not an ordinary process—but a proven method, backed by years of success.

Special Club Rates For Teachers

LOIS STUDIOS
Call State 5089
Room 808. 14 W. Washington St.

Large Stock on hand



C. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

GO THE
WENZEL WAY
For Superior Instruction in
HAIR AND BEAUTY CULTURE
BE A MARCEL WAVER AND A PERMANENT WAVER
WRITE OR CALL
Room 306, 177 No. State St. CHICAGO
Phone State 1887

Circular Letters—Addressing—Mimeographing
Typewriting
Specializing in Mailing Service for
CLUBS AND ORGANIZATIONS
Complete Mailing Campaigns
COMMERCIAL LETTER CO.
Dearborn 5303-5417 Room 1344—127 N. Dearborn

FLOWERS FOR ALL OCCASIONS
Streiff & Dagobert
FLORISTS
Expert Designer of Floral Art
Nevada 0217 3211 W. Madison St.

MARGARET A. LYNCH
COURT REPORTER
1301 Ashland Block
155 N. Clark Dearborn 5728

Digitized by Google

Matthews Styles and Values Are Supreme

F. N. Matthews Co.

21 East Madison Street
Between State and Wabash

10% Discount to School Teachers



Lavishly Trimmed
Cloth Coats

Specially Priced **$75** Values up to $125

Stunning Cloth Coats with Luxurious Fur Trimmings. Styled from the finest of fabrics and priced at this low figure for special sale.
Other Cloth Coats at $40 to $295

Fur Coats

On Sale at **$125** Values up to $195

Northern Seal, Muskrat, Marmink, Opossum, Mendoza Beaver Coats trimmed with self or contrasting collars and cuffs—very specially priced.
(Other Fur Coats $100 to $1500)

Cantilever Shoe for men and women

Teachers especially appreciate the Cantilever shoe, because it means easy comfort when standing, and makes walking a pleasant exercise instead of a trial.

The flexible shank gives gentle support to the arch, and the well-shaped heels and neat rounded toes insure correct posture.

Every teacher owes it to herself to try a pair of these wonderful shoes. Hundreds are wearing them now and enjoying perfect comfort.

See our special hosiery offer below.

3 Chicago Stores

LOOP
3rd Floor, Butler Bldg
162 N. State St.

UPTOWN
1050 Leland Ave.

WOODLAWN
6410 Cottage Grove Ave.

FREE!

To Teachers who have not yet worn Cantilever's—a $2.00 pair of guaranteed silk hose will be given FREE with your first pair. Bring this coupon. This offer expires November 20th.

JESSO-CRAFT

The new art that enables you to beautify your home yourself at very little expense. Very easy to learn and the result is pleasing. Free lessons by special teacher.

Favor, Ruhl & Company

ARTISTS' MATERIAL
PICTURE FRAMING

425 So. Wabash Ave.
Chicago, Illinois

Digitized by Google

U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT No. 3663

VOL. III

Margaret Haley's BULLETIN

NO. 5

Chicago, Ill. 341 November 16, 1925

Aims In Education

By JOHN DEWEY

"IN general, there is a disposition to take considerations which are dear to the hearts of adults and set them up as ends irrespective of the capacities of those educated."

* * * * * * * * *

"The vice of externally imposed ends has deep roots. Teachers receive them from superior authorities, these authorities accept them from what is current in the community. The teachers impose them upon children. As a first consequence, the intelligence of the teacher is not free; it is confined to receiving the aims laid down from above.

"Too rarely is the individual teacher so free from the dictation of authoritative supervisor, textbook on methods, prescribed course of study, etc., that he can let his mind come to close quarters with the pupil's mind and the subject matter. This distrust of the teacher's experience is then reflected in lack of confidence in the responses of pupils. The latter receive their aims through a double or treble external imposition, and are constantly confused by the conflict between the aims which are natural to their own experience at the time and those in which they are taught to acquiesce."

—From "Democracy and Education," by John Dewey.

Digitized by Google

TERMS
THAT PLACE THE

CHEVROLET

WITHIN THE REACH OF
EVERY SCHOOL TEACHER
IN CHICAGO

We have studied the Board of Education figures on Teachers' salaries, and have inaugurated a special TERM PAYMENT PLAN for Teachers that takes the Motor Car out of the "luxury" class, and makes it a "necessity." Be sure to get the details of the plan.

TEACHERS!!

You can make extra money selling Chevrolets during spare time. Register with us now. Ours is the finest equipped CHEVROLET repair shop in the Middle West—manned by men who were formerly employed in BUILDING new Chevrolets at the factory.

MICHIGAN AVENUE CHEVROLET CO.

2234 So. Michigan Ave. Calumet 5810

$2.00 SILK HOSE FREE!!!



TO TEACHERS
with every pair of the
Cantilever Shoe for men and women

We want you to know this wonderful footwear as we know it — the ease and comfort while standing and walking which only the flexible shank of a Cantilever shoe can give without sacrificing style.

This hosiery given only to teachers upon presentation of this advertisement up to December 15th

CANTILEVER SHOE SHOP

UPTOWN	LOOP	SOUTH SIDE
1050 Leland Ave.	162 N. State St. 3rd Floor, New Butler Bldg.	6410 Cottage Grove Ave.

What Are You Going to Do This Winter?

What are you going to do for amusement? You probably haven't thought very much about this, but the things you have been doing this Summer and Fall will not fit into your Winter program.

In all probability the major part of your time this Winter will be under artificial illumination. You will probably get less healthful sunshine and very materially increase the burden on your eyes.

In the process of changing our habits and habiliment to meet the seasonable requirements, we too frequently overlook the importance of having our eyes properly cared for.

In order to help you in this respect let us send you, of course without charge, our booklet, "Why Do Your Eyes Get Tired?"

We specialize and limit our service to filling Oculists' prescriptions for Glasses of Quality

UHLEMANN OPTICAL COMPANY

ESTABLISHED 1907

Stroh Bldg., Detroit, Mich. | Home Office Chicago, Ill. | Mallers Bldg. Chicago, Ill.

Digitized by Google

MARGARET HALEY'S BULLETIN

Vol. 3. No. 5 November 16, 1925 Page 83

"Work" In Work-Study-Play Plan Is Discussed At Convention

Victor Olander in Address Before A. F. of L. Seeks Platoonists' Meaning

"Work" as it is applied to the Work-Study-Play plan of the platoon school is discussed by Victor Olander in a talk he made before the American Federation of Labor convention in Atlantic City. His address was made following the report of the Convention Committee on Education, printed in the last issue of the Bulletin.

The address will be printed in installments in the Bulletin, the first extract following:

"Although I know we are all pressed for time, this is a subject of such supreme importance that I would feel I had failed in my duty if I did not arise and support the report of the committee and give to you some information which I believe has not yet been made obtainable to all the delegates.

"Whatever misunderstanding may have arisen in the early part of the convention relative to the construction that was placed upon the report of the standing committee has been completely removed, and the road is clear for the preparation of a comprehensive report which I am sure the standing committee will submit in the very near future. What is the Work-study-play plan? If you want to get an answer to that you must corner a 'platoonist' and seek to secure from him or her a definition of the word 'work,' as it is used in connection with that plan. In seeking information on the platoon system I communicated with the United States Bureau of Education. I received a reply signed by a lady having the imposing title, 'Specialist in Industrial and Economic Relations in Education.' My inquiry to the United States Bureau of Education was directed to a subject affecting children under fourteen years of age, the application of the so-called platoon system in the elementary schools—and the reply came from a specialist in industrial and economic relations! Why? Because of the meaning of the word 'work' in the title 'Work-Study-Play Plan.'

Platoon, Gary System

"In order to get a definition that might be clearly understood I have searched through the records—not content with the Chicago investigation, not content to go to Pittsburgh or Akron and there to take a look at a group of children marching around in a platoon school—but I went back into the records seeking the origin of the plan. This so-called platoon plan is nothing more or less than the Gary system, a name, however, that the 'platoonists' seek to avoid. Go back to the report of 1916 when they were trying to inject the 'work-study-play' plan in New York City and there we find this illuminating statement. The caption of that part of the report reads, 'Co-operative courses between school, manual training shop and the workmen employed on school repairs and construction work will develop naturally and economically.' The report says in part:

" 'Boys may receive their credits for work done with workmen through a system of time-keeping and school credit checks which give the relative earning power of the various activities and provides additional vocational training opportunities. The school

(Continued on Page 92)

Digitized by Google

From the Masthead
by The Lookout



In a long letter sent to the trustees preceding the meeting yesterday, Mr. McAndrew begged them "to avoid the always ungallant action of labeling with dishonor an honest man with a long record of faithful service."

—Chicago Tribune, November 13, 1925.

TO the Teachers of Chicago:

The Chicago Tribune of October 29, 1925, printed the names of thirteen teachers whose dismissal, the paper stated, the Superintendent asked of the Board of Education at its meeting of October 28. Eleven of the thirteen teachers in the list are women.

Referring to the charges against these thirteen teachers, the Tribune stated that "in one case a principal reported that a teacher's behavior in school on several occasions 'was such as to indicate plainly that she was more or less under the influence of liquor.' She was also charged with swearing before other teachers."

As the Tribune did not indicate against which one of the eleven women teachers this charge was brought, the entire eleven women teachers are equally under suspicion before the public of "swearing" and of being "under the influence of liquor."

Unauthorized Report

The names of the thirteen teachers were first made public in a report presented to the Board of Education on October 28. This report was over the signature of "Helen M. Hefferan, Chairman, Committee on School Administration," and it purported to be a report of that Committee. This report contained the names of the thirteen teachers, and immediately preceding the names these words, "Herewith are the written charges submitted by the Superintendent against the following named teachers," and immediately following the names of the thirteen teachers the signature of Helen M. Hefferan as Chairman of the Committee on School Administration.

The report purported to be a report of the Committee on School Administration but the words quoted above and the names of the thirteen teachers were unauthorized, unwarranted and irregular and no part of the report of the Committee on School Administration that had been approved by that Committee. The remainder of the report, that is that portion preceding these words quoted above and the names of the thirteen teachers, was the report authorized by the Committee on School Administration.

Neither the names of these teachers nor the charges against them had been before the Committee on School Administration when that report was presented to the Board on October 28. Under the rules of the Board of Education they could not have been before the Committee until they were first brought before the Board and referred to the Committee by the Board. These charges had never been brought before the Board at the time the report was presented to the Board.

"Omnibus" on Report

When this unwarranted, unauthorized and irregular report from the Committee on School Administration was presented to the Board on October 28th, Mrs. Hefferan immediately called out "Omnibus." The report of the discussion which followed was printed in the last Bulletin, and also the report itself. The "omnibus" consists of all the reports that are received by the Board about which there is no discussion, and which are all placed together and voted upon with one roll call vote. A report about

Digitized by Google

which there is discussion is held out of the "omnibus."

The title of this report attracted the attention of a member of the Board, who is also a member of the Committee on School Administration, and the discussion started. It then became public information that these thirteen names were included in that report as were the words, "Herewith are the charges against the following named teachers." It was then brought out that the names of these teachers and the charges had not been referred to the Committee, that therefore the Committee was without authority to consider them or to present them to the Board and that neither the names nor the charges had been before the Board or before the Committee.

On the advice of the Attorney for the Board, Mr. Righeimer, the thirteen names and the reference to charges were ordered stricken out of the report. It then became known to the Board that the Secretary of the Board had on October 14 received from the Superintendent a communication transmitting those thirteen names and the charges. The Secretary was instructed to read the communication which he did. Neither the names nor the charges were read. The names and charges were then and there referred to the Committee on School Administration. The Superintendents' communication to the Secretary was printed in the Bulletin of October 31, on page 78.

Mrs. Hefferan Responsible

Mrs. Hefferan has been Chairman of the Committee on School Administration for more than two years and as chairman has rigidly and punctiliously enforced the rule of the Board that "No Committee of the Board shall consider any matter until the same has been referred to it by the Board." (Sec. 2, chap. III)

All reports of committees are sent out to all members of the Board of Education two days before the Board meets. When the other reports of the Committee on School Administration were sent to the Board members on October 26 this report was not among them. Therefore, the Board members did not see the report until they saw it at the meeting of the Board of Education. It was placed in the omnibus and apparently the unauthorized portion of it was accidentally discovered.

The chairman of a committee of the Board is the only member of the committee who signs a report. No report of a committee is ever brought before the Board without the signature of the Chairman of the Committee.

All reports contain, or are supposed to contain, the action taken by the committee and nothing else. Therefore, the responsibility for the presentation to the Board of that report over her signature with the names of twelve teachers in the same list with one other charged with "swearing" and with being "under the influence of liquor" was assumed by the Chairman of the Committee on School Administration, and that is where the responsibility should rest.

In printing this report in the Bulletin of October 31, (page 70) the names of the thirteen teachers, as they appeared in the report, were omitted but their place in the report was indicated. The complete stenographic report of the discussion in the Board on this report (beginning on page 71 of the Bulletin of October 31) sustains the statements in the preceding paragraphs in regard to this report. (Report No. 12989B).

Attorney Speaks

After the meeting of the Board at which this report was presented, the School Administration Committee met (the following Tuesday, November 4) and took up these names and the charges. At that Committee meeting the Attorney for the Board informed the Committee that the charges were not in legal form and advised the Committee to send them back to the Board with the recommendation that the Board refer these charges back to the Superintendent to be put into legal form. The Committee did so report to the Board at the Board Meeting held on November 12, and the Board sent these so-called charges back to the Superintendent. Later in that meeting on November 12, the Superintendent presented the charges in legal form.

Five of the 13 teachers have not completed their probationary period and are therefore not entitled to written charges and trial under the law but can be dismissed by the Board on the recommendation of the Superintendent who is required by law to submit to the Board with his recommendation for dismissal his reasons therefor.

The Superintendent's reasons for asking dismissal of these five probationary teachers were sent to the Committee on School Administration by the Board on October 28. At the meeting of that Committee on November 4 the Chairman announced that one of the five probationary teachers named in the list

Digitized by Google

of thirteen had resigned. The teacher so reported has been out of the schools for two years. The Committee decided to give a hearing to all the teachers on probation if the teachers so desired and fixed the date of such hearings for Tuesday, December 8.

The next regular meeting of the Committee on School Administration will be November 17 when dates will probably be set for trial of the seven teachers on the amended charges presented to the Board by the Superintendent on November 12 and printed below.

Charges All Identical

These new charges against all teachers, including the teacher referred to in the Tribune (but not named) as reported under the influence of liquor, are all identical. There is no reference to swearing or being under the influence of liquor in any of them. In fact, even a casual reading of what at first purported to be charges shows that the Superintendent did not charge this one teacher either with swearing or being under the influence of liquor, but quoted a principal who, he said, had made such a statement about this teacher, and also shows that this teacher has been out of school for six months.

The Chairman of the School Administration Committee, before presenting that report to the Board on October 28, might well have ascertained how many, if any, of the teachers named in that list of thirteen were "legislated" into the class of "unsatisfactory" through the juggling of teachers' marks in the Superintendent's office. Complaint of such juggling was made before the School Administration Committee on December 16, 1924 and reiterated many times since that date without result.

The Chairman of the Committee on School Administration, before presenting that unauthorized report to the Board, might have ascertained that the so-called charges (which the superintendent "in passing the buck," passed to her, and she passed on to the Board) were not in due legal form, and she might have spared the eleven women teachers the humiliation of being publicly placed under suspicion of "swearing" and of being "under the influence of liquor" as they were by the Tribune report of October 29.

The Tribune on November 13 reported that the Superintendent had sent a long letter to the Trustees just before the meeting of the Board on November 12 in which he begged these trustees **"to avoid the always ungallant action of labeling with dishonor an honest man with a long record of faithful service."** This letter was on behalf of the reelection of the 74-year-old man the Superintendent nominated for reelection to the Board of Examiners.

After passing on to a woman member of the Board responsibility for the ungallant action of labeling with dishonor honest women with long records of faithful service the superintendent could well afford to ask the Trustees to avoid the ungallant action of labeling an honest man.

Margaret A. Haley

Following are the amended charges, identical copies of which were presented by the Superintendent to the Board, November 12, 1925 against the seven teachers who have completed their three years of probationary service. There were eight such but the Chairman of the School Administration Committee reported to that Committee on November 4 that one of the eight was ill and had been given a leave of absence and that charges against her were withdrawn.

TRIAL TO DETERMINE REMOVAL FROM SERVICE

TO THE BOARD OF EDUCATION:

Ladies and Gentlemen:

The Superintendent of Schools

REPORTS That the services of.....
.....a teacher in the
.....School
..... have been
..... and are
unsatisfactory, therefore

Pursuant to the provisions of the statutes of the State of Illinois, the Superintendent of Schools

CHARGES that said.....
is inefficient and incompetent as a teacher in the Chicago Public Schools for the following reasons:

1. That her methods of instruction are unsatisfactory and not in accordance with the recognized standards of teaching.
2. That she fails to maintain proper discipline in her classroom.
3. That she fails to keep her classroom in a neat and orderly condition.
4. That she fails to follow the orders of her superiors in reference to her work.
5. That she fails to co-operate with other teachers in the work of the school.

The Superintendent of Schools

RECOMMENDS That the Committee on School Administration be appointed as a trial committee to hear the above charges and to report its findings thereon to this Board.

RESPECTFULLY SUBMITTED,
WM. McANDREW,
Superintendent of Schools.

Chicago, November 12, 1925.

Digitized by Google

City Financial Emergency May Result In I. O. U.'s

City Treasurer Says He Will Stop Borrowing Beyond City's Legal Limit

The condition of the finances of the City of Chicago is getting no better fast, according to a statement of the chairman of the Finance Committee of the city council, Alderman Woodhull, who says that city employes are facing the possibility of receiving their salaries in I. O. U.'s.

"If property were taxed equitably, we would have enough money to operate with," he is quoted as saying.

Following is an article which appeared in the Herald-Examiner the morning of Oct. 29, 1925:

"City Treasurer John A. Cervenka exploded a financial bomb in the City Hall yesterday that may hit every taxpayer and city employe.

"He served notice on the council finance committee that this is the last year he will knowingly violate the law to permit the full expenditure of the tax levy long before the millions are collected.

"Unless substitute means are found for financing the city, policemen, firemen and the other 18,000 on the city payroll will be required to accept I O U's for their pay during the last three months of next year. Likewise, coal and other supply dealers will be compelled to wait for their money. Whether the banks would make loans to the employes on the I O U's or whether they would buy them at a discount was not discussed, but in either case the employes would suffer a loss in income.

WOULD RAISE TAXES

"Tax bills would be boosted if a remedy suggested by Chairman Woodhull is adopted. He said the city has been floundering in a financial morass since the Chicago fire, fifty years ago, and that the situation has been growing increasingly worse since the war.

" 'The city practically went broke, in so far as working capital is concerned, during the great fire,' he explained. 'A law was passed permitting the authorities to borrow up to 75 per cent of the tax levy each year. The city has never since been able to save enough to get away from this system of spending before the money is on hand.

" 'During recent years the city has been growing by leaps and bounds. The force of municipal employes had to be increased. Taxable property also has greatly increased.

ACTION POSTPONED

" 'Here is where the real trouble lies. As pointed out several times by Mayor Dever the taxing authorities have not placed these values on the tax lists and as a consequence we have been forced to borrow on the full 100 per cent of the levy in order to meet payroll and other emergency expenses.

" 'The remedy is simple. If property were taxed equitably we would have enough money to operate with. The mayor tried a year ago to bring this about, but without success.'

"The committee decided to postpone the subject for further consideration."

All-Year School Attacked By Educators

Curtails Privileges of Child and Cheapens Education, Say Leaders

Shortcomings of the all-year school, which has been recommended in a report by Superintendent McAndrew, are outlined in an article, "The All-Year School," appearing on Page 82 of The Elementary School Journal, October, 1925. Following is the article:

The All-Year School

"The discussion which is going on in Chicago as a result of Superintendent William McAndrew's report in favor of the all-year school is of more than local interest. The Chicago Daily News published a series of interviews which presented both sides of the case. The following paragraphs show the position taken by those opposed to the policy.

"Miss Anise Slattery, general chairman of the General Council of Elementary Teachers, who has been a teacher in the Chicago public schools for many years, is not in favor of the all-year school.

" 'My opinion of the suggested all-year school is not based on anything agreeable or disagreeable that it might involve for teachers,' said Miss Slattery.

" 'The whole argument for establishing such a program is based on a fallacy. The principal argument I have heard given in favor of the idea is that it will save time—

(Continued on Page 93)

Digitized by Google

"A Little Learning is a Dangerous Thing"

Superintendent McAndrew's Standards of Accuracy

For McAndrew

"It is my misfortune that out of three possible chances of being correct, Dr. McAndrew has made three errors. I should be very grateful to you for the correction of these errors in your May issue.

—Wm. Clarke Rice,
In World's Work, May, 1924

Do As I SAY Not As I DO

For the Children

*"Now let me see in your division the habit of 100 per cent accuracy in computations. * * * One Hundred per cent in every exercise."*

Wm. McAndrew,
In Superintendent's Letter to Division Superintendents, October 20, 1924.

That one guess is as good as another, is evidenced in the apology of the management of The World's Work (a magazine published in New York) for an article written by William McAndrew, Superintendent of Schools.

Errors made by the Superintendent of Chicago schools are explained in the following article reprinted from the May 1924 issue of The World's Work:

"We wish to correct several errors in the attribution of mural paintings, the reproduction of which appeared in 'Planning the Upkeep.' William McAndrew's article in the World's Work for January. We publish Mr. Rice's letter and that of William McAndrew that these mistakes may be adjusted.

" 'My attention has been called to an article by Dr. McAndrew, in your January issue, in which the authorship of certain mural decorations in the public schools is attributed to my friend, Mrs. Edith Truman Woolf, instead of to me; and to a further error in which the statement is made that my painting, "America" is in Public School 43 in the Bronx.

" 'Allow me to correct these errors. I have made five decorations in all, for the schools: Hendrick Hudson, in the auditorium of Public School 64, Manhattan; America, auditorium of Public School 165, Brooklyn; and three in Public School 43, Bronx; Jonas Bronck, auditorium, Heroes and Heroines of History and Literature, in the library and Mother Goose and her children in the kindergarten. In this latter school there is a second kindergarten painted by Mrs. Woolf, the subject of which is Children at Play.

(Continued on next page)

These two products of the same brain, printed in these two columns, illustrate the utter injustice being done to the school children of Chicago by demanding a greater degree of perfection at all times and under any and all circumstances of their immature minds, than the mature mind making the demands gives himself under circumstances where error is least to be expected.

The following letter from the Superintendent of Schools to division superintendents is entitled, "One Hundred Percent Accuracy:"

Subject: One Hundred Per Cent Accuracy.

October 20, 1925.

"The sampling process undertaken last week shows the results in addition, proving, and accuracy as handed to you yesterday. In no case is this a creditable showing as compared with a similar campaign in a school system which I observed five years ago. The number of schools in that campaign showing one hundred percent accuracy in the test given was surprisingly superior to this exhibit. My delegate who took these tests reports:

Lack of self reliance,
Children expect to be told what to do,
Lack of concentration,
Because the teacher did not tell children to prove they did not do it,
Pupils ask whether they should prove or not.

"In order to refortify on the usage re-

(Continued on next page)

Digitized by Google

"'The two small plates, page 109, credited to Mrs. Woolf are by me, but the Mother Goose is in the Jonas Bronck School, while the America is in Public School 165, Brooklyn. On page 314 is a reproduction of a part of my frieze in the Library of the Jonas Bronck School, Captain Kidd, Aladdin, and Huck Finn, but here credited to a mythical Clarke Wright. In this instance the intention of getting the name correct is good, but the execution bad. It is my misfortune, that OUT OF THREE POSSIBLE CHANCES OF BEING CORRECT, DR. McANDREW HAS MADE THREE ERRORS.

"'I shall be very grateful to you for correcting these errors in your May issue.

William Clarke Rice."

"To put myself in Mr. Rice's place, I think he makes a very mild statement of the case. I should be furious to have my work discredited in this manner. Every painter or writer or composer that I ever met would resent above all things the credit of his work to somebody else, or the credit of somebody else's to him. I regard this mix-up as one of the worst things I have done in a long time. I have examined the original photographs sent to the editors and I find that the inscriptions made by me were printed in the magazine exactly as I furnished them. I find also a written memorandum to one of the girls at 59th Street and Park Avenue, New York: 'Telephone schools and get the names of the painters of these murals.' From information obtained in this way on the day in November on which the copy and pictures were due in the editorial office, I wrote the inscriptions under the photographs. The chances are fifty-fifty that the mistake was made by me or by the girl who wrote the message to me after telephoning. As Mr. Rice says, the wide publication of the mistake is so serious that my acknowledgment of it is very little balm.

William McAndrew."

—From World's Work, May 1924.

quired I conferred with Messrs. Golighty, O'Leary, Kelly and Batson, all in charge of accountants with this unanimous answer:

'The proof is an essential part of every computation.' Apparently your division is laboring under the delusion that a computation should be proved occasionally.'

"This is the first thing to correct. Secondly, the cultivation of persistence, self-reliance as a habit, standing on one's own feet, requires that the computation exercises be given in such a way that the more rapid and accurate pupils get more work but that the slow and dishonest pupils be encouraged to adhere to each computation until it does actually prove. For this purpose encouragement and commendation rather than reprimand to the slower ones is indicated. The old slogan, 'What you require you will get,' applies very decidedly here. The responsibility for not getting 100% in computations rests for your division with you, for his district with each district superintendent, for the schools with the principal, for the classes with the teacher. This requirement is so simple and so well within the expected ability of every teacher, principal, district and division superintendent, that a longer postponement of this usage in the schools is inexcusable.

"The time has come therefore, just as on the fire drills, to require perfection in this regard.

"The thing to urge in securing it, is that no more time is necessary, no harder work is necessary, the satisfaction and pleasure of working in this way, is in the big motive, the credit of the school system, require accomplishment of this task.

"Personal inspection and analysis of causes of inefficiency, specific requirements given to the principals and any other administrative means selected by your district superintendents are indicated. In six weeks I shall make another sample test and expect to find results as wanted.

"READING AND THINKING. The averages shown in these exercises are not creditable to you. The examiner gives this diagnosis:

Lack of self reliance,
Expect to be told what to do,
Tendency of teacher to "baby" the class, thus weakening self reliance,
Lack of concentration,

(Continued on Page 98)

IN APPRECIATION

"I am enclosing a check for two dollars to pay for a year's subscription for Margaret Haley's Bulletin. It is rich and I feel that I would be deprived of much were I to miss a single copy.

"My good friend, Mrs.—— has been sending me hers and I have enjoyed the wit, brilliancy and sense (Horse or common) so much that I want my name on the mailing list."

A Former Teacher.

Gratitude

Margaret Haley ought to be grateful to the school authorities. They persist in providing her with fuel to keep the fires burning.

Chicago Evening Post, Sept. 14, 1925.

SUBSCRIPTION

to

MARGARET HALEY'S BULLETIN

Name.....

Address .....

(Street and Number)

..... City

Subscription price—$2.00 per year.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

Revised Version

He who laughs last is usually the dumbest.

—Yellow Jacket.

Digitized by Google

Rules Committee Recommends Amendment To Rule On Suspension

Would Distinguish Between Teachers and Civil Service Employes

At a meeting of the Rules Committee, November 9, it voted to recommend to the Board of Education an amendment to the rules regarding the suspension of employes.

The proposed rule, as it was before the committee, gave to the heads of departments the power to suspend and fine employes as disciplinary measures.

At the request of the Chicago Teachers' Federation, the amendment confining the term "employes" as used in the proposed rule, to civil service employes, was approved by the Rules Committee which has not yet reported on it to the Board of Education.

Under the statute, teachers are "employes" and it was pointed out that the rule as proposed, would apply to teachers unless it specifically stated "employes other than teachers," or civil service employes.

The Business Representative of the Chicago Teachers' Federation appeared before the Rules Committee several months ago and called attention to the fact that teachers would be included in the rule unless it were amended.

The rule regarding the suspension of employes, was in a recommendation sent in by the business department and as originally drawn, gave this power of suspension to heads of all departments.

The Rules Committee has not yet met to consider proposed amendments to the rules affecting teachers.

Alterations FREE
Don't forget — no charge for alterations at Harveys.

HARVEY & CO
135-137 S. STATE ST.

Special 10% Discount to Teachers



STRAIGHT LINES—LAVISH FURS
RICH FABRICS—FLARES

Elaborate the new

WINTER COATS

$65 to $95

A collection, confirming the Harvey prestige of Coat-Leadership. —Every authentic 1925-26 Coat Fashion for Sport or Dress is included . . . Every prevailing fur, and velvety-soft material . . . Paris-inspired styles, splendidly tailored, sumptuously trimmed . . . Every new autumn shade . . . Whatever your coat preference, it is here. Priced to prove the Superiority of Harvey Coat Values.

10% DISCOUNT TO TEACHERS

Digitized by Google

PRINCIPALS' CLUB ON SIZE OF HIGH SCHOOL

Of interest is the following paragraph from the Chicago Principals' Club Service Bulletin No. 2, October, 1925:

"The question is sometimes asked: "How large should the modern school be?" In the writer's judgment the effective size of a high school is limited only by the physical plant and the organizing ability of the principal, assuming, of course, adequate assistance. If a school superintendent can with adequate assistance direct the education of 70,000 children, for example, what is to prevent a high school principal from doing the same thing, if ever a high school should grow that large?"

From Service Bulletin No. 2. October, 1925. (High School Number) Published by Chicago Principals' Club

Human Nature

"I see there is no kissing in Tibet between husband and wife."

"Isn't such an overwhelming lot here."

—Louisville Courier-Journal.

ONE MAY ECONOMIZE IN many ways with profit to health as well as to purse, but cheap food, lacking quality, is never an economy for it exacts a heavier price than ever is paid in money. Good food is the foundation of good health and good health is priceless.

HENRICI'S

WM. M. COLLINS, President

67 W. Randolph St.

7 A. M. to Midnight

A Lovely Figure Is the Beauty Right of All Women

All the world over women wear Gossards because they give them Beauty—firm figures—slim and graceful lines.

Silkenly soft, as skilfully designed to meet the lines of the figure, Gossard Foundation garments give support without being felt.

Eichorn corsetieres will answer your figure needs perfectly in dainty Gossards.

In the Eichorn Shop you can make your selection in ease and comfort—choosing it from an entire display of The Gossard Line of Beauty.

Eichorn

72 EAST MADISON STREET
CHICAGO

On the Ground Floor

Digitized by Google

We Teach
COMMERCIAL
ART

Meyer Both Company, the largest commercial art organization in the world
offers you a practical training based upon 25 years of successful experience in serving leading advertisers everywhere. This nationally known organization each year produces and sells to advertisers over 15,000 commercial drawings. Our graduates are today filling attractive positions in practically every section of the country. Only from an institution of this kind can come a training in which there is so intimate a tie up between theory and practice, so direct a contact with the field. You secure the same information that we successfully use in our daily activities. If you have a knack for drawing send for illustrated book telling of the success of our students and the unusual opportunities for you in this fascinating field.

MEYER BOTH COMPANY
Michigan Ave. at 20th St. Dept. 107
CHICAGO, ILL.

BERTHA OTT *Announces the following* CONCERT and RECITALS
under her management during October

Lambert Murphy, tenor, recital, **Studebaker Theatre,** Sunday afternoon, November 22nd, at 3:30. Seats $1.10, $1.65, $2.20.

Flonzaley Quartet, first of a series of three chamber music concerts, **Princess Theatre,** Sunday afternoon, November 22nd, at 3:30. Second concert, December 6th; third concert, January 10th. Season tickets at office of Bertha Ott, Inc., 1520 Blum Building, 624 South Michigan Ave., $5.50, $4.40, $2.75, tax included.

Sergei Rachmaninoff, pianist, recital, his only Chicago appearance, **Auditorium Theatre,** Sunday evening, November 22nd, at 8:15. Seats $1.10, $1.65, $2.20, $2.75, tax included. Mail orders now.

Roderick White, violinist, recital, **Studebaker Theatre,** Sunday afternoon, November 29th, at 3:30.

Ossip Gabrilowitsch, second of a series of six historical recitals with explanatory lecture, **Princess Theatre,** Sunday afternoon, November 29th, at 3:30.

Tickets can be secured by addressing
BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

Dear Miss Teacher:
Have you been going without corsets and find yourself spreading? If so, you will be sorry. Let us mold you back into shapely lines with either our flexible lightly boned Corset, or our "Dream" Girdle-brassiere Figure-mold. They are "comfy" yet they control. Discount to you of 10%. We invite a call.

Mrs. L. M. MacPherson
(Corset Specialist)
517 Venetian Bldg., 15 E. Washington St.

5,000 Satisfied Users in Chicago

HEADACHES AND THAT TIRED FEELING
are the natural result of
CONGESTED BLOOD
—as are many other ailments. If YOUR school day wears on you —if you are tired, or nervous, or have sore and stiff muscles, or if you cannot sleep well—permit us to demonstrate the
ELECTREAT
You use it yourself—and it relieves in from two to twenty minutes. NOT A MEDICINE.

Teachers who mail this advertisement will be given a free demonstration at home—no obligation

ELECTREAT CO.
39 W. Adams St. Wab. 0598

WORK-STUDY-PLAY PLAN

(Continued from Page 83)

building department will find it advantageous to establish a shop in a central location for the sheet metal man, also for the electrician, the plumber and any of the other workmen. Later it will be proven that a foundry, machine shop and pattern shop will add to the efficiency of the department from the point of getting the work done. So the educational opportunities are extended by ever-increased efficiency in the handling of this school repair and construction work.'

"That applies to the elementary school! That is a suggestion offered as affecting children under fourteen years of age! The response of the citizens of New York nine years ago to that sort of thing was so vigorous that the 'platoonists' were driven to cover.

Playing with Fire

"Since then, while retaining the word 'work' in connection with their plan they have sought in the introduction of this system in the few cities that have accepted it so far to cover that thing up, but the ultimate purpose is to bring it to life again.

"I call your attention to that one point—one of several that ought to be called to your attention, merely to bring it home to you that we are playing with fire in delaying the securing for ourselves complete information as to what is transpiring in the public school system of the United States. The situation has become so dangerous that about a year and a half ago even the conservative National Education Association issued a nation-wide warning, and I want to read just a brief extract from a circular of that organization sent out all over the country.

" 'A fight is on the country over to reduce school costs and school privileges. Nothing but an aroused public sentiment can avert the impending injury to the public school system.' Now, then why the necessity of this sort of warning at this particular time? Because immediately following the war the reactionary forces in this country, the enemies of the public school, sought to take advantage of the public resentment against the increase in taxes by directing suspicion towards the public school system."

From speech of Victor A. Olander, before Convention of American Federation of Labor, Atlantic City, N. J., October 16, 1925.

Digitized by Google

ALL-YEAR SCHOOLS

(Continued from Page 87)

that it will get children through school sooner. Is a school a sort of factory where something is being manufactured? My idea of a school is that of a place where children are growing and developing. That is a process you cannot speed up. I can see that if you were making coats, or caps, or dresses, you could make more if you worked six days a week instead of four, but with children it is different. A child of ten, or twelve, or fourteen should be developing as a child of that age, and, by sending him to school a certain number of months longer, you cannot bring him to a point where he is older. Because he has gone to school twelve months in a year, he will not be seventeen, if he is really fourteen. That is not his psychological pitch, as they say.

" 'The modern school is not a place where a child should pass all his time. It is too artificial. A big organization like a city school cannot be made a sufficiently natural environment.

" 'Another argument for the plan is that school attendance will keep the underprivileged child, the child who has no place to play, off the streets. We should not have such conditions, but, if we do have them, some other means should be taken to relieve them. School is not the privilege such a child lacks.

" 'I teach in a school that is in a district filled with just such underprivileged children. The school is in the heart of the industrial section, at Ashland Avenue and Walton Street. From the time the windows are opened in the spring until it is cold enough to close them in the autumn, it is so noisy that the teachers can hardly hear the children and the children can hardly hear the teachers. The buildings themselves are very old and uncomfortable, the oldest of them having been built in the sixties and the newest in the eighties.

" 'Here the children would be compelled to sit in a hot, noisy schoolroom during the hot-weather months, doing all day what some adult tells them to do. If they were not in school, what would they be doing? Well, Eckhart Park, one of the smaller parks of the west-park system, is only three or four blocks from the school; the Chicago Association of Commerce playground is as near; and the Northwestern University Community Settlement is less than a block away. The

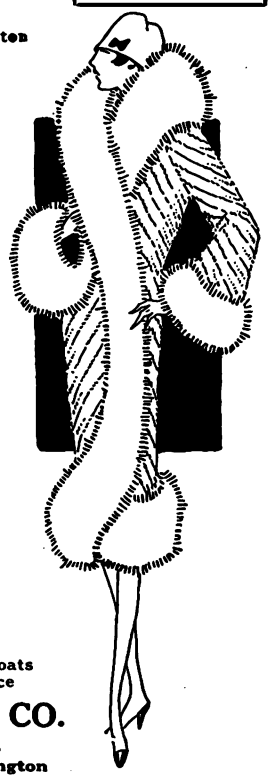
(Continued on Page 95)

Exclusive...but not Expensive
Murray-Black Co.
21 N. Wabash Ave.
Ground Floor
Between Madison and Washington

A Discount of 10% Allowed to School Teachers

Closing Out Uncalled For
FUR COATS

THIS TIME OF THE YEAR we close out all uncalled for Fur Coats—You pay only the balance due by the original purchaser. Those who "act quickly" can secure some of the greatest values ever offered. Remember, all you pay is BALANCE DUE. Every Coat bears the guarantee of satisfaction.



Choice at
$125.00

French Seal
Mink-Marmot
Northern Muskrat
Caracul
Northern Seal
Baltic Seal Man-Coon

65 Other Uncalled for Fur Coats from $100 to $250 Balance

MURRAY-BLACK CO.
21 N. Wabash Ave.
Between Madison and Washington

MARINELLO
Approved Beauty Shop
Everything in Beauty Culture
Permanent Waving and Expert Hair Cutting by Licensed Man Operator
Suite 602 Stewart Bldg
Opposite Fields
108 N. State
CENtral 3877

TEACHING A PLEASURE
When You Wear Our
PHYSICAL CULTURE
Combination Last Shoes, That Have Style Plus Comfort
We Also Make Shoes to Order When Required
Service That Pleases
BRUNS BOOTERY
6 N. Michigan Blvd., Third Floor

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

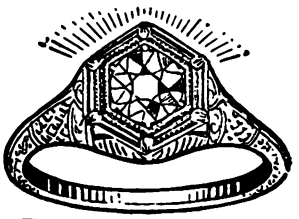
THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Digitized by Google



The Lady Gertrude

You'd pay at least TWENTY-FIVE DOLLARS more for this beautiful blue-white DIAMOND set in its delicate filigree of 18K WHITE GOLD of the very newest craftsmanship, IF you could buy this EXCLUSIVE design at all in the more public places, where ground floor rents add so much to the cost.

Only HERE on the *famous fifth floor* of the Republic Building, you may have it for only ONE HUNDRED DOLLARS, and you may pay for it practically *as you please!*

$2.00 NOTHING DOWN A WEEK

W. E. RENICH Co
Popular Credit Jewelers
5th FLOOR REPUBLIC BUILDING
209 S. STATE ST

17 No. STATE
10% Discount to Teachers

RADCLIFFE BOOT SHOP
ADOLPH WEINSTEIN — PROP
Smart Shoes Built for Comfort
"Slender Foot Arch Filters" Combination Lasts
"Stylish Stout Outsides"

912 Stevens Bldg.
The Largest Range of Shoe Sizes in the City
Sizes, 2½ to 12; Widths, AAAA to EEE

THE BLUE SHOP
DRESSES
Challis, Flannels, Cloths and Silks made to your measure —regardless of size and figure—no fitting necessary.
$10.00 to $15.00 for Making—You May Furnish Material.
1524 Stevens Bldg.



HAIR TINTING
By Lois Armstrong
(Formerly with Marinello)
Not an ordinary process—but a proven method, backed by years of success.
Special Club Rates For Teachers
LOIS STUDIOS
Call State 5089
Room 808. 14 W. Washington St.

Large Stock on hand



O. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

Column Conductor Considers Platoon

Herald-Examiner Writer Scores Systematizing of Children

Apropos of the platoon schools, is the following dissertation printed by the Herald-Examiner, April 24, 1925, in its column, "Lights and Darks," conducted by James Weber Linn:

E. F. L. wants me to jump on the "platoon system" in the public schools. "Is it any advantage," he asks, "to become as machine-like as possible, to take the individuality, the warmth of the early years of instruction, out of school days? Could not one good teacher do more in awakening dormant interests in the children, in a class, say, of twenty-five to thirty, than a number of 'specialists' can, from one to another of whom the children are kept trotting?"

* * *

Probably. In the platoon system the children get a chance to move about more, have more change, which is highly desirable for small boys and girls. But, on the other hand, they do miss the association with a single personality, if that personality happens to be an interesting one. E. F. L.'s happy idealism, however, regarding "classes of 25 to 30" in the grades is worth noting. Where are these classes?

* * *

The tendency to systematize the education of young children, nevertheless, seems to me unfortunate almost to fatality. They come to regard the exercise of their minds as a task, as something to be shunned and avoided as much as possible. True, Emerson said "The hardest task in the world is to think," but that is no reason why for children it should be made unpleasant as well as difficult.

* * *

Why do the blind, when they go on to college, so often lead their classes? Because on account of their handicap they have been

(Continued on Page 98)

Digitized by Google

ALL-YEAR SCHOOLS

(Continued from Page 93)

Ashland Avenue Y. M. C. A. is also close by. In any of these places children would find more or less freedom in more natural surroundings. They would be free from being constantly told what to do by an adult.

" 'I should be very sorry to see children passing a greater part of their years of childhood sitting, doing what adults tell them to do. They should have a part of the year in which they may do more as they wish, or, at least, be free from having every moment supervised.'

"Miss Slattery expressed her belief that the organization of the school would be complicated by the proposed change.

" 'The school organization is difficult enough as it is,' she said. 'We have, up to and including the eight grades of the elementary school, really sixteen grades. That means that the school is reorganized twice a year. With more terms, the school would have to be reorganized oftener; this would appear to be a most complicated procedure.'

"Miss Slattery, in concluding, cited the failure of the all-year system in Newark, New Jersey. After twelve years of operation on an all-year basis, the superintendent of schools, she said, admitted in a report before the National Education Association that he disapproved of the plan and that neither economically nor educationally was it a sound proposition.

"Miss Margaret Haley, business manager of the Chicago Teachers' Federation, says that the all-year school program is another indication of a nation-wide movement to cut the cost of education:

" 'The idea that education is costing too much and the tendency toward cheaper education are spreading,' said Miss Haley. 'To my mind, the period of education ought to be extended, not reduced.

" 'It is incomprehensible to teachers that forty-eight or fifty children are to keep lock step in learning—progress. The powers in charge of education have all along been trying to stop retardation, to keep children from being left behind in school, whether the diploma they receive is a mockery of the educational system or not. They want to see statistics—so many children turned out in a given time.

" 'Those who are most enthusiastic for this proposed change are those who are thinking of the time that will be saved. With

(Continued on Page 97)



Youthful Frocks and Coats

Ultra Individual in Design for School—Street—Afternoon—Evening

We extend discount courtesy and charge accounts

Special features arranged for Saturday shopping announced to teachers by mail

See Special Advertisements in The Tribune

We carry "Gotham Gold Stripe Hosiery"

Fill out and mail this coupon:

Name.....

Address.....

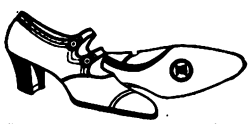
.....

Betty Wales Shops

65-67 E. Madison St. Wilson Ave. at Sheridan

AND IN EVANSTON—ORRINGTON HOTEL

New York Shop at Fifth Ave. and 36th St.



Why *Shouldn't a* good-looking pair of shoes be comfortable?

It's simply a matter of fitting the shoe to the foot instead of the foot to the shoe. A Glove-Grip Shoe will fit as if it had been moulded to your foot, and it is as handsome a shoe as is made.

Makers of Glove-Grip Shoes have a patented exclusive method of making the instep. The soft pliable leather of the upper comes up snugly under the instep of the foot, gently supporting the arch and fitting it like a glove. When the shoe is laced, it lifts up the arch instead of pressing it down.

ARNOLD GLOVE GRIP SHOES

Combination Lasts for Men and Women

$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP

Room 206 6 N. Michigan Ave. Chicago, Ill.

FUR COATS

Most Popular Furs—Latest Styles

Repairing and Remodeling

25 Years' Experience Designing to Individual Taste

LEVEY & CO.

Republic Bldg. 209 S. State St.

Charge Accounts of Teachers Solicited



Phones Central 2551-2552 Res. Park Ridge 1842

JOHN J. McCORMICK

SHORTHAND REPORTER

1105 Ashland Block, Chicago

SPECIALIZING IN VERBATIM SHORTHAND, REPORTING OF CLUBS AND MEETINGS.

Official Shorthand Reporter for Chicago Teachers' Federation

Digitized by Google



PAINFUL feet can be quickly relieved. Ground Gripper shoes are designed to end foot troubles. Thousands of men and women have found new health and comfort through these shoes.

You, too, can get relief with them.

GROUND GRIPPER STORES
63 East Adams Street
29 East Lake Street 40 North Clark Street

GROUND GRIPPER

SHOES FOR ALL THE FAMILY

INTRODUCING!

To the School Teachers of Chicago

Goodrich Dressmaking Service

We design, cut and fit any garment from your own material and make ready for you to finish. Also partial and complete finishing services.

Appointment for Fitting May Be Made by Telephone

THE GOODRICH SHOP

1107 Stevens Bldg. Dear. 7015

Commercial Art School
and
Vogue School of Fashion Art

ADVERTISING ART, FASHION ILLUSTRATION, COSTUME DESIGN
Posters, Cartoons, Interior Decoration, Lettering and Design
Day, Half-Day, Evening and Saturday
Department 772 116 S. Michigan Blvd., Chicago

GO THE
WENZEL WAY
For Superior Instruction in
HAIR AND BEAUTY CULTURE
BE A MARCEL WAVER AND A PERMANENT WAVER
WRITE OR CALL
Room 306, 177 No. State St. CHICAGO
Phone State 1887

Plan Put Cart Before Horse, Says Paper

New Revenue Proposal Avoids Putting Teachers In Unfavorable Light

A further vindication of the position of the Chicago Teachers' Federation in opposing a referendum to increase the tax rate for the purpose of increasing teachers' salaries, is contained in the following editorial from the Chicago Daily Journal of October 30, 1925:

CHICAGO

The stern refusal of the school teachers to be bullyragged into accepting a salary increase when funds for paying it were not in prospect, has resulted, after a long delay and much quibbling, in a sane and business-like plan. Superintendent McAndrew was for hoisting salaries and then asking the taxpayers for funds, which was putting the cart before the horse. Under the new and proper plan the voters are to be asked next April to vote to increase the educational tax rate from $1.92 to $2.92 on each $100 of assessed valuation—an increase of about 52 per cent. This new and sensible plan avoids placing the army of teachers in an unfavorable light with the taxpayers. The McAndrew plan provided for the compulsion of the taxpayer; the new plan provides for his persuasion.

—Editorial Chicago Daily Journal, Oct. 30, 1925.

To Whom It May Concern

The response from readers of The Bulletin has been gratifying.

By patronizing advertisers, subscribers to The Bulletin have been a stimulus to greater advertising. Advertisers have reported increased business as a result of teachers' patronage. The management of The Bulletin thanks the readers for their interest and cooperation.

Owing to many changes in address, the mailing list machinery of The Bulletin has been slightly impeded and there are a few bulletins not reaching their destination.

We shall appreciate it if subscribers not getting the magazine will call our attntion to the fact. Every effort is being made to insure its safe delivery and any failure will be rectified as quickly as possible.

As the Irishman said in a letter to his friend of uncertain address, "If you don't get it, let me know."

—Editor.

Digitized by Google

ALL-YEAR SCHOOLS

(Continued from Page 95)

two months saved a year by doing away with the summer vacation, an entire year will be saved by the time the sixth grade is reached. The taxpayers will be able to save in taxes the cost of one year per child.

" 'I reiterate that I think the period of a child's schooling ought to be extended, not reduced. Teachers of Chicago who are intimately connected with the issue will not approve of the proposed plan.'

"The idea of the opponents of the all-year school seems to be that school is a kind of prison from which pupils should be periodically released. If schools are in reality 'old and uncomfortable,' if in these places children are 'doing all day what some adult tells them to do,' there should be haste to bring about a general reform. If the all-year school can be made the issue which will bring wholesome physical conditions into the school system in general, if the dread of winter school can be banished through the introduction of health and recreation into the summer session, then great gain will come from the discussion."

"With regard to the statement that school organization is now so complicated as to preclude the idea of further enlargement, one is constrained to reply that perhaps more training in methods of management on the part of those who conduct the organization is the solution of this problem rather than a curtailment of children's privileges to accommodate those who see no way of conducting schools other than the traditional way."

—Elehentary Schools Journal, October 1925.

Tools For Apples

A city couple on a drive through the country in the late autumn pulled up beside a small orchard and helped themselves to apples in large quantities. Their consciences bothering them somewhat, however, they stopped in front of the farmhouse which adjoined the orchard and called to the farmer who was on the front porch.

"We helped ourselves to your apples," said the woman. "Just thought we'd tell you."

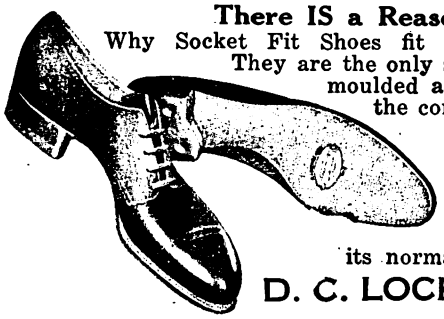
"Oh, that's all right," said the farmer. "I helped myself to your tools when you were in the orchard." —Jester.

The Limit

"What is the penalty for bigamy?"

"Two mothers-in-law."

—Middlebury Blue Baboon.



There IS a Reason

Why Socket Fit Shoes fit and satisfy. They are the only shoes with a moulded arch that fits the contour of the foot. **Comfort In Every Step** because they fit the the foot in its normal condition.

D. C. LOCKE'S

SOCKET FIT SHOE STORE

In the Lobby of the Shops Bldg.

17 NORTH WABASH AVENUE CHICAGO. ILLINOIS

Formerly the College Boot Shop

Now Is the Time to Select Your

Fur Coat

Many Beautiful Models to Choose From at

STAEDTER'S

1302 Stevens Bldg. 17 N. State St.

KING BEAUTY SHOP

Quality Service at a Reasonable Price
Permanent Waving a Specialty

SATISFACTION GUARANTEED

Phone DEArborn 5120

219 Mallers Bldg. 5 So. Wabash

JUST WHAT YOU WANT

—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember it's the—

ALL-ARTS MAGAZINE

Published by All-Arts Company, Inc.

63 E. Adams Street, Dept. M Chicago, Illinois

SUPERFLUOUS HAIR

Can positively be forever destroyed.

I have been in business for many years—
And I Guarantee My Work

MARTHA B. DOWDY

Dearborn 5397 No Apprentices.

Madison and Wabash Not a Beauty School.

SPECIAL RATES TO TEACHERS AND CLASSES

In Selecting

DuBois Studios

610 Stewart Bldg. 108 N. State St.

Phones State 4218-4219-4220

As the official photographer for your graduating classes or individual photographs, you are assured of prompt service and rare quality.

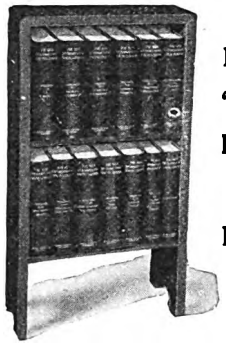
MARGARET A. LYNCH

COURT REPORTER

1301 Ashland Block

155 N. Clark Dearborn 5728

Digitized by Google



Now No One Can Say "I Cannot Afford the Best Encyclopaedia — It Is Now Within Reach of Every One in

The New Popular-Priced Edition of

THE NEW INTERNATIONAL ENCYCLOPAEDIA

For a long time the publishers of The New International Encyclopaedia have been studying practical methods by which this great work could be brought financially within the reach of every family in America, without in any way lessening its value. Now that has been accomplished. **A new 13-volume edition** is in preparation printed from the same plates and identical in every way with regular 25-volume edition except for carefully planned economies in manufacture that make it possible to offer it **at an amazingly low figure.** As to contents, this is the same great work that is accepted in schools, libraries and homes as **America's greatest reference work.** It includes the recent Supplement that has made The New International the **most modern and complete encyclopaedia in existence.** Now in securing this great question-answerer, you may have your choice between the regular 25-volume edition and this new 13-volume edition that is offered at a price heretofore thought impossible.

FREE 64-PAGE BOOKLET

Mailed upon application to

Dodd, Mead & Company
INCORPORATED
PUBLISHERS

New York and Chicago

CUT OUT AND SEND THIS COUPON

Dodd, Mead & Co., Inc., Publishers,
160 N. La Salle St., Chicago, Ill.

Please send free Sample Page Booklet and full information regarding The New International Encyclopaedia.

Name.....

School Position.....

Street Address.....

City and State.....

(From adv. in Haley's Bulletin, No., 1925)

A LITTLE LEARNING

(Continued from Page 89)

Rambling answers, irrelevant material,

Instead of answering the questions, the pupils copy words and phrases from the paragraph,

Lack of ability to think,

Lack of ability to compare thoughts and conditions.

"With regard to the poor showing on both these requirements, I get repeated suggestions from persons familiar with the Chicago system that 'The principals and teachers don't know that you mean it.' The principals and teachers have not been used to follow-up or to requirements of producing a specific result."

"The same thing was reported regarding fire drills, and yet in school after school you have secured 100% fire drills.

"Now, let me see in your division the habit of 100% accuracy in computations and a decided increase in thinking ability due to improved methods of conducting reading classes."

"(Signed) Wm. McANDREW."

To Mr. Wm. J. Bogan,
Mr. C. E. DeButts,
Mr. M. G. Hogge,
Miss E. W. Murphy,
Mr. A. B. Wight.

EXCERPT FROM LETTER OF OCTOBER 7, 1925—SUBJECT: "FOLLOW-UP."

"'At Fullerton Hall I laid down desiderata for immediate action in schools. You need in your division a strict and business-like follow-up of computations, 100 per cent in every exercise. This is now possible if you, through your district superintendent, require it. I am not getting it with the promptness I secured in the divisions I supervised in the last school system with which I was connected. You can ascertain why this is true in your division: attention by principals to secondary things, attention by principals to their peculiar and no doubt valuable hobbies; lack of a feeling of responsibility for as high a grade of instruction as can be secured.'"

William McAndrew."

In Letter to Division Superintendents October 20, 1925

COLUMN CONDUCTOR

(Continued from Page 94)

given individualized instruction. It is curious that we should not recognize the fact that what is good for those handicapped by the loss of one sense should be equally good for those possessed of all five.

* * *

In high school, in college, system in training is useful, though even there the pupils instinctively rebel against it. But in the grades it is psychologically as depressing as membership in a chain-gang.

Very Little Room

"Who was the smallest man in history?"

"Give up."

"The Roman soldier who slept on his watch."

Digitized by Google

SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTION

Shorthand, Typewriting, Bookkeeping
By Practical Teachers

Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.

Ample space for study as well as for instruction period.

Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.

When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.

W. M. Voss

Collegiate Tours
Via
Canadian Pacific To Europe

Montclare
Montroyal
Montrose
Montcalm

(Only 4 days on open sea.)

Weekly Sailings from Montreal
Every Friday
May 28 to July 23, 1926

36 Days -- $350

Personally conducted, capably chaperoned tours by steamship, rail and motor—Liverpool—the beauty and historical spots of England, Holland, Belgium and France—with an opportunity to visit Ireland, Scotland, Switzerland and Germany, if desired.

Thirty-six days seeing warm, colorful, tranquil, fascinating sections of historical interest. Europe with its art treasures, traditions, gaiety and night life.

The shortest route—four days open sea with an opportunity to see Toronto, Niagara Falls, Montreal—Days of dancing, playing, travel luxury—or restful relaxation. Canadian Pacific service and cuisine en voyage.

To the Orient $500
Sailing from Vancouver
July 8, 1926

Know the Orient—the land of Flowers, Romance and Mystery. Narrow crooked streets, quaint costumes and customs—Japan, China and the Philippines—A glorious sea voyage on one of the Empresses of the Canadian Pacific.

Reservations may be made on application to the Arts Craft Guild, 500 N. Dearborn St., or R. S. Elworthy, Steamship Gen. Agt., 71 E. Jackson Blvd., Chicago.

CANADIAN PACIFIC

YES YOU CAN

Buy on Extended Payments

Chambers Charactergraphs

Without exception the best portrait photographs made. But that is the least part of the savings, service and values we offer.

Consider these special gift combinations:

$10.00 Actual Value for $ 5.00
20.00 Actual Value for 10.00
40.00 Actual Value for 15.00
55.00 Actual Value for 25.00
105.00 Actual Value for 50.00

Good faith, courteous service, no high pressure sales methods—But let us tell you all about it.

Call Randolph 2631
We Have a Surprise for You

CHAMBERS STUDIO

39 So. State Street

Photographs from $10.00 to $100.00 Per Dozen

TEACHERS:

A reply to this ad may be worth $100.00 to you. Introducing our offers to your friends can be made exceedingly profitable. We are willing to pay for leads.

If you can sell in spare time, our proposition the greatest return for the least effort. Telephone Sales Manager at Randolph 2631 for further information.

SPARE TIME ART COURSES

Many of us do not realize what can be accomplished in SPARE TIME IN ART—do you? Monday—Wednesday—Friday evenings from 7—9:30 also Saturday and Sunday Classes in ART. Possibly we have just the course you have always longed to take. What is it—dress design, fashion, interior decoration, commercial art, illustration or??

Just Ask Us About Our Spare Time Courses
Descriptive Literature Gladly Mailed on Request

AMERICAN ACADEMY OF ART

306 S. Wabash Ave., Dept. M Chicago, Ill.
"America's Most Complete, Practical Art School

Briefs, Records, Trust Deeds
Confidential Reports

BARNARD & MILLER

Law & Commercial Printers
172 N. LA SALLE STREET -- CHICAGO
Telephone FRANKLIN 0562

Booklets, Catalogs, Circulars, Folders
Price Lists

Digitized by Google



Let Christmas Holidays Show You Florida!

Enjoy a "summertime Christmas!" Come back to 1926 with the healthy brown of the Florida sun on your face, and the refreshed vigor of salt water bathing tingling through your whole system. No vacation could be more delightful—no vacation could offer you more in health, entertainment, education, and enchantment.

You can leave after school closes for the holidays—you are home before school starts again. This trip is planned especially for teachers—it is your great opportunity to see and know Florida.

Best of all—you have no worry about accommodations — right at the time when thousands of people are flocking to Florida, you are nevertheless sure that everything is provided for your comfort in Hollywood-by-the-Sea.

You are sure of the freedom of the beaches and Golf Club—you are sure of luxurious motor tours which show you the famous east coast, from Palm Beach to Miami. And you are sure of the cost—only $150—with everything provided, except dining car meals—from the time you leave home until you come back again.

Idle up and down the three-mile Broad Walk—take a daily dip in the Atlantic, warmed by the Gulf Stream, or swim in the gorgeous new quarter-million dollar Bathing Casino. Dance at the Hollywood Country Club—know the thrill of deep-sea fishing—and above all, know the miracle of Hollywood-by-the Sea, the model city, built in all its completeness in four short years.

10 Glorious Days

$150.

pays for literally everything except dining car meals. Your Pullman berth and train fare both ways; your room and meals; your trips by boat and motor; the freedom of the beaches and golf courses — all are included for $150.

Send the coupon now for full information—make reservations early, as the demand is growing every day. Special All Pullman Train Leaves Chicago, December 23.

Hollywood-by-the-Sea

—ENCHANTING TOUR COUPON—

Mail This

R. Crawford, Agent,
Hollywood-by-the-Sea Touring Dept.
108 West Madison St., Chicago.

Please send me, without obligation, folder describing $150 ten-day enchanting trip to Hollywood-by-the-Sea, Florida.
Also send complete details and folder written by newspaper man who recently visited Hollywood.

Name .....

Address .....

Phone Number .....

(If you want quick action)

Digitized by Google

VOL. III

Margaret Haley's BULLETIN

NO. 6

Chicago, Ill. 341 November 30, 1925

The HEART *that* DARES

OH the stirring and rough and impetuous song—
The song of the heart that dares,
That sticks to its creed and gives no heed
To the faces that fortune wears!

THAT heart that laughs when the foe is met,
And thrives and fires at taunt and threat,
And finds no toiling or travelling long,
For the sake of the good it bears.

—Sweeney.

Digitized by Google

32 South State Street

FRIEND & SON

32 South State Street

10% Off To School Teachers

Teachers will be delighted to find at Friend's Truly Beautiful Garments at such Economical Prices. All sizes including Stouts.



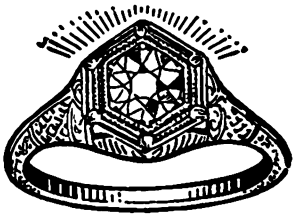
Your Unrestricted Choice of 350 Lavishly Fur Trimmed COATS $29.75

Every Coat is gorgeously Fur Trimmed with Quality Furs. Finest Fabrics and shades are included.

465 Luxurious FUR COATS $95

These Fur Coat Values will create a sensation. Finest of Pelts are fashioned into the latest style dictates.

Smart New Fall DRESSES $16.75



The Lady Gertrude

You'd pay at least TWENTY-FIVE DOLLARS more for this beautiful blue-white DIAMOND set in its delicate filigree of 18K WHITE GOLD of the very newest craftsmanship, IF you could buy this EXCLUSIVE design at all in the more public places, where ground floor rents add so much to the cost.

Only HERE on the *famous fifth floor* of the Republic Building, you may have it for only ONE HUNDRED DOLLARS, and you may pay for it practically *as you please!*

$2.00 NOTHING DOWN A WEEK

W. E. RENICH Co
Popular Credit Jewelers
5th FLOOR REPUBLIC BUILDING
209 S. STATE ST

Luncheon
Candies
Rich Ice Creams

Much as tho you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room
JULIA KING'S
118-22 NORTH DEARBORN ST.
Near Randolph St.

SATURDAY FASHION CLASS
Session....9:30 A. M. to 12:30 P. M.
Twelve Saturdays $15

FINE ARTS COURSE
Tuesday and Thursday Evening and Saturday Afternoon

Especially Arranged for Teachers and High School Students

VERSATIL SCHOOL OF ADVERTISING ART
39 South State

FLOWERS FOR ALL OCCASIONS
Streiff & Dagobert
FLORISTS
Expert Designer of Floral Art
Nevada 0217 3211 W. Madison St.

SATURDAY CLASSES FOR TEACHERS
Mornings—Our new structural design applied to standard normal art methods, dress design, commercial design, interior decoration, school annual illustration.
Afternoons—Structural design applied to industrial art methods, dress and poster design. Also still life and life sketch classes.
ALL DAY TUITION $24.00 FOR THREE MONTHS
Our certificates of accomplishment have been accepted by Boards of Education and Universities for 20 years.
THE CHICAGO ACADEMY OF FINE ARTS
Carl N. Werntz, Director. 81 East Madison Street.

Circular Letters—Addressing—Mimeographing
Typewriting
Specializing in Mailing Service for
CLUBS AND ORGANIZATIONS
Complete Mailing Campaigns
COMMERCIAL LETTER CO.
Dearborn 5303-5417 Room 1344—127 N. Dearborn

TAXI CAB SERVICE
We will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.
ATLAS LIVERY ASSOCIATION
The Oldest Cab Company In Chicago
Calumet 3500 7 W. Cullerton St.

Digitized by Google

MARGARET HALEY'S BULLETIN

Vol. 3. No. 6 November 30, 1925 Page 103

Victor Olander Discusses Two Educational Questions

Platoon and Junior High Schools Considered In Second Installment of Address

Various problems, among them the platoon school and junior high schools, were discussed by Victor Olander, secretary of the Illinois State Federation of Labor, in an address delivered October 16, 1925, before the convention of the American Federation of Labor, in Atlantic City.

The first part of his talk was published in the November 16 issue of The Bulletin.

The second installment dealing further with platoon schools and discussing Junior High Schools, is published in this issue. The series will be concluded in the December 15 number.

Following is the second part of Mr. Olander's address:

In 1921, if I recall aright, a meeting of some importance was held and it was determined there that steps were to be taken to arouse the people of the United States against education by calling their attention to the costs in dollars and cents. The American Council on Education organized an inquiry on the financing of public schools. The financing of that inquiry was undertaken by the Carnegie Corporation, the General Education Board, which is really the Rockefeller Foundation, and other funds. Shortly after, the Carnegie Institute issued the report in which it is charged that our schools are being "overrun by a flood of pupils, many of whom would never have been admitted under reasonable conditions." That has special reference to the high school, of course. It is claimed in the report that the trouble is admission of great numbers ill-fitted for the higher and more expensive education such as that of the high schools and colleges." That is almost the exact language of the report.

The inquiry commission which is being financed in part by that corporation entered my own state and has published a voluminous report evidently intended to awe us as to the amount of money we are spending for the education of our children, and the report closes by telling us in substance that we have an antiquated system of taxation in Illinois, that we have reached the educational tax limit in many parts of the state, and the only way to curtail expenses is to "lop off" some of the higher and more expensive schools, referring, of course, to the high schools. I am glad to say that the standing Committee on Education has now been made aware of this situation and is preparing to submit to the Executive Council the information that will enable the Council and the American Federation of Labor to cope with the situation.

The three proposals referred to in the report of the committee, the so-called "platoon" or Gary system and the "intelligence test" and the "junior high schools" are the classification schemes by which it is intended to separate the children into different groups, some of which are to be given the advantage of a higher education and others are to be turned into industry and commerce at an early age.

"Junior" High Schools

The "junior high school" has the same relation to a regular public school system as the switch has to the main line of a railroad. The switch need not be opened, it can remain closed and the line remain intact, but it is therefor used as a switch. It isn't a high school, it is an intermediate school, but it is used to split the system at a point where it is hoped to check the movement toward the high school. They tell us in honeyed language that in cities where they have adopted that system there is an increase in the number of pupils that go into the regular high school. That is a misleading statement.

Last June in Chicago when an inquiry was sent to the pupils in the eighth grade as to the number that intended to go into the high school in September, over 90 per cent replied in the affirmative. That was before Chicago had "junior high schools." And what is true in Chicago is true in every city in the United States without exception. Everywhere the demand for more and more high school education for the children of the working people has been growing apace.

Now, to investigate and determine what effect this intermediate school has upon the children, it is necessary to do more than to walk into some city and find a building that is called a "junior high school," go in and look at the children, and ask a few questions of the teachers. You have got to determine its effect over a period of time, not so much its effect upon a particular group of children, because that is hard to define, but its effect upon the teachers. How has it influenced their outlook upon life? Let us make that inquiry in a city in the United States that has had "junior high school" for ten years. The system did not originate yesterday; it is not as new as some would have us believe.

I want to call your attention to this one item from a report compiled by all the supervisors in that system. The language is something like this: 'The pupils are separated into two general groups. Those in the superior group are encouraged to go on into the high school; those in the inferior or lower group are urged to take up household and industrial work.

(Continued on Page 118)

Digitized by Google

From the Masthead
by The LookOut



Mandamus Proceedings were brought by the teachers
Against the incorporate tax-dodging creatures;
"No, No," say the ladies, "you cannot flim-flam us
We'll keep up the fighting though every man damn us."

Chicago Journal, October 18, 1900.

TO the Teachers of Chicago:

The Firemen's Association of Chicago, on November 24, 1925, filed a complaint with the Board of Review against thirty-five Corporations to compel them to pay their Capital Stock tax on about $265,000,000. Alderman Oscar F. Nelson, 46th Ward, joined in the complaint.

On filing its complaint the Firemen's Association issued a statement from which the following paragraphs are quoted:

We have taken a page out of the Teachers' book. We propose now to make a fight to have the corporations in the City of Chicago that are assessable by the Board of Review pay their share of taxes.

The vast holdings of the corporations in this City demand a very large proportion of the fire protection given to the property of this city. The corporations are not paying a fair share of the taxes necessary to maintain this protection.

Some years ago the Chicago Teachers found themselves in about the same position that the Firemen are in today. They made a fight before the State Board of Equalization to have the public utilities corporations assessed on their capital stock and they won their fight.

The Firemen of the City of Chicago are not paid a living wage. We have appealed to the City Council year after year for relief but each year we get the same answer. We are told that the "Cupboard is Bare"; that there is no money with which to meet our just demands."

It is plain that there must be an increase in revenue to the city before we can get relief.

The Firemen's Association on November 27 sent out a call to all the firemen of the city, members and non-members of their Association. It begins with this stirring slogan:

"Up and at them!
If the City won't, some one must!"

This call was a summons to all firemen "in justice to their families and to the general public," to co-operate in doing their "duty as citizens and public servants" to see that these tax-dodging corporations are made to pay taxes in the same proportion to the value of their property as home owners and small business men are compelled to pay on the value of their property.

Firemen Show Unjust Tax

The fireman's complaint is printed here in full. It contains a striking example of discrimination against small home owners and in favor of great corporations. All the facts about the actual value, the assessment made by the assessors, and the taxes paid, respectively, on a small house and lot and on a huge corporation, are set forth in detail from the actual facts as shown by public records. The complaint states that these records show that a tax of $149.99 was paid on a house and lot for which a man and wife paid $10,500 on March 24, 1924; while a capital stock tax of $40.00 was paid by a corporation whose statement to its stockholders in

Digitized by Google

December, 1924, showed that its taxable capital stock was valued at $45,000,000.

The complaint shows that—

If the assessors had assessed the $10,500 house and lot in the same proportion to its value as they assessed the $45,000,000 of capital stock of the corporation,

The taxes on the $10,500 house and lot
Instead of being $149.99
Would be less than One Cent.

If the assessors had assessed the $45,000,000 capital stock of the corporation in the same proportion to its value as they assessed the $10,500 house and lot

The taxes on the $45,000,000 of capital stock
Instead of being $40
Would be $686,000.

The hearing began before the Board of Review on the complaint of the Firemen's Association the day after Thanksgiving—the day that call was sent out. Mr. Edwin Hamilton, the attorney retained by the Firemen's Association, appeared before the Board on behalf of the Firemen. The next hearing will be on December 9.

I sat in that stuffy room in the County Building—into which neither a breath of fresh air nor a ray of sunlight ever seemed to have penetrated—an interested spectator at that hearing. I listened to the splendid presentation by Mr. Hamilton of the case of the Fire Fighters of Chicago against the tax-dodging corporations whose property these Fire Fighters protect with their lives.

I looked at the imposing array of legal talent,—shining lights of the Chicago bar —standing six deep before the members of the Board of Review, Messrs. Barrett, Litzinger and Weber. I realized fully that these suave, smooth gentlemen that the lone attorney for the firemen faced were there to defend the under-assessment of the tax-dodging corporations, an under-assessment which permits hundreds of millions of dollars of property to evade the tax imposed by law for the payment of the salaries of firemen and for other imperative needs of the city, including the education of its children. I listened with interest to the recital of the following facts in that complaint:

That in the year 1914 the Chicago Firemen received better wages than any other class of workers requiring about the same intelligence and ability; that the firemen are now the poorest paid men in the community, being paid approximately 50 cents per hour as compared to 80 cents per hour received by common laborers now employed by the City; that the Firemen's Association, on behalf of its members, has appealed to the City Council each year since 1915 for an increase in salary equal to the increase in the cost of living; that each year the merit of their claims has been acknowledged but the increase has been refused on the ground that a sufficient amount of money was not received from taxes which could be used for that purpose.

As I listened to this recital and viewed the scene before me, another picture arose in my memory—the picture of a train load of corporation attorneys, also shining lights of the Chicago bar, who appeared before the State Board of Equalization in Springfield, just 25 years ago almost to a day. They had come to fight the complaint of the teachers who, like the firemen, were reduced to starvation wages while powerful public utility corporations were fattening on exorbitant rates of service to the public, dodging their taxes, thereby shifting the burden to the small home owner and the small business man, and defrauding the public employees of the city, its firemen, policemen and others, of a just wage.

Teachers' Fight Recalled

On that train to Springfield that night of November 21, 1900, I heard one of those corporation attorneys tell another that the Board of Equalization was all right and wanted to do the right thing by the corporations, but that the Board was frightened by the judge's decision rendered against it that morning; that he was glad that all these attorneys were going to Springfield as they would all be needed to give that Board moral backing.

The next morning Miss Goggin and I sat in the Senate Finance Committee room, in the capitol, at Springfield, and heard one of those suave, smooth, legal defenders of tax-dodging corporations call the teachers tax-eaters and tell the members of the State Board of Equalization that if the firemen or policemen of Chicago had come down to Springfield with such a demand as we teachers had made, they would be thrown out of the window; that the only reason that

Digitized by Google

we teachers were not thrown out of the window was that we were women.

A quarter of a century brings wisdom even to corporations. The firemen were not thrown out of the window last Friday when they appeared before the Board of Review to present their complaint against the tax-dodging corporations, and therein lies some hope for the teachers and cause for thanksgiving.

The teachers are with the firemen heart and soul and bid them Godspeed. Their coming into the fight is a blessing to the children and to the tax-paying citizens of Chicago at this time, when the voice of the teachers has been stifled by having their Councils abolished; while the educational needs of the school children are being pared to fit the financial necessity confronting the Board of Education. This financial necessity in the schools, as in the fire department and other departments of the city, is the result of tax-fixing and tax-dodging.

Tax-Dodging Hits Schools

The platoon school, now being foisted upon the children in the elementary schools of this city, is an acknowledged money-saving expedient adopted by a previous board of education to meet that financial necessity. The entire body of elementary classroom teachers, acting through their councils, reported their judgment to the Superintendent of Schools on March 22, 1924, that the platoon form of school organization is educationally unsound and detrimental to the children. Of the elementary principals sent by the Board of Education to investigate the platoon school in other cities the only one whose report was **not suppressed** pronounced the platoon school "exactly the factory system applied to the education of the child."

The answer of that Board of Education to this collective judgment of the teachers, who are charged with the responsibility of doing the actual teaching of the children, was to abolish summarily the teachers' councils through which that judgment of the teachers in this vital matter was expressed.

In his annual report for the year ending June 30, 1925, the Superintendent states:

"Concurrent with the shortage of school accommodations and the increased cost of building, have come various devices of caring for the children. We have 60 schools which are now run on platoon plans.**"**

This, teachers of Chicago, is the answer our administrators make to the collective judgment and experience of the teachers of Chicago. The official records show that it was because of the teachers' expressed opposition to the proposal to platoon the schools as a means of meeting a financial necessity that the Teachers' Council were abolished.

We say to you Firemen of Chicago, yours is a timely slogan: "Up and at them! If the City won't, some one must."

The experience of the teachers of Chicago has shown them that the City won't. It has convinced them that the ones who must, and will, are the teachers, the firemen, and other public servants who are paying the penalty of low wages while being held responsible for results utterly impossible of accomplishment under existing conditions. These public servants are the only ones who can and will address themselves to the situation in which this city finds itself on account of tax-dodging and tax-fixing.

Teachers Take Action

It seems more than mere co-incidence that the Chicago Teachers' Federation at its regular meeting on November 21, 1925, wholly unaware of the contemplated action of the firemen, instructed its officers to bring a complaint before the State Tax Commission similar to the complaint which the firemen, three days later, brought before the Board of Review. The day on which the Federation took that action, November 21, 1925, was the 25th anniversary of the first court decision against the State Board of Equalization in that famous tax suit of the teachers (The People of the State of Illinois ex rel Goggin vs. The State Board of Equalization) referred to in the statement that the firemen had taken a page from the teachers' book. Before the instructions given by the Federation on November 21 were put into effect by its officers, the action taken by the firemen's association was made public through the press.

The teachers of Chicago are with the Firemen, heart and soul. We know that the Firemen will meet the same cynical and pessimistic attitude that confronted us 25 years ago, "What's the use? Don't you know that those great, powerful corporations control the courts and all the other machinery of government?" That five-word decision of Judge James Creighton in the Circuit Court of Sangamon County, "This case shall be heard," rendered on November 21, 1900, in the teachers' case against the

Digitized by Google

Board of Equalization, was the answer of one honest, courageous judge a quarter of a century ago to that cynicism and pessimism which might well have blighted the hopes and paralyzed the energies of the teachers had they listened to that instead of to the call of duty.

Courts Aided People

When Miss Goggin and I advised with former Governor Altgeld, also former Judge, honest and courageous judge and governor as he was, he told us we were right, to go ahead, but we would not win, that there was not a court in Christendom that would give us a decision against those powerful corporations. We not only won that preliminary decision in the Circuit Court of Sangamon County but Judge Creighton's decision was followed by another decision in that court by another honest and fearless judge, Judge Owen P. Thompson. And the decisions of both these judges were sustained unanimously by the Supreme Court of this state. As a result the five public utility corporations of Chicago paid into the public treasury in July, 1902, $600,000 in back taxes on their capital stock for the year in which we started that fight, the year 1900.

When that $600,000 was paid into the public treasury the Mayor sent a message to the City Council urging the Council to restore to the firemen and policemen the month's salary which they had lost in 1900, the year for which these back taxes were paid. The Mayor sent no such message to the Board of Education on behalf of the teachers whose salaries were cut in 1900 and who had borne the entire financial and other burdens of securing these back-taxes. That Board of Education not only failed to record in its official proceedings that this back-tax money was secured by the teachers but it did not restore to the teachers the salary which they had lost in 1900. The teachers had to go back again to the courts, this time against the Board of Education, to secure from the courts recognition of their just claims, recognition which the firemen received from the Mayor and City Council without even asking for it.

Keep Up the Fight

Again the teachers obtained justice in the Courts, this time in the Circuit Court of Cook County, Judge Edward F. Dunne, (afterwards Mayor of Chicago and Governor) whose decision restored to the teachers what the Board of Education denied. It took a two-and-a-half years' fight in the courts to put that money in the public treasury, and another four years' court fight after that to secure for the teachers the back salary which the firemen and policemen got from the City Council without asking for it.

Out of that experience the teachers learned the value and the need of the ballot.

The firemen, the teachers, and the people, need to learn, how to use the ballot to end this intolerable tax-dodging and tax-fixing.

The laws of Illinois demand that **all kinds** of property be taxed uniformly according to value, the capital stock of corporations the same as houses and lots. Tax-payers, whether as home-owners or as renters (for the renter not the landlord pays the taxes), do not willingly pay **One Dollar** on every **$70** of actual valuation on their houses and lots while multi-millionaire corporations pay at the rate of **One Dollar** on every **$1,000,000** of the actual value of their capital stock. The home-owners and renters continue to do this because they see no way out.

The teachers and Firemen of Chicago can find the way out. To do this they must work together: They must get the facts. Establish them. Get them to the people. Then "seek and ye shall find" the right way. Get that **too** to the people, simply, and clearly. The people will gladly lift the unjust burden of taxation from themselves, and in the doing of it, they will free the teachers and firemen from their burdens.

Failure to meet that responsibility fearlessly and intelligently **now** would be a cowardly shirking and shifting of that responsibility to the next generation. The teachers and firemen of Chicago are neither cowards nor shirkers.

In the heart of the City of Cleveland stands a monument erectd by a grateful people to **Tom L. Johnson,** the man who fought for just taxation for his City and State and showed the way. The inscription on his monument reads:

"Beyond his party and beyond his class,
This man forsook the few to serve the mass.

He found us groping, leaderless and blind;
He left a city with a Civic Mind.

He found us striving, each his selfish part;
He left a city with a Civic Heart.

And ever, with his eyes fixed on the goal—
The Vision of a City with a Soul."

Margaret A. Haley

Digitized by Google

Firemen, Emulating Teachers, Ask For Equitable Taxation

File Complaint Against Corporations as Means of Increasing Revenue

Tearing a page from the teachers' book, as it says itself, the Firemen's Association of Chicago filed a complaint with the Board of Review, November 24, against the capital stock assessment of 35 corporations.

The motive behind the action and the reason for taking it, are contained in the following complaint, signed by the Firemen's Association, through its president, George L. Franck, and addressed to the Board of Review of Cook County:

Chicago, Illinois,
November 23, 1925.

BOARD OF REVIEW OF COOK COUNTY,
Charles V. Barrett,
Edward R. Litzinger, and
William H. Weber,
Members thereof.

Gentlemen:

The Firemen's Association of the City of Chicago, a large number of whose members are tax payers, respectfully makes by its Tax Investigation Committee, this complaint and points out to the Board of Review of Cook County and the members thereof the following:

For many years past the revenue derived by the city from taxation has not been sufficient to defray the necessary operating expenses of the city government.

The Firemen's Association, on behalf of its members, has appealed to the city council each year since 1915 for an increase in salary equal to the increase in the cost of living. Each year the merit of our claims has been acknowledged but the increase has been refused on the ground that a sufficient amount of money was not received from taxes which could be used for that purpose.

While we do not desire to make a detailed argument to this Board as to the justice of our demand for increased salaries we believe that the members of the Board of Review would be interested in knowing a few facts as to the situation of the firemen of the City of Chicago and the reasons for this complaint.

In the year 1914 the Chicago Firemen received better wages than any other class of workers requiring about the same intelligence and ability. Since 1914 the wages in practically all other employments have been increased from time to time so that the firemen are now the poorest paid men in the community, being paid approximately 50c per hour as compared to 80c per hour received by common labor now employed by the city.

NEED REVENUE FOR INCREASE

The cost of living in Chicago has increased from 1914 to 1924 about 75%. If the firemen of Chicago are to be given a living wage for their services there must be an increase of revenue in the city treasury.

Considering the great increase of population in the City of Chicago and the resulting demand for greater expenditures in order to maintain the different branches of the city government it is clear, beyond question, that the total valuations as found by our taxing authorities, must increase in proportion as our population increases, otherwise there must be a shortage of revenue or an increase of the tax rate.

From recent reports the Chicago Fire Department is shown to be the most efficient in the country but the condition cannot be expected to continue very long if the men continue to receive such hopelessly insufficient wages.

In this connection the Firemen's Association respectfully directs your attention to the fact that since 1921 the increase of value of taxable property in the City of Chicago, due to new building alone, has been at a very conservative estimate, more than $900,000,000.

The Chicago Economist, a well known and reliable financial publication, states that the building permits issued in the City of Chicago for the years 1921 to 1924, inclusive, were $978,568,000. It is sometimes said that the building permits do not reflect the true value of the buildings; that sometimes a high figure is inserted in the permit in order to secure a loan. This is not true for in nearly all cases the loan is made before a building permit is issued.

$990,000,000 BUILDING PERMITS

We have investigated and we believe that the actual cost of the buildings covered by the permits issued from 1921 to 1924 was at least 10% more than the amount named in the permits, and that the fair cash value of the new buildings erected during the period 1921 to 1924 inclusive was, on April 1, 1925, more than $990,000,000.

In the face of these figures showing that the increase in value of real estate from new buildings alone since 1921 was over $900,000,000, yet the increase of full assessed value of all real and personal property in Chicago as found by the Board of Review for the year 1924 was only about $100,000,000 beyond the figures of 1921 or an average yearly increase of $25,000,000.

The assessed value of real estate in the City of Chicago for the year 1924 was fixed by your Board at $1,409,065,510. We have examined the facts as to a large number of actual sales of real estate in the City of Chicago. We have considered all sales made during a certain period and we find that the ratio of full assessed value compared with the actual sales value is 32%, and the actual assessed value on which the tax rate is figured is one-half of that or 16%. Of the cases examined we find that property of a value of $15,000 or less is assessed at a much higher ratio compared to its true value than property of a value above $15,000. In other words, while the Revenue Law requires the taxing officials to fix the valuation of property at its full fair cash value and provides that the assessed value shall be one-half of the full value, the average actual assessed value is found to be 16% of the full value instead of 50% of the full value.

A simple computation shows that the full value of Chicago real estate is approximately $8,000,000,000, and the assessed value should be one-half of that, or $4,000,000,000.

ASSESSING BODIES RESPONSIBLE

In view of these facts, the responsibility for the shortage of revenue is clearly upon the Board of Assessors and the Board of Review of Cook County. If the taxing officials would find the values even at one-half of the true value as required by law, the City of Chicago would have sufficient revenue to enable it to pay decent salaries to all its employees.

Although the valuation of real estate in Chicago is fixed at less than one-third of its true assessable value, it is plain that real estate in our city bears altogether too great a share of the total taxes.

While it is true that the real estate valuation should be increased, we urge that your Board should first make a great increase in the personal property valuations. We do not refer to such personal property as household furniture, which involves a problem with which we are not now concerned.

There is, however, a class of personal property in the City of Chicago of great value and that is easy to find. As to this particular class of personal prop-

Digitized by Google

erty, it is not difficult to enforce the revenue laws. We refer to the capital stock value of corporations.

In order that there may be no misunderstanding as to this complaint we call your attention to the law on this subject. The Constitution of Illinois, Article IX, Section 1, provides:

> "Every person and corporation shall pay a tax in proportion to the value of his, her or its property."

The Supreme Court of Illinois has decided in the case of the CONSOLIDATED COAL COMPANY vs. MILLER, 236 Ill., 149, that the capital stock of a corporation is the property of the corporation, and should be assessed. In that case the court said:

> "The capital stock of a corporation is the money contributed by the corporators to the capital and the capital stock belongs to the corporation. * * * The value of the capital stock including the franchise is lawfully assessed by the local assessors and to the corporation itself."

Our Supreme Court has also decided in the case of THE PEOPLE vs. NATIONAL BOX COMPANY, 248, Ill., page 141, that the capital stock value of corporations should be assessed by the local assessors. Many other decisions of our Supreme Court are to the same effect.

ASSESSORS' DUTY CLEAR

In view of the plain language of the court in these decisions we respectfully insist that it is the clear duty of the Board of Review to assess the capital stock values of the many corporations in Cook County, the Board of Assessors having made so low an assessment for capital stock values in Cook County for the present year that practically speaking, the capital stock value has been wholly omitted from taxation.

The rule to be followed in the matter of the assessment of capital stock valuations of corporations is laid down by our Supreme Court in the case of THE PEOPLE vs. STATE BOARD OF EQUALIZATION, 191 Ill., 528. The language of the court we especially desire to call your attention to can be found on page 549 in the opinion in said cause. It is as follows:

> "In making the assessment of the capital stock of corporations, including franchises, it is proper to add the market or fair cash value of the shares of stock and the market or fair cash value of the debt of the corporation (excluding from such debt the indebtedness for current expenses) and to deduct from the result the aggregate amount of the equalized or assessed valuation of all the tangible property of said corporation and one-half of the remaining would be the net assessed valuation of the capital stock, including franchises over and above the assessment of its tangible property."

We respectfully insist that the above rule as laid down by our Supreme Court should be strictly followed by your Board.

We herewith make specific reference to the assessment of the capital stock value of the United States Gypsum Company. This company stands in no better or no worse position than a large number of other companies in Chicago. We refer to this particular company because it represents a typical case and illustrates the injustice which is done to the City of Chicago, and other municipal corporations, to their employees, and to the real estate tax payers of this city by the failure of your Board and the Board of Assessors to follow the law as set forth in the Revenue Act of this State.

TYPICAL CORPORATION TAX-DODGING

For your information we submit the following facts taken from Moody's Analysis of Investments for 1925, a well-known financial publication:

The United States Gypsum Company is a corporation organized under the laws of the State of Illinois. The face value of the preferred stock, par 100, of this corporation issued and outstanding on April 1, 1925, was $8,464,000. It had common stock, par 20, issued and outstanding, 439,348 shares.

On April 1, 1925, preferred stock of this corporation sold on the Chicago Stock Exchange at $115. On the same date its common stock sold for $136½ per share.

Applying the rule laid down in the case of THE PEOPLE vs. STATE BOARD OF EQUALIZATION, 191 Ill., 528, above referred to with reference to the assessment of capital stock, it is clear that you should first take the fair cash value of the shares of stock which were on the 1st day of April as follows:

Outstanding capital stock $8,464,000 per 100 market value April 1, 1925, $115	$ 9,734,645
Common stock—439,348 shares at $136½	59,951,002
Total market value of stock of the corporation on April 1, 1925	69,705,647

Following the rule fixed by the Supreme Court you should deduct from the above amount the fair cash value of the tangible property:

Plant and property	$20,793,860
Inventories	3,107,382
Total physical assets	$23,901,242

After making this deduction it appears that the net fair cash value of the capital stock of this company as of April 1, 1925, was $45,804,405.

The financial statement of this corporation, December 31, 1924, also shows that the corporation paid a stock dividend of 20% in 1923 and 35% on December 31, 1924.

Further light on the situation of this company appears from an item in a Chicago daily paper of November 12, 1925, as follows:

> "Directors of the United States Gypsum Company today voted an extra cash dividend of $2 a share and a stock dividend of 15 per cent on the common stock in addition to the regular quarterly dividends of 2 per cent on the common stock and 1¾ per cent on the preferred stock.
>
> All dividends are payable on or before December 31 to stockholders of record December 5.
>
> A year ago an extra dividend of 35 per cent in common stock was paid. The stock has a par value of $20 a share, making the extra cash dividend 10 per cent."

For the year 1925 the Board of Assessors has made a capital stock assessment against the United States Gypsum Company of a full value of $1,000, being the same as in 1924. If this assessment is not disturbed by the Board of Review, this company will pay for the year 1925 a capital stock tax of about 8% on one-half of $1,000 or an actual tax of $40.00.

INJUSTICE DONE HOME OWNER

The injustice done to the small home owner is illustrated by a typical case taken from hundreds as to which we could give full data. On March 24, 1924, a man and his wife purchased a house and lot for $10,500. The property was assessed for 1924 by the Board of Assessors at a full value of $3,750. This was confirmed by the Board of Review and was about 36% of the actual value. The assessed value was $1,875 (one-half of full value.) On this the owners paid a tax of about 8%, or $149.99.

The United States Gypsum Company, a corporation that had a capital stock value of $45,000,000, over and above the value of its tangible property, (which the Supreme Court has said should be assessed as above pointed out) was assessed on a capital stock value of $1,000. The assessed value was $500. On this its tax at 8% was $40.00.

If the Board of Assessors had assessed the United States Gypsum Company for the year 1924 at the same ratio the owner of the small home was assessed —36% of the full capital stock valuation—this corporation would have been required to pay a tax of $648,000 instead of $40.00 which it paid. On the other hand, if the small home had been assessed on the same percentage of actual value as the United States Gypsum Company was assessed, the full value of the house and lot as found by the Board of Review would have been about twenty-four cents instead of $3,750, and the assessed value twelve cents. On this

Digitized by Google

the actual taxes would have been less than one-half cent.

In the year 1922 the net value of the capital stock of all corporations in Cook County over and above the assessed value of tangible property as found by the Board of Assessors and confirmed by the Board of Review was approximately, $45,000,000. In the year 1924 the capital stock assessment for Cook County was about $46,000,000.

CORPORATIONS ESCAPE TAX

It must be obvious to the members of your Board that the capital stock value for Cook County is almost wholly omitted from taxation. We charge that the capital stock values omitted by the taxing bodies of Cook County from taxation amount to more than $2,000,000,000.

The people of Chicago are greatly interested in reducing the tax rate, with its excessive burden upon the poorer people; in paying to the public employees such decent wages as will make possible efficient service; and in increasing the bonding power of the city, as well as carrying on other municipal activities such as the cleaning of our streets and alleys, proper lighting systems, traffic regulation, and the like. The demands year by year for more service from the governing bodies necessarily result in increasing expenditures and in the necessity for increasing wages.

In considering this matter of assessment of the capital stock values of corporations it is important that taxing officials keep in mind the decision of our Supreme Court in PEOPLE vs. STUCKERT, 286 Ill., 164, in which case the court decided that property must not be assessed at a greater proportion of its actual value than that fixed by the assessing Board on all other property.

This Association respectfully insists that neither the Board of Assessors nor Board of Review should consider the matter of the tax rate. The duty of the assessing bodies is plainly pointed out by Statute. Their duty is to assess all property at its full fair cash value. We contend that all the real estate should be assessed at 100 per cent of its full fair cash value and not at 32 per cent or 28 per cent, or less. In fact, all property should be assessed at its full fair cash value and if this were done the revenue would be greatly increased and the tax rate reduced so that instead of 8% we would have a rate of about 2% on one-half of the full assessed value or a flat rate of about 1% on a true valuation of all property. The bonding power of the City would be increased about $130,000,000.

CAPITAL STOCK VS. REAL ESTATE

If the Board of Assessors and Board of Review would assess capital stock values in the same proportion as they do real estate values in Cook County, then they would find the actual value of the capital stock of Cook County at $600,000,000, which is approximately 30% of the real value. The assessed valuation on capital stock in Cook County would then be $300,000,000 instead of $46,000,000 as it now stands.

The following table shows the capital stock valuations for Cook County for the past five years as fixed by your Board:

1920	$28,846,880
1921	37,689,250
1922	45,170,116
1923	46,374,278
1924	46,193,613

The situation is further illustrated by the figures taken from Moody's Analysis of Investments, 1923 issue, and from the Chicago Economist:

Name of Corporation	Net Capital Stock Value on 4-1-25 (Over and Above Tangible)	Capital Stock Value as Fixed by Board of Assessors 1925
United States Gypsum Co.	$45,804,405	$ 1,000
Armour & Company	88,054,342	500,000
Diamond Match Company	7,947,614	No assessment
The Fair	8,172,180	" "
Gossard, H. W. Company	2,251,597	" "
Hibbard, Spencer & Bartlett	9,414,375	" "
Illinois Brick Company	1,733,879	25,000
B. Kuppenheimer & Company	2,897,807	10,000
Borg & Beck	555,648	No assessment
Albert Pick & Company	7,255,465	" "
Crane	91,396,820	" "
Total	$265,484,135	$536,000

The capital stock value of the above ten corporations for the year 1925 has been fixed at less than one-fourth of 1% of the true value.

We also demand that the following corporations, in addition to many others, should likewise be assessed on their capital stock values in accordance with the legal rule above set forth:

Agar Packing & Provision Co.
All American Radio
Bunte Bros.
Butler Bros.
Chicago Fuse Mfg. Co.
Consumers Company
William Davies Company
Eddy Paper Corporation
Hurley Machine Company
Interstate Iron & Steel Co.
Kellogg Switch Board Company
James S. Kirk & Company.
Kraft Cheese Company
Liquid Carbonic Company
Lindsay Light Company
Ludlow Typography Company
Lyon & Healy Company
Northwestern Yeast Company
Pullman Company
Real Sik Hosiery Mills, Inc.
Ryan Car Company
Swift & Company
Vassar Swiss Underwear Co.
The Wahl Company

We hereby make complaint regarding the capital stock assessment of all the above companies named and insist that this Board, in addition, should assess all companies governed by the rule above set forth.

Although the eleven corporations named in the first list above have a net assessable capital stock value of over $265,000,000.00 we are not asking that they be assessed on that valuation but we insist that they should be assessed at the same ratio of their true value as is now shown by the real estate in Chicago—32% of the actual value.

TAX BURDEN ON HOMES

In other words, if these corporations are to bear their share of taxation equally with the owners of different pieces of real estate, large and small in Chicago, they should be assessed at 32% of $265,000,000.00 or approximately $84,000,000.00.

Your attention is called to the fact that this complaint deals with property that has been almost wholly omitted from taxation. If our demand is granted by your Board and the capital stock value of the above named corporations and others are assessed at the same ratio of their true value as real estate, the revenue will be greatly increased but the taxes on real estate will not be increased. On the contrary, the assessment of the omitted capital stock values will lower the tax rate and thus cut down the taxes of the ordinary tax payer.

The above are all Illinois corporations. They are all manufacturing and mercantiling corporations and under Section 1 of the General Revenue Act of this State they should be assessed by the Board of Assessors. The stock of each of the above named corporations was bought and sold on the Chicago Stock Exchange on April 1, 1925.

In addition to the corporations named there are a large number of other corporations organized under the Illinois laws whose capital stock has been either wholly omitted from assessment by your Board or is assessed for less than 1% of its true value.

BOARD OF ASSESSORS RESPONSIBLE

Under the Revenue Act it is the duty of the local assessors to assess the capital stock value of companies and associations organized under the laws of the State of Illinois for purely manufacturing and mercantile purposes or for either of such purposes, or for the mining and sale of coal, or for printing, or for the publishing of newspapers, or for the improving and breeding of stock (the capital stock of all other corporations should be assessed by the State Tax Commission). Upon failure of the Board of Assessors to assess capital stock value of the above enumerated

(Continued on Page 115)

Digitized by Google

Chicago Newspaper Carries Story On Action of Firemen

Recital of Events in Steps Taken by Fire Fighters

Following is The Tribune story, published November 25, on the complaint filed by the firemen against the capital stock assessment of 35 corporations:

BY OSCAR HEWITT

The association of city firemen and Ald. Nelson (46th) filed an elaborate complaint with the board of review yesterday against the capital stock assessment of thirty-five corporations. The firemen desire the increased taxes so that there may be sufficient funds with which to increase their salaries.

The board decided to summon each of the thirty-five corporations next Friday morning. The representative of the fireman was told to return at the same time. The board will listen to what each side has to present, which forecasts action by the reviewers later.

One list against which the firemen and aldermen complain is as follows: United States Gypsum company, Armour & Co., Diamond Match company, the Fair, H. W. Gossard company, Hibbard, Spencer & Bartlett, Illinois Brick company, B. Kuppenheimer & Co., Borg & Beck, Albert Pick & Co., and Crane.

CITE STOCK VALUATION

The complainants assert that the net capital stock value on April 1, 1925, of these establishments was $265,484,135. They also represent that the board of assessors for 1925 has fixed a capital stock value for Armour of $500,000, for the Illinois Brick of $25,000, for Kuppenheimer of $10,000 and for U. S. Gypsum of $1,000, and has placed no assessment of capital stock against each of the others.

The firemen and aldermen ask that an aggregate capital stock assessment against these eleven concerns be "approximately $84,000,000."

The significance of the move is indicated by comparison of that figure with the following paragraph from the complaint: "The following table shows the capital stock valuations for Cook country for the past five years as fixed by your board: $28,846,880 in 1920, $37,689,250 in 1921, $45,170,116 in 1922, $46,374,278 in 1923 and $46,193,613 in 1924."

OTHER CONCERNS NAMED

Regarding other companies the complaint reads:

"We also demand that the following corporations, in addition to many others, should likewise be assessed on their capital stock values in accordance with the legal rule above set forth: Agar Packing and Provision Co., All America Radio, Bunte Brothers, Butler Brothers, Chicago Fuse Manufacturing company, Consumers company, William Davies Co., Eddy Paper corporation, Hurley Machine company, Interstate Iron and Steel Co., Kellogg Switchboard Co., James S. Kirk & Co., Kraft Cheese Co., Liquid Carbonic Co., Lindsay Light Co., Ludlow Typography Co., Lyon & Healy Co., Northwestern Yeast Co., Pullman Co., Real Silk Hosiery Mills, Inc., Ryan Car Co., Swift and Co., Vassar Swiss Underwear Co., and The Wahl Co."

CALLED RIDICULOUSLY LOW

The complainants refer to the capital stock valuation of $46,000,000 for 1924 as "a ridiculously low figure," and then add:

"It appears that most of that sum was made up of capital stock assessments of Cook county corporations that were taxed by the state tax commission."

The intention of the firemen was disclosed by George L. Franck, president of the association. He said: "Every time we appeal for an increase in salary we are told the cupboard is bare. The school teachers found themselves in the same position twenty years ago. They made a fight to have the capital stock of the public utility corporations assessed and they won, although they had to go to the state Supreme court. We have taken a page from the teachers' book. We now propose to have all the corporations in Chicago that are assessable by the board of review pay their share of taxes."

—Chicago Tribune, Nov. 25, 1925.

Emeritus Service Branch Suggested For Employes 70 Years Old

Proposed Amendment to the Rules Referred to two Committees

An amendment to the rules, recommending to the Board of Education for consideration, a proposal to retire members of the teaching force when they have reached the age of 70 years, to a branch to be known as Emeritus Service, was presented by the Superintendent to the Board at its meeting, November 25.

The recommendation was referred to the Committee on Rules and to the Committee on Finance.

Following is the amendment as presented by the Superintendent:

13165

AMENDMENT TO THE RULES

TO THE BOARD OF EDUCATION:

Ladies and Gentlemen:

I beg leave to

RECOMMEND the following AMENDMENT TO THE RULES for your consideration

EMERITUS SERVICE

WHEREAS, the laws of this State provide that the appointment of all teachers and principals after satisfactory service of a probationary period of three years become permanent, subject to rules of the Board of Education concerning conduct and efficiency and subject to removal for cause; and

WHEREAS, it is also provided in and by the laws of this State that the Board of Education shall exercise all the powers that may be requisite for the proper maintenance and fullest development of an efficient public school system; and

WHEREAS, because it is generally recognized that at about the age of 70 there is usually a letting down of the vigor and mental initiative and ambition necessary for the fullest performance of progressive and active service, educational and other organizations have adopted and successfully operated a plan of relieving persons in their employ from the performance of their regular duties and have utilized their wisdom, experience and training in other capacities; and

WHEREAS, superintendents, examiners, assistant superintendents, district superintendents, supervisors, directors, principals, teachers, etc., who have faithfully and efficiently served as members of the teaching force for many years, have acquired knowledge and experience that is of continuing value to the school system, now, therefore

(Continued on Page 117)

Digitized by Google

To Write is Passè; To Print's The Thing, According to Superintendent

Communications Show Children Required to Letter Work

Below are two photographic reproductions of communications responsible for printing instead of writing of signatures adopted in the Chicago schools at the direction of the superintendent:

TO HIGH SCHOOL PRINCIPALS

A copy of the following bulletin prescribing the use of the Roman Capital Alphabet on headings, etc., is to be given each teacher to be placed at the front of her class room or on the room bulletin board.

All high school pupils are to be required to use this form as indicated below, in all high school work.

WILLIAM J. BOGAN
Assistant Superintendent of Schools.

November 2, 1925

Page 163
Supt's Bulletin
Dec. 3, 1924

HAND LETTERING, ROMAN CAPITAL ALPHABET

May I suggest that, beginning with such grade of class as in your opinion is advisable, all children be taught the simple skeleton alphabet in this style?

ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890

USES. Print in this style--

Titles of essays on all written work.

Name and class on all written work.

Ditto for blackboard headings.

Lettering of maps, drawings, and diagrams.

This will secure a daily practice in the use of this valuable addition to your children's accomplishments.

The lettering of folios, the backs of thin documents, etc., by your children when they have obtained employment in offices, etc., makes them more efficient and valuable to their employer. If the use of this alphabet in the situations mentioned is insisted upon by you in your school with the usual encouragement to good form and clearness, and to a reasonable speed, you will have reason, I believe, to be highly satisfied with the effort. Some schools have been doing this for some time, and consider it a real advantage.

WM. McANDREW

Digitized by Google

Ha! Ha! Says Big Business, As It Rejects Printed Signature

Telephone Company Returns Teacher's Card for Written Name

With what amusement business is laughing up its sleeve at the dictum of Chicago's Superintendent of Schools in requiring of children printed instead of written signatures, is illustrated in the following photographic reproduction of a letter sent to a Chicago teacher who had put the Superintendent's theory into practice and "printed" her name on a service application card of the Illinois Bell Telephone Company:

Form 2112-1-C

ILLINOIS BELL TELEPHONE COMPANY

COMMERCIAL DEPARTMENT—CHICAGO DIVISION
212 WEST WASHINGTON STREET

CHICAGO, November 4, 1925
IF NECESSARY TO MAKE FURTHER INQUIRY
PLEASE CALL OFFICIAL 9100

Dear Madam:

The Service Application Card recently received from you covering telephone service at the above address has been signed in printed form, and as we cannot accept signatures of this kind, we enclose a new card, which please sign in longhand on the line marked "Applicant" returning to us in the enclosed envelope.

Yours truly,

J. J. Long.

Commercial Manager.

P:IR

G. C.

Johnnie Chicago Prints His Mark

How Johnnie Chicago will make his mark in the future, by virtue of the printed signature method advocated by the Superintendent of Schools, is suggested by the Chicago Journal in an editorial printed November 23, 1925.

The editorial followed the sending of letters by the Superintendent to principals urging that printing instead of script be used in titles of papers, signatures, etc.

Following is the editorial:

JOHNNIE CHICAGO (X) HIS MARK

Good penmanship, important to anyone who expects to stay awhile in this world and participate in its affairs even in the slightest degree, does not much interest the officials responsible for the education of the boys and girls of Chicago. The idea would seem to be that if the student can not write his name, he may be taught to print it.

Superintendent McAndrew, sartorial censor, who had a nightmare scheme for putting the teachers in uniform, has caused to be sent to the high school principals a circular letter asking that all high school pupils be taught a skeleton alphabet (sample enclosed) and that they be required to use "this style" for all "titles of essays on all written work," "name and class on all written work," "ditto for blackboard headings," and "lettering of maps, drawings and diagrams."

When and where, if ever, will the high school student, as such, be permitted to acquire an individual chirography or characteristic signature? What bank would cash his check with the signature "printed in this style?" How does this make the boy or girl "more efficient and valuable to their employers," as the circular letter states?

Perhaps the young men and young women in the high schools like the idea of being given kindergarten work, but they would better improve their time in cultivating a legible "fist" than in learning to print the McAndrew alphabet.

Editorial Chicago Journal, November 23, 1925.

Digitized by Google

Milwaukee Teacher Points Out Disadvantages of Platoon School

Teacher Turnover Large In Rotary Plan, Educator Says

The failure of the rotary or platoon school plan in Milwaukee is outlined in the following article from The Milwaukee Journal of October 8, 1925, in which Miss Ethel M. Gardner, president of the Milwaukee Teachers' Association declares that the system is poor economy:

The rotary plan of school administration, also known as the platoon plan, on trial in the Cass Street school for more than a year, was attacked by Miss Ethel M. Gardner, president of the Milwaukee Teachers' association, speaking Wednesday night before the Progressive Women's league, at 423 East Water St.

The plan, Miss Gardner said, makes "two children sit where one sat before," and is merely an administrative device for making a school building accommodate twice as many children as it was built to accommodate. Its success, she said, depends upon "parking" some of the children on the playgrounds all day long, and in inclement weather "one finds congestion undreamed of under traditional conditions," she declared.

Great Need for Schools

The reason for adopting the plan, Miss Gardner said, is the great need for more school buildings in all parts of the country. Statisticians estimating school building programs for years ahead find that much money might be saved by the platoon plan, she said.

"These theoretical conclusions sound good to timid taxpayers, who, according to reports, spend twice as much for ice cream and three times as much for soft-drinks as would be required to erect buildings for the proper housing of school children," said Miss Gardner. She declared that these estimates are mere "guesses."

"By camouflaging the platoon plan under the more recently coined expression of rotary plan, it was slipped into the Cass Street school as an experiment for one year only," continued Miss Gardner. "At the end of nine months Mr. Boyce (the principal) made a report to the school board purporting to be an evaluation of the rotary plan in his school.

Gives Both Sides

"In this report Mr. Boyce advances the following proofs of the success of his school:

"An emphatic statement of the not unbiased opinion of the principal of the school; 10 statements of children who like it; the statement that not all parents like it; the statement that Cass Street school teachers are enthusiastic about it; 12 polite remarks made by visitors.

"If the statements of children to the effect that they like or dislike a system are of any value in the evaluation of an experiment, it is possible to quote just as many opinions on the other side. For instance, children say they don't like it because:

"They don't like changing from room to room; they don't like changing from teacher to teacher; each teacher gives too much home work; they have no time to study in school; confusion and noise in halls cause headaches; 'you go around from one teacher to another and they all pick on you.'

Teacher Turnover Large

"The teacher turnover in the Cass Street school has been remarkably large since the plan was adopted. I have a statement from Mrs. Mossman of Teachers' college, Columbia, in whose company I visited Cass Street school, to the effect that the losses are greater than the gains. The report of the committee appointed by the Milwaukee Civic council was not favorable.

"It is significant that in our neighbor city, West Allis, where the platoon plan has been in operation for four years in the Lincoln school and one or two years in the Washington school, it has been discontinued by action of the school board because they have found those schools can be operated more economically on the regular plan."

The league adopted a resolution supporting the regents of the University of Wisconsin in refusing gifts of money from the Rockefeller foundation or similar sources. Members expressed the opinion that the university would be under too great an obligation if gifts were accepted.

—The Milwaukee Journal, October 8, 1925.

Gary Schools Are Scenes of Colds and Coughs

Physician Tells of Absence Caused by Disease

Gary schools, said to be models of the platoon plan, have also proved to be hotbeds for choryza and similar ailments, according to an article appearing under the head of "How to Keep Well," in the Tribune of November 8, 1925.

The column in which the article appeared, is edited by Dr. W. A. Evans. An extract follows:

Dr. Nesbit tells us that in the public schools in Gary last session, 10,364 pupils lost 23,272 days from school because of colds. The total number of pupils was 14,279. Colds, sore throats, and coughs caused 36 per cent of all illness and 35 per cent of the total number of days lost from all illness.

The school TEACHERS fared even worse. In the Gary schools the teachers lost 625 days from school because of colds, sore throats, and coughs. This group of troubles caused two-fifths of all the cases of illness and two-fifths of all the time lost.

Colds are a serious matter in Gary—as they are everywhere else. If putting the windows down causes the sickness rate from colds to mount so, why not leave them up? We might leave them up in the middle of the day, anyhow. We might leave them open for, say, five or ten minutes out of every hour. Some simple scheme ought to work. It is worth while doing something to escape this first autumn wave of colds.

—From How to Keep Well Column, Chicago Tribune, Nov. 8, 1925.

Digitized by Google

FIREMEN EMULATING TEACHERS

(Continued from Page 110)

classes of corporations, it becomes the duty of the Board of Review to make such assessment.

Referring to the assessment of capital stock of those corporations coming within the jurisdiction of the Board of Review, we offer the following suggestions with a view of expediting the work:

1. As to the capital stock values of Illinois corporations whose stock has been and is on the market, a half dozen efficient clerks can take Moody's Analysis of Investments and the Chicago Economist and figure out quite accurately the capital stock values of all such corporations in one week's time.

2. As to all corporations whose stock is not on the market, the problem of finding the capital stock value is not so simple. As to such corporations having no market value, the Board of Review should find the fair cash value of the capital stock. The report of Mrs. Mabel G. Reinecke, Collector of Internal Revenue for the Chicago District, contains a list of all corporations, giving their capital stock value as found by the Government. This list has been published, and we suggest that your Board take the valuations as made by the Government, and make deductions to cover the value of physical property.

LAW IS PERFECTLY CLEAR

The corporations affected can easily be notified to appear before your Board and submit a financial statement showing the value of their physical property. If they submit such a statement and it appears that the value of the physical property exceeds that of the capital stock, of course there should be no capital stock assessment. If they refuse to submit such a statement, then the Board can from its best sources of information estimate the value of the physical property and deduct that value from the capital stock value.

We trust that your Board will not consider that it is any proper answer to this complaint for you to say that there is a large number of corporations in Chicago that have no capital stock value. This is conceded. As to those corporations, of course, your Board should make no capital stock assessment.

An examination of the records discloses the curious fact that the Board of Assessors of Cook County for many years has placed large capital stock assessments against a great many small and inconsequential corporations, that had, as a matter of fact little or no capital stock valuation, while at the same time, as above pointed out, hundreds of other prosperous corporations who had a very large capital stock valuation were assessed at a very low figure for their capital stock value or no assessment what ever was made against them for capital stock.

While, as above stated, the total capital stock assessment for the whole of Cook County, as made by all taxing bodies, was put at the ridiculously low figure of $46,000,000 for the year 1924, it appears that most of that sum was made up of capital stock assessments of Cook County corporations that were taxed by the State Tax Commission.

In other words, there is a large number of corporations in Cook County that do not come within the jurisdiction of the Board of Assessors, and many of these had a capital stock assessment placed against them by the State Tax Commission at from 15% to 25% of the true capital stock value. To illustrate:

SMALL CORPORATIONS HIT

The Michigan Theatre Corporation, 25 East Jackson Boulevard, has a total capital stock issue of $60,000. Under the Revenue Law the assessed capital stock value can be lawfully made only by the State Tax Commission. In the year 1924 the State Tax Commission assessed the capital stock value of this corporation at $24,000. The report of Mable G. Reinecke, Internal Revenue Collector of the Chicago District, shows that the capital stock value of this corporation as of January 1, 1925, was $161,000. For State taxing purposes the corporation is entitled to a deduction of the value of its physical property. If we estimate that the physical property of the Michigan Theatre Company is of a value of $61,000, then the net actual value of the capital stock was $100,000. As the capital stock assessment made against this company in 1924 was $24,000, the corporation was assessed on a capital stock value of about 24% of its true value.

Why should the capital stock value of The Michigan Theatre Company be placed by the State Tax Commission at 24% of its true worth, while the United States Gypsum Company with an actual and certain net assessable capital stock value of $45,000,000 is assessed on a capital stock valuation of less than 1/400 of 1%?

In view of the foregoing facts we respectfully inquire as to what effort the Board of Assessors and the Board of Review of Cook County is making to carry out the constitutional mandate as to the uniformity of taxation. In this connection we refer again to the decision of the Supreme Court in the case of the PEOPLE vs. STUCKERT, 266 Ill., 164. In that case the court said:

> "The constitution requires that such revenue as may be needful shall be provided by the levy of a tax by valuation, so that every person and corporation shall pay a tax in proportion to the value of his, her or its property * * * * * * * the great central and dominant idea of the constitution is uniformity of taxation, and no power exists or should exist in any corporate authority to go counter to this command of the fundamental law. Therefore, one person cannot be compelled to pay a greater proportion of taxes, according to the value of his property, than another, and where assessors have disregarded the injunction of the law and made an assessment of property far below its real cash value, their misconduct muct also follow the principle of uniformity and their assessments of all persons must be at the same proportional value."

SCHOOLS WILL BENEFIT

While this complaint is made by the Firemen's Association in an effort to increase the revenue of the City of Chicago, it is manifest that any relief granted

The great central meeting place before and after the matinee

Most of the things of life really worth while are within reach of average prosperity. If one make the necessary distinction between things that are cheap, merely, and things that are not costly he may, without much wealth, possess a full share of the material things that make substantial contribution to enjoyment of life.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets

Digitized by Google

to us will be beneficial to all other municipal employees who are underpaid, as well as carrying on other municipal activities such as the cleaning of our streets and alleys, proper lighting system, traffic regulation, and the like.

It is equally clear that while the complaint appeals for such action by your Board as will result in an increase of revenue for the City of Chicago, it is also clear that any relief granted on this complaint will result beneficially to the Schools, Cook County, the Sanitary District, Forest Preserve and other taxing bodies.

In other words, the capital stock values of corporations are practically wholly omitted from taxation. If the Board of Review will do its plain duty and assess the capital stock value of corporations in the same proportion as real estate is assessed in this city, every taxing body will receive an increase in revenue.

FIREMEN'S ASSOCIATION OF CHICAGO,
(Signed) GEO. L. FRANCK, President.

17 No. STATE
10% Discount to Teachers
RADCLIFFE BOOT SHOP
ADOLPH WEINSTEIN — PROP.
Smart Shoes Built for Comfort
"Slender Foot Arch Fitters" Combination Lasts
"Stylish Stout Outsides"
912 Stevens Bldg.
The Largest Range of Shoe Sizes in the City
Sizes, 2½ to 12; Widths, AAAA to EEE

Large Stock on hand

O. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

Nestle Lanoil Permanent Wave $10.00
Marcel Wave 50 cents
Friday & Sat. 75 cents
Modern Beauty Shoppe's Experienced Operators
We Guarantee Our Work
Loop
Suite 610 Capitol Bldg.
159 N. State St.
Phone Dearborn 0317
Open Evenings, Mon., Tues., Fri.
West Side
1636 W. Van Buren St.
Phone West 3427
Open evenings Tuesday
Thur., Fri. and Sat.

Parker Duofold
$5-$7
Other Makes, $2.50 Up
We also REPAIR all makes of Fountain Pens and Pencils
Sibley's
FOUNTAIN PEN SHOP
Phone Dearborn 5752
31 N. Dearborn Street

STOP YOUR FOOT TROUBLES
Our Shoes Are Great Pain Relievers. In stock or Made to Order.
10% DISCOUNT to Teachers
A. SLATIN
Shoe Specialist.
4810 N. Kimball Ave.
At Lawrence. Keystone 9595

REAL HOME FOR TEACHERS BUILT BY TEACHER.
Furn. 1 rm. apts. $40.00 mo. Cosy. Every conv.
1614 E. 83rd pl. Tel. Saginaw 1896.

THE IDLE HOUR

"The best of all ways to lengthen our days
Is to steal a few hours from the night, my dear."

—From an old Irish Song.

Worth while places to spend leisure time will be suggested from week to week in this column. Only such programs as are recommended by teachers will be outlined. Teachers are asked to make suggestions on attractions they have seen which they think would be of interest to other teachers.

Chicago Civic Opera Company—The Saturday afternoon or the evening spent at the opera is not spent in vain. For pageantry, poetry, music and ballet, the opera offers the best from a long list of artists. The opera is one of the big educational things of the winter program.

"Charm"—For a play which will send you away with a laugh, see "Charm." It has neither sprightly lines nor outstanding stars in its cast, but its characters are happily chosen. It is a cross-section view of the people who enter our daily lives—the ones who make us smile in retrospection.

Music lovers who have felt cheated since Amelita Galli Curci has not been singing in opera, will have a good opportunity to say, "I told you so," December 13 when the prima donna soprano will be heard in a recital at Orchestra Hall. The program will begin at 3:30 o'clock.

"The Student Prince"—For those who love picturesqueness, tuneful melodies, a fine male chorus and a pretty little romance, "The Student Prince," whose long run in Chicago speaks for itself, is to be recommended.

"What Price Glory"—Many teachers who have seen this drama of the war report that it is well worth seeing.

John McCormack, than whom there is none more melodious, in the minds of many people, will give his last Chicago concert for a year Sunday night, December 6, at the Auditorium.

(Continued on next Page)

Digitized by Google

EMERITUS SERVICE BRANCH

(Continued from Page 111)

BE IT RESOLVED that the rules of the Board of Education of the City of Chicago, be, and the same are, hereby amended by adding a new article to be known as Article 7A, Chapter IV, and to read as follows:

Section 1. There is hereby created a branch of the educational service of the Board of Education which shall be known as Emeritus Service to which all members of the teaching force including teachers, principals, supervisors, directors, district superintendents, assistant superintendents, superintendents, examiners, except as hereinafter provided, shall be assigned when they shall have respectively reached the age of 70 years. Hereafter no member of the teaching force shall be continued in classroom or supervising duties who shall be more than seventy years of age.

Section 2. It shall be the duty of the Superintendent of Schools on the first day of January and the first day of July in each year or as soon thereafter as possible, to report to the Board of Education in writing the names of all persons of the teaching force who have or will have attained the age of 70 years on the first day of February or August next ensuing and he shall recommend (unless he is of the opinion that charges shall be preferred against such persons in accordance with the Statute and Rules in such cases made and provided) that such persons shall be retired from regular classroom or supervisory service and shall be assigned to the class of service known as Emeritus Service and be subject to the call of the Superintendent of Schools or the Board of Education for consultation, advice and such other service as may from time to time be required.

Section 3. Each person so transferred to Emeritus Service shall be paid annually during the continuance of such service a sum equal to one-half of the average annual salary received by such person during the ten years preceding his transfer to Emeritus Service, but no person so transferred shall receive annually less than fifteen hundred dollars ($1,500) nor more than twenty-five hundred dollars ($2,500).

REASONS: Provisions for old age retirement of teachers are now in force in New York City, Philadelphia, Boston, and other cities, and in the States of New York, New Jersey, Massachusetts and other states. Many railroads and industrial concerns have similar rules governing the service of their employees. This proposed action is in line with the general trend throughout the country.

WM. McANDREW,
Superintendent of Schools.

Chicago, November 25, 1925.

The Chicago Forum Council announces an address, "The World Court—A Reply to Senator Borah," by William E. Sweet of Denver, for December 6; an address, "Our Crime Problem," by Louis Victor Eytinge of New York for December 13 and a talk, "The Awakening In China," by Harry F. Ward of New York, for December 20. The Forum meets every Sunday afternoon at 3 o'clock at the Apollo Theater.

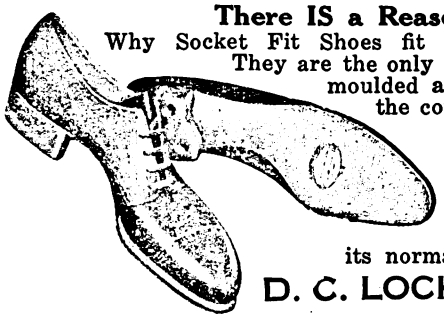
The Menace of Pedagogy!

A high school civics class was asked to write the three menaces to democracy. One boy wrote, as the three menaces, "the tyrant, the pedagog and indifference."

"The second danger is the pedagogue," he continued. "A pedagogue is a unscrupulous leader working for his own selfish gain and not caring for the good of the country."

There IS a Reason

Why Socket Fit Shoes fit and satisfy. They are the only shoes with a moulded arch that fits the contour of the foot. Comfort In Every Step because they fit the the foot in its normal condition.



D. C. LOCKE'S

SOCKET FIT SHOE STORE

In the Lobby of the Shops Bldg.

17 NORTH WABASH AVENUE
CHICAGO. ILLINOIS

Formerly the College Boot Shop

Exclusive—but not Expensive

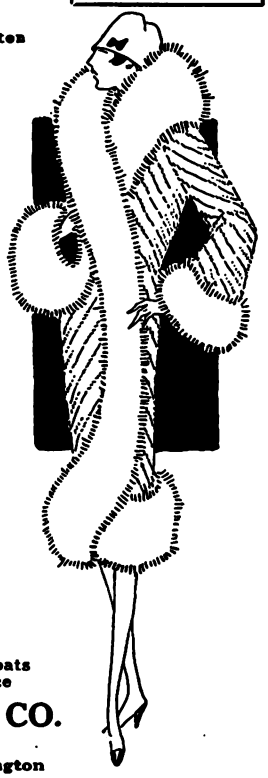
Murray-Black Co.

21 N. Wabash Ave.
Ground Floor
Between Madison and Washington

A Discount of 10% Allowed to School Teachers

Closing Out Uncalled For FUR COATS

THIS TIME OF THE YEAR we close out all uncalled for Fur Coats—You pay only the balance due by the original purchaser. Those who "act quickly" can secure some of the greatest values ever offered. Remember, all you pay is BALANCE DUE. Every Coat bears the guarantee of satisfaction.



Choice at $125.00

French Seal
Mink-Marmot
Northern Muskrat
Caracul
Northern Seal
Baltic Seal Man-Coon

65 Other Uncalled for Fur Coats from $100 to $250 Balance

MURRAY-BLACK CO.
21 N. Wabash Ave.
Between Madison and Washington

Now Is the Time to Select Your

Fur Coat

Many Beautiful Models to Choose From at

STAEDTER'S

1302 Stevens Bldg. 17 N. State St.



HAIR TINTING

By Lois Armstrong
(Formerly with Marinello)

Not an ordinary process—but a proven method, backed by years of success.

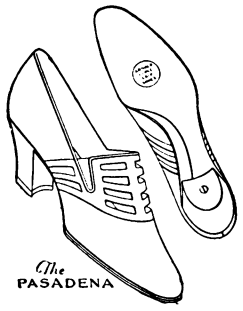
Special Club Rates For Teachers

LOIS STUDIOS
Call State 5089
Room 808. 14 W. Washington St.

Digitized by Google

Stylish—yes! but with real comfort

Our Arnold Glove-Grip Shoes combine voguish style an dsmart good looks with the most marvelous comfort your feet ever felt.
Glove-Grips support the arch and fit like a glove from the start. And they wear well. Come in and let us show you our complete line.



$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP
Room 206 6 N. Michigan Ave. Chicago, Ill.

WOULD YOU
Like to see England and Scotland by motor?
If so, write for information.
JULIA C. BRANNAN
Hayes Hotel Chicago, Ill.

BERTHA OTT *Announces the following* **CONCERT AND RECITALS**
under her management during December

Ernest Hutcheson, pianist, recital, **Studebaker Theatre,** Sunday afternoon, December 6th, at 3:30. Seats, $2.20, $1.65, $1.10, tax included. At box office now.

Flonzaley Quartet, second of a series of three chamber music concerts, **Princess Theatre,** Sunday afternoon, December 6th. Seats, $1.10, $1.65, $2.20, tax included. At box office now.

RETURN ENGAGEMENT

Amelita Galli Curci, prima donna soprano, recital. **Orchestra Hall,** Sunday afternoon, December 13, at 3:30. Seats, $1.10, $2.20, $2.75, $3.30, tax included. Mail orders now with remittance and stamped self-addressed envelope to office, Bertha Ott, Inc., 1520 Blum Bldg., 624 South Michigan Avenue. Tickets on sale at box office, Orchestra Hall, on and after December 3rd.

Grace Leslie, contralto, recital, **Studebaker Theatre,** Sunday afternoon, December 13th, at 3:30. Seats 83c, $1.10, $1.65, $2.20, tax included. Mail orders now.

Ossip Gabrilowitsch, third of a series of six historical recitals with explanatory lecture, **Princess Theatre,** Sunday afternoon, December 13th, at 3:30. Seats $1.10, $1.65, $2.20, tax included. Mail orders now.

Tickets can be secured by addressing
BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

TEACHING A PLEASURE
When You Wear Our
PHYSICAL CULTURE
Combination Last Shoes, That Have Style Plus Comfort
We Also Make Shoes to Order When Required
Service That Pleases
BRUNS BOOTERY
6 N. Michigan Blvd., Third Floor

FUR COATS
Most Popular Furs—Latest Styles
Repairing and Remodeling
25 Years' Experience Designing to Individual Taste
LEVEY & CO.
Republic Bldg. 209 S. State St.

Charge Accounts of Teachers Solicited



GO THE
WENZEL WAY
For Superior Instruction in
HAIR AND BEAUTY CULTURE
BE A MARCEL WAVER AND A PERMANENT WAVER
WRITE OR CALL
Room 306, 177 No. State St. CHICAGO
Phone State 1887

VICTOR OLANDER

(Continued from Page 103)

What Is Significance?

What is the significance of that? The words "superior" and "inferior" or "lower" appear in the report. What is the significance?

It isn't so much that they have divided the children into two groups and found some inferior to the others, though I think the use of that word is unfortunate—but it is this philosophy that runs through it—that household work is fit only for those of inferior or lower intelligence and therefore the brand of inferiority is placed upon the wives and mothers of our country who do the household work.

And then they say, too, the inferior are fit only for the trades and occupations such as we are engaged in. Shall we sit still while they place that kind of brand upon those who have raised our children, and let them send the boys and girls back into the home with a sneer on their lips for their fathers and mothers? It is more than a question of technical education. The whole philosophy of our American life is at stake, and I say to you that not many months will go over your heads, if you allow this to go on, before you will find that the teaching of the Declaration of Independence will be prohibited in some of our schools, because they cannot teach that great truth of equality in the theory of American life and inject this poison at the same time.

The "Platoon" System

So much for the "junior high." I shall not take up your time further with the "platoon" system except to bring to your attention one point. I think every delegate here knows that all over the world educators have insisted that in order to get the best educational results there must be close personal contact between the teachers and the pupils. As a result of that we have insisted in our past conventions that the public school class of forty to fifty-five pupils is too large for the best educational results, for the reason that the teacher cannot give sufficient attention to the individual child. Under the "platoon" system the "home room" teacher has charge of from 80 to 90 children and the special teachers having one-half hour periods handle from 400 to 500 different children each day. What shall we say of a system that at the minimum doubles the number of children for the home room teacher and multiplies the number many times for the teacher in the special rooms? That one point is sufficient to condemn the plan.

If you go back to look up the descriptions of the Gary system, before they began to hide some of its purposes, you will find them telling you they marched the children to the halls as the classes changed in the special rooms by the open doors of the shop courses in order to attract their attention to that kind of work. And let me say that in the fifteen years they have been advertising it they have thus far, may it be said to the credit of school boards all over the United States, succeeded in inducing only sixty-six school boards even to temporarily accept the plan. Most of the school boards have said no, because there isn't an educator in the United States who has earned the title of a progressive in his profession who has been willing to give his O. K. to that system.

From speech by Victor A. Olander, before convention of American Federation of Labor, Atlantic City, N. J., October 16, 1925.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Digitized by Google

INTRODUCING!

To the School Teachers of Chicago

Goodrich Dressmaking Service

We design, cut and fit any garment from your own material and make ready for you to finish. Also partial and complete finishing services.

Appointment for Fitting May Be Made by Telephone

THE GOODRICH SHOP

1107 Stevens Bldg. Dear. 7015

"YOU GET PERSONAL CARE WHEN WE WAVE YOUR HAIR."

Distinctive Permanent Waving



That leaves the hair soft and glossy with large, loose wave—no breakage, $10.00

Teachers guaranteed satisfaction

POWERS and ERICKSON

Harrison 8758 **220 S. State St.**

JESSO-CRAFT

The new art that enables you to beautify your home yourself at very little expense. Very easy to learn and the result is pleasing. Free lessons by special teacher.

Favor, Ruhl & Company

ARTISTS' MATERIAL
PICTURE FRAMING

425 So. Wabash Ave.
Chicago, Illinois

Always 2,000 Seats at Less Than Theatre Prices

Chicago Civic Opera

AUDITORIUM THEATRE

Special Features

Saturday, December 5, at 8 P. M.
"MARTHA"
At Popular Prices—75c to $3.00

Sunday, December 6, at 2 P. M.
First Non-subscription Performance of
"DER ROSENKAVALIER"
Seats for one and all (at every price) obtainable for the first time.

Advance Repertoire

Monday Evening, Dec. 7, at 8:00
"Boris Godunoff," with Van Gordon, Baklanoff, Cortis, Lazzari, Cotreuil. Conductor, Polacco.

Tuesday Evening, Dec. 8, at 8:00
"Lucia di Lammermoor," with Schipa, Bonelli, Lazzari, Mojica. Conductor, St. Leger.

Wednesday Evening, Dec. 9, at 8:00
"La Traviata," with Muzio, Cortis, Bonelli; Oukrainsky, Shermont, Samuels and Ballet. Conductor, Moranzoni.

Thursday Evening, Dec. 10, at 8:00
"Madame Butterfly," with Raisa, Pavloska, Hackett, Rimini. Conductor, Polacco.

Friday Evening, Dec. 11, at 8:00
"Namiko-San," with Miura, Ritch and Bonelli, followed by **"Cavalleria Rusticana,"** with Muzio, Lamont, Defrere. Conductor, Weber.

Saturday Matinee, Dec. 12, at 2:00
"Falstaff," with Raisa, Mason, Pavloska, Hackett, Rimini, Steel; Conductor, Polacco.

Saturday Evening, Dec. 12, at 8:00
"Aida," with Muzio, Lenska, Ansseau, Formichi. Conductor, Weber.

Sunday Matinee, Dec. 13, at 2:15
"Die Walkuere," with Forrai, Van Gordon, Lenska, Lamont, Kipnis, Cotreuil. Conductor, Polacco.

Solve your Christmas problem by giving

Civic Opera Xmas Coupons

For Information Call at Auditorium Box Office

Digitized by Google

SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTION

Shorthand, Typewriting, Bookkeeping
By Practical Teachers

Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.

Ample space for study as well as for instruction period.

Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.

When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.

W M Voss

Collegiate Tours Via Canadian Pacific To Europe

Montclare
Montroyal
Montrose
Montcalm

(Only 4 days on open sea.)

Weekly Sailings from Montreal
Every Friday
May 28 to July 23, 1926

36 Days -- $350

Personally conducted, capably chaperoned tours by steamship, rail and motor—Liverpool—the beauty and historical spots of England, Holland, Belgium and France—with an opportunity to visit Ireland, Scotland, Switzerland and Germany, if desired.

Thirty-six days seeing warm, colorful, tranquil, fascinating sections of historical interest. Europe with its art treasures, traditions, gaiety and night life.

The shortest route—four days open sea with an opportunity to see Toronto, Niagara Falls, Montreal—Days of dancing, playing, travel luxury—or restful relaxation. Canadian Pacific service and cuisine en voyage.

To the Orient $500
Sailing from Vancouver
July 8, 1926

Know the Orient—the land of Flowers, Romance and Mystery. Narrow crooked streets, quaint costumes and customs—Japan, China and the Philippines—A glorious sea voyage on one of the Empresses of the Canadian Pacific.

Reservations may be made on application to the Arts Craft Guild, 500 N. Dearborn St., or R. S. Elworthy, Steamship Gen. Agt., 71 E. Jackson Blvd., Chicago.

CANADIAN PACIFIC

THE UNIVERSITY OF CHICAGO

Offers through Its Downtown College

LATE AFTERNOON, EVENING AND SATURDAY CLASSES

Interpretation of Social Institutions in a Democracy by Professor Leon C. Marshall, New Testament Literature by Professor Edgar Goodspeed, and over one hundred other courses of interest to teachers.

All Courses Credited toward University Degrees

Two-hour Sessions Once or Twice a Week

The Winter Quarter begins Monday, January 4, 1926

Registration Period, December 15 to 31, 1925

Address all correspondence to:
Dean, University College

The University of Chicago

Phone Midway 0800, Local 239 Box 10X

Between Xmas and New Year—when you have plenty of "Shopping Time"—ZUGSCHWERT will be pleased to serve you.

New Side-Front Closing

Slip-Around Corsets $14

The newest type of slip-around is this clever side-closing model designed to prevent bulging. It is made of fine silk brocade and surgical elastic.

Brassieres and Lingerie

The most favored styles in brassieres and a complete assortment of Munsing Wear and Kickernick bloomers.

ZUGSCHWERT
CORSETS and BRASSIERES
Stevens Bldg., 10th Floor 17 N. State Street

Individual
Christmas Greeting Cards
At a trifle above the cost of ordinary Printing

PROCESS ENGRAVING COMPANY
ROOM 1700 ~ REPUBLIC BUILDING

Digitized by Google

De 21 '25R

Started Jan 7

U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT No. 3663

VOL. III

Margaret Haley's BULLETIN

NO. 7

Chicago, Ill. 341 December 16, 1925

If Christ Should Come Today

By The Rev. Charles Stelzle

LONG years ago the angels' wondrous glory song
Was heard by humble shepherds,
Who watched their flocks by night.
None heard that song in palace, temple, court or mart:
The ears of all within were deaf.

The Christ came first to those whose aching hearts
Cried out: "How long"—the common folk—
Who heard Him and were glad.
He healed the sick, the lepers cleansed;
He gave the blind their sight. To those
Who needed life, He gave His own.
He came in largest measure to the men
Whose hearts beat to His heart most true.

If Christ should come to earth today,
Would He go first to temple and to mart,
To palace and to court?
Or, would He seek the cottage and the slum;
Seek those who still cry out: "How long?"
Seek those whose waiting hearts still beat with His,
And long for Him who made the angels sing
Of "Peace on earth, good will to men"?

Digitized by Google

32 South State Street

H. FRIEND & SON

32 South State Street

10% Off To School Teachers

Nowhere else can teachers find such beautiful styles at such ridiculously low prices than at H. Friend & Son Now. Our December Clearance offers tremendous values.



Smart New DRESSES $16.75

Never before have we shown such exquisite creations at so low a price. There are dresses here for every type and for all occasions.

300 Luxurious FUR COATS $95.00

Our great December Clearance is in full swing and we have reduced prices far below cost. If you want a wonderful coat at a big saving attend this sale.

275 Lovely Fur Trimmed COATS $29.75

Gorgeously fur trimmed with quality furs. All finest fabrics and shades.

Promotional Credits at the

Chicago Musical College

HERBERT WITHERSPOON, *President*

A Conservatory Pledged to the Highest Artistic Standards

Fall Term Now Open

Special Fall Classes and private lessons for Chicago Public School Teachers, leading to Promotional Credits in Piano, Vocal, Violin, Organ, Harmony, History of Music, Public School Music, Sight Reading, Ear Training, Dramatic Art and Expression and Orchestral Instruments. Tuition — Private Lessons — Piano $1.00 to $10.00 per lesson; Vocal and Violin $1.50 to $15.00 per lesson.

Students completing 40 private lesson periods earn 1 credit—20 lessons ½ credit

Complete Catalog on Request, 60th Year

CARL D. KINSEY, Manager

64 EAST VAN BUREN STREET

(CHICAGO MUSICAL COLLEGE BUILDING)

What Are You Going to Do This Winter?

What are you going to do for amusement? You probably haven't thought very much about this, but the things you have been doing this Summer and Fall will not fit into your Winter program.

In all probability the major part of your time this Winter will be under artificial illumination. You will probably get less healthful sunshine and very materially increase the burden on your eyes.

In the process of changing our habits and habiliment to meet the seasonable requirements, we too frequently overlook the importance of having our eyes properly cared for.

In order to help you in this respect let us send you, of course without charge, our booklet, "Why Do Your Eyes Get Tired?"

We specialize and limit our service to filling Oculists' prescriptions for Glasses of Quality

UHLEMANN OPTICAL COMPANY

ESTABLISHED 1907

Stroh Bldg., Detroit, Mich.

Home Office Chicago, Ill.

Mallers Bldg. Chicago, Ill.

Digitized by Google

MARGARET HALEY'S BULLETIN

Vol. 3. No. 7 December 16, 1925 Page 123

Intelligence Tests Akin to Hindu Caste System, Says Olander

Chicago Speaker Tells Labor Convention of Dangers

The relationship between the system of intelligence tests and the caste system of the old world, was discussed by Victor Olander in his talk on education before the convention of the American Federation of Labor, October 16, 1925, in Atlantic City.

Following is printed the last installment of Mr. Olander's speech which has run in the last two issues of The Bulletin:

Now as to "intelligence tests," in one city that has used those alleged tests in the elementary school for some period of time, the report shows that there were 40 per cent of errors; that in 40 per cent of the cases the "intelligence test" had resulted in a wrong conclusion, that in 40 per cent of the cases the children were admittedly branded wrongly. Now, you all know the power of suggestion upon yourselves, and surely you know what it would be on children. A small child is told that he is rated X or Y or Z. The child rated highest naturally throws out his chest, raises his head and looks with scorn on the baby that is rated Z. Later when it is found a mistake has been made, the proud little head droops with shame and humiliation when he is labelled with a degrading "Z."

Let me now tell about the report of the Research Division of the Chicago Board of Education applying the "intelligence test" to pupils in the Chicago high schools. They discovered, so they say, that the children who were taking the two-year vocational courses were the lowest in intelligence, that those who were taking the four-year courses were higher in intelligence, that those who were taking the four-year technical course leading to colleges were in a still higher class and that those who were taking the four-year academic courses leading to universities were the highest.

It is obvious, of course, that the main reason for a boy or girl selecting a two-year vocational course is that the economic condition of the family will not permit the children to remain in school longer. Those who take the four-year vocational course do so because the financial circumstances of the family permit it. Those who are heading towards the colleges and universities are, in the main, able to continue their education because their families are better off financially than are the families of those who take the shorter courses. Thus it appears that the intelligence level and the economic and social levels parallel one another.

Each person, according to this sort of reasoning, is placed in his particular position in life, high or low, by a rigid natural law, against which it is useless to struggle! What utter nonsense!

That sort of report was sent broadcast out over the city of Chicago and we were asked seriously to accept it. They said similar results had been found through the army tests, although it is now well known that the army tests did not give intelligence levels but educational or informational levels. What is the philosophy that runs through all this? Is it strange to you? It is the philosophy of the Hindu caste system which asserts that every man is put into his occupation by a law of nature, a law of God. That is the arrangement of the caste system in India—the teamsters in the teamsters' caste, the miners in the miners' caste, the sailors in the sailors' caste and so on up to the priesthood itself, and that is brought over to America under the guise of an alleged psychology and inflicted upon our school children. And those alleged scientists who are running wild over the United States now say to one another in their publications, with fiendish glee, that the public school system is a wonderful laboratory because of the compulsory attendance law! And then they come forward with such statements as I am about to read to you, if I may. This will show that I am not drawing upon my own imagination when I speak of injecting the caste system into the life of our public schools.

Dr. G. B. Cutten, president, Colgate University, Hamilton, N. Y., in an inaugural address a few years ago, said:

"It may be interesting to speculate concerning the effect of mental tests upon the problem of democracy. If the present hopes and expectations are realized they will result in a caste system as rigid as that of India, but on a rational and just basis. We are now examining children in the public schools and find all ranges of intelligence from imbecility to genius. We are told that the intelligence quotient of a child rarely changes, so that we are enabled to tell early in life what the limit of intelligence of any person will be, and in a general way to what class of vocation he is best fitted, and, to a certain extent, destined."

Thus they are going to find out, by measuring us as children, as to whether we are to be day laborers, miners, carpenters, school teachers, bank presidents or something else, and the crowning infamy is now committed when statements are made that they have discovered that those of superior intelligence are also of the highest character. Well, we have a sordid tale in the courts of Chicago that it seems to me challenges that sort of philosophy, a tale so terrible in its details that I do not even care to mention the names of its principals. They say you are put on your level by nature and there is no use struggling against it. I say it is time for the American Federation of Labor to give the lie to those who in this manner are challenging the true laws of life, who are denying all religions as well as trampling upon the philosophy of our trade union movement.

Digitized by Google

From the Masthead
by The LookOut



The Spirit of Christmas

"Again the Ghost sped on, above the black and heaving sea —on, on—until, being far away, as he told Scrooge, from any shore, they lighted on a ship. They stood beside the helmsman at the wheel, the look-out in the bow, the officers who had the watch; dark, ghostly figures in their several stations; but every man among them hummed a Christmas tune, or had a Christmas thought, or spoke below his breath to his companion of some bygone Christmas Day, with homeward hopes belonging to it."

—From Dickens' Christmas Carol.

TO the Teachers of Chicago:

It is singularly fitting at this season of the year, when memories are rampant and thoughts hark back to the years that are gone, that the firemen of Chicago should revive in the minds of the teachers of Chicago the proceedings of 25 years ago, when the teachers found themselves in the position the firemen now occupy, complainants against under-assessed corporations.

There is no more timely message I could give the Chicago teachers than to tell them that now, as the old year wanes and the new year begins, the action of the firemen in filing a complaint against certain corporations before the Board of Review is the beginning of a new era in the tax history of Chicago.

I attended the hearing before the Board of Review December 9, 10 and 11. I heard the Special Counsel for the Board of Education, the Assistant Corporation counsel of the City of Chicago, the attorneys for the corporations named and the attorney for the Firemen's Association state their respective positions.

I heard the constant reference by these attorneys to the Teachers' case in which the name of Miss Catharine Goggin appears. That case is the foundation on which the Firemen's case rests.

I heard the chairman of the Board of Review call for briefs from all those represented, that he and his colleagues might take the matter under advisement and I realized that those words in the records of Chicago's history marked a new milepost in the campaign against discriminatory assessments in favor of corporations and against home owners and renters.

With my Christmas greetings I congratulate you teachers on the stand you took 25 years ago and have maintained throughout the last quarter of a century. It has been a beacon light guiding those who are now following in your footsteps.

It was with no little gratification that I heard the Teachers' Federation at its meeting Saturday, December 12 give a vote of confidence to the taxation program as outlined by the Federation and promise to stand by it in a substantial way.

While the world is rapt in sweet sentiment these days of the Holiday time, it would be an imposition for me to project hard facts at this time, but rather to let you revel in the happy fancy of the Christmas season.

I am proud of you. I am proud of the firemen. I am proud of those courageous citizens represented by the City Council and Federation of Labor who voted their support to the firemen.

With the coming of the new year I know that you will carry on as you have in the past and that 1926 will witness the successful culmination of the struggle of the teachers and of the firemen for honest and just taxation.

In wishing you a Merry Christmas and a Happy New Year I do it from my heart and add with Tiny Tim, "God bless us every one."

Margaret A. Haley

Digitized by Google

Firemen Get Much Support In Their Complaint vs. Corporations

Teachers, Federation of Labor and City Council Interested

Firemen of Chicago are not alone in the stand they have taken against under-assessed corporations.

Not only has the Chicago Teachers' Federation given them its endorsement, but the Federation of Labor and the City Council in resolutions have manifested their interest in the complaint filed by the firemen with the Board of Review.

As a result of a resolution introduced by Alderman Oscar F. Nelson, 46th ward, at the City Council meeting Dec. 9, 1925, a representative from the office of the Corporation Counsel was instructed to attend the hearings on the firemen's complaint against the corporations.

The Teachers' Federation also addressed a letter to the City Council urging upon it the inadvisability of the Council's approving a proposition to increase the tax rate for educational purposes at the meeting December 9, while the complaint against the corporations was pending. Newspapers of December 2 had said that the Council would consider the proposition of tax rate increase on December 9. It did not come before the Council, however.

Hearings before the Board of Review were concluded Friday, December 11, when the matter was taken under advisement subject to the submission of briefs by the corporations named in the complaint and by the complainants.

Attorney Henry M. Ashton, representing the Board of Education, Attorney Leon Hornstein, from the Corporation Counsel's office, counsel for the corporations interested and Miss Margaret Haley, business representative of the Chicago Teachers' Federation, attended the hearings.

Resolutions of Council

Following is the resolution adopted by the City Council December 9, 1925:

WHEREAS, There was filed on November 24, 1925, before the Board of Review of Cook County, by the Firemen's Association of Chicago, a complaint that about $265,000,000 of capital stock value of 35 Illinois corporations is wholly omitted from assessment for the year 1925; and

WHEREAS, This complaint also states "that the building permits issued in the City of Chicago for the years 1921 to 1924 inclusive were $978,568,000" while "the increase of full assessed value of all real and personal property in Chicago as found by the Board of Review for the year 1924 was only about $100,000,000, beyond the figures of 1921 or an average yearly increase of $25,000,000" and

WHEREAS, The same complaint charges that homes (houses and lots) especially those valued below $15,000 are assessed by the assessing boards at a full assessed value of about 36% of the actual value; and

WHEREAS, The City Council on July 2, 1923, on the recommendation of the Mayor in his message to the City Council of that date, unanimously adopted a resolution providing that the City be officially represented before the Board of Review to prevent reduction in assessments and to secure adequate and just assessment of property; and

WHEREAS, The hearings on this complaint filed by the Firemen's Association of the City of Chicago were fixed by the Board of Review for December 9, 10 and 11; therefore

BE IT RESOLVED, That the Corporation Counsel be, and he hereby is, directed to have a representative from his office attend these hearings on behalf of the City of Chicago to secure the assessment of property according to law.

From Federation of Labor

Following is the communication of the Federation of Labor:

Chicago, Ill., December 9, 1925.

Hon. Charles V. Barrett,
Chairman, Board of Review,
County Building, Chicago, Illinois.

Dear Sir:—

At the last regular meeting of the Chicago Federation of Labor held Sunday, December 6, 1925, unanimous endorsement was given the action of the Chicago Firemen's Association in bringing to the attention of the Board of Review the failure of numerous large and wealthy corporations to pay their just taxes for the purpose of compelling them to meet their obligations the same as other concerns and individuals.

Our Federation of Labor is in entire accord with this action to see that these large corporations are shown no partiality in the collection of taxes, so that the revenue of the City and County may reach its proper proportions to enable the payment of adequate wages to City and County employes.

Your co-operation in this situation will be greatly appreciated by the membership of our Chicago Federation of Labor.

Respectfully,

CHICAGO FEDERATION OF LABOR,
(Signed) E. N. NOCKELS,
Secretary.

Digitized by Google

Teachers' Federation Endorses Stand of Firemen

Miss Haley Attends Hearings Before Board of Review

The Chicago Teachers' Federation has gone on record as endorsing the position taken by the Firemen's Association in attacking the under-assessment of the capital stock of certain corporations.

On December 4, 1925, the Board of Managers appointed Miss Haley to represent it at the hearings on the complaint of the firemen before the Board of Review, and authorized the following letter:

To the Board of Review December 9, 1925.
of Cook County, Illinois,
County Building, Chicago.

The Board of Managers of the Chicago Teachers' Federation at its meeting on December 4 endorsed the action of the Firemen's Association in bringing before the Board of Review the complaint filed on November 24 against the under-assessment of the capital stock of corporations and other property, with the consequent loss of revenue and resulting detriment to the public service and injustice to the home owners and other small tax-payers.

The Business Representative of the Federation was appointed to represent the Federation at the hearings on the complaint filed by the Firemen's Association.

THE CHICAGO TEACHERS' FEDERATION,
By THE BOARD OF MANAGERS,
(Signed) MARY M. ABBE, President.

Federation Letter to Council

Following is the communication of the Teachers' Federation sent to the Mayor and to the City Council and referred to the Finance Committee December 9:

December 7, 1925.

To the Honorable The City Council,
City of Chicago:

Because of the hearing before the Board of Review on Wednesday, December 9th, on the complaint filed Nov. 24th, by the Chicago Firemen's Association, that there has been omitted or greatly under assessed corporation capital stock valued at hundreds of millions of dollars, the Chicago Teachers' Federation respectfully submits that Wednesday, December 9th, would be an inopportune time for the City Council to consider the question of submitting to the voters at the next election the proposal to increase the tax rate for educational purposes.

For the City Council to approve a proposition to increase the tax rate while the demand to increase the assessment is before the Board of Review and undetermined would be interpreted, and rightly so, by the public either as pre-judgment by the Council of the action of the Board of Review or as indifferent if not hostile to favorable action by the Board of Review on the Firemen's demand.

We believe that the Board of Education and the City Council, as well as the teaching body, and everybody else interested in securing revenue for the schools, should make clear to the public that every resource at their command has been exhausted before this proposition to increase the tax rate is finally approved by the City Council. We believe that any other action would further handicap those who may be compelled as a last resort to ask the people to increase the tax rate if the taxing bodies, including the State Tax Commission, fail to respond to the demands made upon them.

The Chicago Teachers' Federation, at its meeting on Nov. 21st, instructed its officers to make a demand on the State Tax Commission similar to that made by the Firemen on Nov. 24 on the Board of Review.

All of these taxing bodies will complete their assessments for 1925 in a few weeks, possibly in a few days. There will be ample time left for action by the Council after these assessing bodies have finished their work.

The Board of Education adopted its resolution directing the submission of an increase in the building fund rate on Oct. 10, 1923 (p. 216, Report No. D-7672), and after that date the City Council approved the proposition and it was put on the ballot for the Nov. election.

Respectfully submitted,

THE CHICAGO TEACHERS' FEDERATION,
MARY M. ABBE,
President.

Digitized by Google

Chicago Daily Journal Covers 25 Years Fight vs. Corporations

Prints First Story On Untaxed Stock and Repeats After Quarter Century

Twenty-five years ago the Chicago Daily Journal published a story which contained the first information that large corporations in Chicago were escaping taxation on hundreds of millions of capital stock.

The story proved to be the incentive for an investigation made by Miss Haley of the Chicago Teachers' Federation. Following this investigation, mandamus proceedings were instituted, resulting in $600,000 being placed in the public treasury.

The suit was brought in the name of the People of Illinois on the relation of Catharine Goggin, as taxpayer. Miss Goggin was also president of the Chicago Teachers' Federation.

On Thursday, December 10, 1925, the same paper printed the following story:

As a result of the unanimous action of the city council, the city is going to take part in the fight the Firemen's association of Chicago is waging before the board of review to obtain an adequate assessment of the capital stock of thirty-five Illinois corporations, the value of which is estimated at about $265,000,000.

On motion of Alderman Oscar F. Nelson of the Forty-sixth ward the council on Wednesday unanimously directed Corporation Counsel Busch to have a representative of his office attend the hearings on the firemen's complaints.

URGES PRESSURE ON BOARD

In speaking to his resolution, Alderman Nelson said that the $1 tax for educational purposes the board of education proposes to levy would be unnecessary if all forces interested in the question would join hands and bring pressure on the board of review that would prevent reduction of assessments and secure adequate and just assessment of property.

Alderman Nelson pointed out that in 1923 the mayor had recommended the appointment of a committee to take up tax matters, but that this committee never had held a meeting.

"The board of education has recommended a tax levy for $1 for educational purposes and intends to have this increase in school taxes submitted to a referendum," Alderman Nelson told the council. "There is no need for this additional tax burden. If all the forces interested in proper financing would get together and bring pressure on the board of review, we would not only not need an increase in the tax for educational purposes, but we would realize sufficient funds to enable the city to function as it should function."

TAXES FAIL TO GROW

In his resolution the alderman points out that, according to the complaints filed by the Firemen's association, the building permits issued in Chicago for the years 1921 to 1924, inclusive, were $978,568,000, while the increase of full assessed value of all real and personal property in Chicago as found by the board of review for the year 1924 was only about $1,000,000,000 beyond the figures of 1921, or an average yearly increase of $25,000,000.

The complaint, the alderman told the council, also stated that homes, houses and lots, especially those valued below $15,000, are assessed by the assessing boards at a full assessed value of about 36 per cent of the actual value.

FORESEES GRAVE CRIME

Far worse crime conditions than the present for Chicago in years to come if the tax system is not put on a more equitable basis were forecast by Miss Margaret Haley, business representative of the Chicago Teachers' federation, before the board of review at the corporation tax hearing.

Miss Haley's audience consisted chiefly of attorneys and other representatives of a score of multi-millionaire corporations that had been summoned to show why the valuation of their capital stock should not be increased for taxation. The complaint was filed by the Firemen's Association of Chicago for the purpose of increasing the city's revenue so that the firemen might be granted an increase of salary.

OPPOSES TAX BOOST

"Resolutions had been prepared," said Miss Haley, "to be submitted to the city council for approval of the board of education's measure to put on the ballots next spring a proposition to increase the tax rate for educational purposes. Those resolutions were withheld for fear lest it might be construed as meaning that we were not in sympathy with this hearing before this board.

"Personally I am in rebellion against this sort of thing. I do not believe the tax rate should be increased. It is an outrage. The necessary revenue for running the schools should be obtained by giving us an equitable system of taxation.

CITES UNFAIR TAXATION

"We have had examples of the unfairness of the method of taxation. Two cases have been cited, one in which a householder paid $150 on his home valued at $10,500; another in which the owner of a bungalow valued at $12,000 paid a tax of $252.

"The people should be made to feel that some effort is being made to distribute the tax burden more equitably. You men here have been complaining of double taxation. I agree with you that such things take place. But how about the people who are paying these exorbitant taxes on their homes?

PROTECT HOME OWNERS

"We need more money with which to run the schools. Retrenchments are being made all along the line, children are being platooned, all sorts of makeshifts are being resorted to because of a lack of funds. There should be some way to solve this problem without putting the burden of increased taxation on the home owners.

"You hold one generation back educationally and there is no way to estimate the direful consequences. You may hang all the criminals you will, but if you take away educational privileges from the children, I tell you that Chicago will see a crime wave such as it has never seen in all its history."

—Chicago Daily Journal, Dec. 10, 1925.

Digitized by Google

Superintendent's Rating System Is Published by Principals

Tentative Plan, Result of Conference, Outlined In "Reporter"

A "tentative plan for rating the teaching service," signed by William McAndrew, is printed in the November, 1925 issue of the Principals' Club Reporter.

It is introduced by a letter from the superintendent to the president of the Chicago Principals' Club. The letter says that the "tentative plan" resulted from a conference with the Chicago Public Schools Teachers' Council. This so-called council is the group which Mr. Mullenbach referred to as a "hand-picked conference of the superintendent."

Following is the letter and plan as published in the Principals' Club Reporter:

Appraisal of Teaching

November 3, 1925.

Chicago Principals' Club,
Mr. George A. Beers, Pres.,
315 Plymouth Court, Chicago.

Ladies and Gentlemen:

As a result of an extended conference with the Chicago Public School Teachers' Council, representatives of the various parts of the educational department being present: teachers, principals, and superintendents, I submit this tentative plan for rating the teaching service in the elementary, continuation, junior, and senior high schools, and request criticisms on it by your organization.

(1) We want to get out a blank for use covering the teaching service at the close of this semester.

(2) PURPOSE. The rating system is for:

a. Maintenance and increase of efficiency.
b. Bases for promotion.
c. Bases for ridding the school of incompetents.
d. Emphasizing particular features or projects adopted by the school system.
e. Education of the raters to a more comprehensive knowledge and skill in supervising instruction.
f. Elimination of chances of records being based on inefficient observation or data or any personal whim of the inspector.
g. Provision for a record of a teacher leaving the system so that when they write in from another city instead of giving just a guess, give the official record.

(3) DATE OF REPORT. Ratings should not be required before the close of the semester.

(4) DETAILS FOR WHOM. Only the total rating of the items need be reported to the central office except that a full detail should be submitted for teachers rated "Superior" and for teachers rated lower than "Satisfactory." In the case of the first teachers, this is to give some bases for promotion to assist in a decision where there are competitors for a higher position or for selection for night schools, etc. In the case of the latter teachers, this is for protection against hasty judgments, unsubstantiated by facts and is to enable constructive suggestions for improvement in teaching to be given when possible.

(5) CLASS VISITS. In the case of teachers marked less than "Satisfactory" the reports should contain a notation of the date and time of class inspection together with records of tests and other specific evidences justifying the marks given.

(6) TRANSMISSION OF RECORD TO TEACHER. The council was unanimous that this blank need not be given to teachers rated "Satisfactory" or higher, the blank in such cases being considered a memorandum for the aid of the principal, for his personal conferences with individual teachers. If any principal desires to transmit to the teacher concerned the details of a record "Satisfactory" or above, there is no objection to his doing so. The council was unanimous in recommending that in the case of a teacher rated less than "Satisfactory" the principal should afford such teacher the opportunity of seeing the entire record.

Following is the blank in its present tentative state, subject to amendment as the result of your and other recommendations:

APPRAISAL OF TEACHING

....School
(Teacher's Name)
For Semester Ending.....

	RATING (In this column put the numerical symbols for Superior, or Excellent, or Satisfactory, or Unsatisfactory, or Inefficient. Add this at the bottom of the sheet for the final rating.
A. KNOWLEDGE OF SUBJECT. Related fields, general information, familiarity with reference works, scholarship, professional improvement. Superior=10; Excellent=9; Satisfactory=8; Unsatisfactory=7; Inefficient = 0 to 6.	
B. TEACHING ABILITY. Definite aims, preparation in reference to ability and needs of pupils, good English, clear exposition, questions are thought provoking, teacher requires persistence of pupils, plan book adequate and available, adequate directions for study by pupils, attitude of class active and alert, control of class, objective illustration, blackboard adequately	

Digitized by Google

	RATING (In this column put the numerical symbols for Superior, or Excellent, or Satisfactory, or Unsatisfactory, or Inefficient. Add this at the bottom of the sheet for the final rating.
employed, correction of inaccuracy, avoidance of waste time, entire class engaged rather than a succession of dialogues between teacher and pupil, questions asked and class held responsible before calling on one individual, definite assignment of lessons, care of room, ability to obtain adequate response from pupils without too much talking by teacher. Superior=20; Excellent=19; Satisfactory=17; Unsatisfactory=16; Inefficient=0 to 14.	
C. PROGRESS OF PUPILS. Pupils interested and alert, success in bringing pupils to fitness for promotion, success of pupils in succeeding grades, thinking power and self-reliance, pupils' voices audible and pleasing, pupils' use of English, influence on pupils' character, honesty, courtesy, orderliness, unselfishness; pupils' handwriting, legibility and form; pupils' habitual self-proving of computations; pupils' accuracy, study habits of pupils. Superior=30; Excellent=28; Satisfactory=26; Unsatisfactory=21; Inefficient=0 to 19.	
D. CO-OPERATION WITH PUPILS AND COMMUNITY. Willingness to help school progress; community activities; tact and courtesy in dealing with parents; courtesy, sympathy and regard for all children assigned; fairness, firmness, and justice; special services rendered pupils. Superior=10; Excellent=9; Satisfactory=8; Unsatisfactory=7; Inefficient=0 to 6.	
E. CO-OPERATION IN SCHOOL MANAGEMENT. Co-operation with principal and other teachers; punctuality; promptness and accuracy with school records; suggestion for improvement of the school; loyalty to city, state, and nation; special services rendered school; regular attendance; prompt and intelligent compliance with instructions. Superior=15; Excellent=14; Satisfactory=13; Unsatisfactory=12; Inefficient=0 to 11.	
F. PROFESSIONAL STANDING AND GROWTH. Adaptability to suggestion for professional improvement; professional reading or taking of courses; participation in departmental clubs, societies, and movements for improvement of the system. Superior=15; Excellent=14; Satisfactory=13; Unsatisfactory=12; Inefficient=0 to 11.	
SUPERIOR=100; EXCELLENT=93; SATISFACTORY=84; UNSATISFACTORY=75; INEFFICIENT=0 to 67.	
(The final rating must be the sum of the ratings of A, B, C, D, E, F.) TOTAL RATING.....	

Additional records in the case of teachers rated "Superior": Notable excellencies of habit, temperament, service and success:

Additional record in the case of teachers rated less than "Satisfactory" when any of the following details are largely responsible for the low rating:

Personal appearance and dress, health; failure to follow what specific directions for improvement? Detrimental habits: too often repeating pupils' answers; incessant use of concert recitations; persistence in unproductive and wasteful methods.
Specify.

Dates and duration of class inspections, made by whom?

.....

WM. McANDREW.
Signature of Principal.
—Principals Club Reporter, November, 1925

What a Difference

A worthy missionary in India had the hymn "Rock of Ages" translated into Hindustani. On retranslation into English by a student, the first two lines bore this inspiring and illuminating aspect:

"Very old stone, split for my benefit,
Let me absent myself under your fragments."

—New York Times.

Too Liberal

"My dear, remarked the young husband, "did you ask the milk man why there is never any cream on our milk?"

"Yes, darling, and he explained quite satisfactorily. I think that it is a great credit to him."

"What did he say?"

"That he always fills the jug so full there is no room for cream."—New York World.

Digitized by Google

THE TASK IMPOSSIBLE

You may prate about your doctors, and your laws of metaphysics,
You may trample down the scoffers, who've no faith in analytics,
You may point and single out the psycho-analyst, with pride
You may praise the crazed fanatics who on their hobbies ride,
You may segregate and separate the best minds from them all.
You may cogitate and contemplate their essence to recall,
But, with wisdom Socraterian, or with Solomonian mind,
Who dares attempt an honest scheme of teachers' rates to find?

Can you measure, with a yard-stick, the pure essence of a soul?
Can you weigh a personality, and gauge it as a whole?
Can you estimate, in sordid terms, the loving human touch?
Can you tell its worth in dollars, and determine just how much?
O, who rates a teacher's power, finds he stands on holy ground,
Though Ph. D.'s and A. M.'s may show learning most profound,
Be he super-man or demi-god, the task he would control,
Means the making, or the marring of a vital human soul.

MARY W. GREENE,
Horace Mann School

—From The Bulletin of the Milwaukee Teachers' Association, January, 1925.

Teachers Repeat Request to Have Secret Marks Abolished

Send Letter and Resolution to Board of Education

At its meeting Saturday, December 12, 1925, the Chicago Teachers' Federation unanimously adopted a resolution, previously adopted, requesting the Board of Education to abolish secret marking of teachers.

As a result, the following letter including the resolution has been sent to members of the Board of Education:

December 14, 1925.

To the Honorable
The Board of Education,
City of Chicago.

Ladies and Gentlemen:

The Chicago Teachers' Federation last Saturday, December 12, 1925, unanimously re-adopted the Resolution previously adopted by the Federation on June 19, 1924, requesting the Board of Education to abolish secret marking of teachers.

The Resolution adopted June 19, 1924, was sent to the Board of Education and is printed in the Board's proceedings of June 25, 1924. Report G-9191, Page 1451.

The officers of the Federation were directed by the meeting last Saturday to send another copy of the Resolution to the Board of Education. The Resolution follows:

RESOLUTION

Whereas, the rules of the Board of Education provide that the persons authorized to mark Engineer Custodians on their efficiency shall indicate such efficiency mark on a blank provided for the purpose and signed by the person so marking the Engineer Custodian, copy of which signed blank is to be left with the Engineer Custodian at the time the efficiency mark is given and duplicate filed in the office of the Board of Education;

(Continued on Page 138)

Digitized by Google

Digitized by Google

Teachers' Representative Is Refused Permit to Leave Classes for Talk

Correspondence Denies Mrs. Hanson's Request To Be Absent From School to Make Address

Mrs. Florence Hanson, president of the Federation of Women High School Teachers and also president of the Chicago High School Teachers' Council, was invited to address the Joint Committee on School Affairs, Thursday, November 19, in the Chicago Woman's Club rooms.

She addressed a letter to Mr. McAndrew, Superintendent of Schools, telling him that her acceptance was dependent upon his permission. The superintendent replied negatively. Mrs. Hanson interpreted his reply as meaning that she had not followed the proper procedure. Consequently, she directed a letter to her principal, Mr. H. B. Loomis. The final reply in the series of letters, was not directed to Mrs. Hanson but to her principal, from the district superintendent in charge of Senior High Schools. The result was, Mrs. Hanson was refused permission to leave her classes to make the address.

Below are printed the four letters which entered into the discussion of her leaving classes to make the address:

TO THE SUPERINTENDENT

November 3, 1925.

Mr. William McAndrew,
Superintendent of Schools,
Chicago, Ill.
My dear Mr. McAndrew:

The Joint Committee on School Affairs has invited me to speak on the subject of Teachers' Councils, at its meeting at the Chicago Woman's Club, on Thursday, November 19.

My acceptance of this invitation will necessitate my being absent from two of my classes. Provision will be made for their care during my absence.

My acceptance is dependent upon your permission. It will expedite matters if you will address your reply to my home address.

Very truly yours,
(Signed) FLORENCE CURTIS HANSON,
President.

Approved.
No substitute needed.
(Signed) H. B. Loomis.

FROM THE SUPERINTENDENT

Subject: November 4, 1925.
Miss Florence Curtis Hanson,
19 South La Salle Street,
Chicago, Illinois.
Dear Madam:

You write me November 3 asking so as to expedite matters, that I address reply to your home address. You state that a joint committee on school affairs has invited you to speak on teachers' councils at a meeting of the Chicago Woman's Club on Thursday, November 19, and that your acceptance will necessitate your absence from two of your classes and that your acceptance is dependent upon my permission.

Had you taken up this matter with your principal I am sure he would have advised you that for the past year and a half such matters are settled by the principal and district or division superintendent, and furthermore, that owing to the large number of requests and to the fact that the work of instruction should not be impaired by absence of teachers from their classes, only illness or extreme necessity is considered sufficient reason for such excuses.

Should any repeal from a refusal to grant permission for absence in this case be made to me, I should express the opinion that absence for this reason would be unwarranted.

(Signed) W. McANDREW,

TO THE PRINCIPAL

November 7, 1925.

My dear Mr. Loomis:

The Joint Committee on School Affairs, representing thirty civic organizations has invited me to speak on Teachers' Councils at its meeting at the Chicago Woman's Club, Thursday, Nov. 19.

With your permission and that of the district or division superintendent I should be glad to accept this invitation.

I should be absent from two classes. I will arrange the work of these classes so as to entail no loss to them.

Respectfully yours,
(Signed) FLORENCE CURTIS HANSON.

Approved—H. B. Loomis.

FROM THE DISTRICT SUPERINTENDENT

November 10, 1925.

Mr. Hiram B. Loomis,
Principal, Hyde Park High School.
My dear Mr. Loomis:

Your letter of November 9th enclosing request of Miss Florence C. Hanson to be absent from her classes on Thursday, November 19th, to speak at the Chicago Women's Club is received.

It is the policy of the Board of Superintendents to grant permission for absence from classes only in cases of illness or extreme necessity. Therefore, permission for this absence from classes cannot be granted.

You will please inform Miss Hanson of this decision.

Very truly yours,
(Signed) WILLIS E. TOWER,
District Superintendent in Charge of Senior High Schools.

WET/CM

Business as Usual

"Don't you think, doctor, you've rather overcharged for attending Jimmy when he had the measles?"

"You must remember, Mrs. Browne, that includes twenty-two visits."

"Yes, but you forget he infected the whole school!"—London Mail.

Too Much Work

Policeman (producing notebook)—"Wot's your name?"

Motorist—"Aloysius Alastair Cyprianus."

Policeman (putting book away)—"Well, don't let me catch you again."

Digitized by Google

Composite Photo Made Of Pupil

Superintendent Sees Super-Child

A composite picture of an eighth grade child, as seen by the superintendent, is depicted in a bulletin sent to all principals by the Superintendent, December 8, 1925.

The bulletin, closely typed and illegible in spots, is as composite as the picture it draws. It is a call for a sampling day with eighth grade pupils as exhibitions.

Following is paragraph 103 of the Superintendent's Bulletin:

[Page 48, Supt's Bulletin, Dec. 8, 1925.]

TO THE PRINCIPALS OF ALL SCHOOLS:

103 OUTPUT: On as late a Saturday as possible in January, I should like to have a sampling day in Fullerton Hall. I would want the stage fitted up as a classroom and have at each desk one member of an 8A class, all from different schools, selected by lot and not hand-picked. I should want to put the children through different tests for the benefit of the audience of principals, showing what our output this year is. From various sources the following composite of what makes up the elementary school graduate has been prepared. If there are any of these which you deem non-essential or if there are any essentials which you think are omitted, I should value suggestions. This is entirely voluntary on your part. The output of Chicago elementary schools is a boy or girl made up of these characteristics:

(1) Health, cleanliness.

(2) Attention to personal appearance, dress, carriage.

(3) Audible voice, clear and correct speech.

(4) Courage, self-control; mastery of shyness.

(5) Skill in hand work, including legible, shapely penmanship, letters and figures. Ability to use common machines and simple tools and to employ simple graphic representation.

(6) Punctuality.

(7) Economy of time and material.

(8) Ability and tendency to think, to compare ideas, and to reach consistent conclusions.

(9) Tendency to reflect before important action.

(10) Mental economy: ability to study a problem intelligently and to summarize essentials in a reasonable time; intelligent application.

(11) Orderliness. Tendency to plan.

(12) Ability to comprehend and to reproduce in writing or by word of mouth printed or oral discourse of reasonable difficulty.

(13) Accuracy and reasonable speed in such computations as the ordinary citizen is called upon to make and in such quantitative work with tools and material as is pertinent to the tool and machine work of the school.

(14) Appreciation of the value of money, of the advantage of intelligent spending, and of thrift.

(15) An efficient knowledge of the usual sources of information. Skill in using them.

(16) Conception of the intellectual inheritance of mankind. Possession of a reasonable fund of information resulting from the conventional studies, including especially the duties of a citizen.

(17) Knowledge of the main avenues of self-support, the nature of occupations, wages and opportunities.

The great central meeting place before and after the matinee

Most of the things of life really worth while are within reach of average prosperity. If one make the necessary distinction between things that are cheap, merely, and things that are not costly he may, without much wealth, possess a full share of the material things that make substantial contribution to enjoyment of life.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets

NATIONAL ACADEMY OF COMMERCIAL ART

Our spare time courses offer opportunity to Chicago teachers for art training in its practical, as well as cultural phases.

Galleries open day and evening. Illustrated catalog on request

Curriculum Includes

Nude Life, Portraiture, Illustration, Design, Commercial Fundamentals, Interior Decoration, Glassware, Woodenware, Lamp Shade, Furniture Decorating. Day, Evening, Saturday, Sunday and Home Study Courses.

NATIONAL ACADEMY OF COMMERCIAL ART

Proctor M. Fiske, *Director*

PELOUZE BLDG., 230 EAST OHIO STREET

(18) Taste, refinement, appreciation of beauty in literature, music, art, and nature.

(19) Humor, capacity for healthy enjoyment, cheerfulness.

(20) Desire and ability to co-operate with others. Willingness to act under direction; loyalty.

(21) Intelligent patriotism.

(22) Industry, perseverance, grip, grit, self-reliance.

(23) Originality, independence, initiative, management, enthusiasm.

(24) Honesty, decency, clean-mindedness.

(25) Good manners, courtesy, consideration for others, helpfulness, readiness to volunteer, unselfishness.

(26) Advantageous use of leisure.

Prepared by William McAndrew, Supt. of Schools.

104. STANDARD TESTS. * * * *

105 JUNIOR LEAGUE OF CHICAGO—PLAYHOUSE THEATRE. * * * *

106 LECTURE, "WHO WERE THE PIONEERS?" * * * *

WM. McANDREW,
Superintendent of Schools.

Digitized by Google



"BETTY B" HATS

$3.95

The Only Reversible, Collapsible, and Adjustable hat in the world.

Can be worn in 50 different styles. Thirty-three different color combinations. Can be carried in your vanity case.

An ideal hat for teachers

Representatives wanted for full or spare time.

Hats in all college colors

Fred K. Higbie Supply Co.
360 N. Michigan Ave.
Suite 916-917-918



HAIR TINTING
By Lois Armstrong
(Formerly with Marinello)
Not an ordinary process—but a proven method, backed by years of success.
Special Club Rates For Teachers
LOIS STUDIOS
Call State 5089
Room 808. 14 W. Washington St.

TEACHING A PLEASURE
When You Wear Our
PHYSICAL CULTURE
Combination Last Shoes, That Have Style Plus Comfort
We Also Make Shoes to Order When Required
Service That Pleases
BRUNS BOOTERY
6 N. Michigan Blvd., Third Floor

FUR COATS
Most Popular Furs—Latest Styles
Repairing and Remodeling
25 Years' Experience Designing to Individual Taste
LEVEY & CO.
Republic Bldg. 209 S. State St.

Charge Accounts of Teachers Solicited



Phones Central 2551-2552 Res. Park Ridge 1842
JOHN J. McCORMICK
SHORTHAND REPORTER
1105 Ashland Block, Chicago
SPECIALIZING IN VERBATIM SHORTHAND, REPORTING OF CLUBS AND MEETINGS.
Official Shorthand Reporter for Chicago Teachers' Federation

Amended Plan Passed By Board

Emeritus Service Altered

A recommendation from the joint committee on Rules and Finance to concur in an emeritus service plan retiring teachers at the age of 70 years, was concurred in by the Board of Education at its meeting Wednesday, December 9, 1925.

On Tuesday, the amendment to the rules proposing the emeritus service plan was discussed by the joint committees. Miss Haley addressed the committee and said that it was not reasonable to suppose that teachers whose voice had been silenced by the abolition of councils would be called upon to advise the superintendent after they reached the age of 70, when their advice was refused before that time.

Mr. English, chairman of the Rules committee, and the only member of the joint committee who voted against the proposed measure when it was before the committees, said that he believed the board members should have further time in which to discuss it and that he favored postponing action. Mr. C. T. Byrne, presiding, said that in his opinion, the matter should be given further study. The joint committee, however, voted in favor of the plan.

At the board meeting the following day, Mr. Byrne offered an amendment to Section 1, excluding the superintendent from the operation of the rule and making emeritus service contingent upon the completion of at least 20 years continuous service prior to retirement.

In the November 30 issue of The Bulletin, the resolution embodying the emeritus service plan was printed.

Below is published the resolution as amended, the words underscored indicating the new material added in Mr. Byrne's amendment to the first section:

Section 1. There is hereby created a branch of the educational service of the Board of Education which shall be known as Emeritus Service to which all members of the teaching force including teachers, principals, supervisors, directors, district superintendents, assistant superintendents, superintendents, other than the Superintendent of Schools, and examiners, except as hereinafter provided, shall be assigned when they shall have respectively reached the age of 70 years. Provided however such assignments shall be made only in cases where said persons have been in active and continuous service in the public schools

Digitized by Google

of the City of Chicago for at least twenty years prior to such retirement. Hereafter no member of the teaching force shall be continued in classroom or supervising duties who shall be more than seventy years of age.

Section 2. It shall be the duty of the Superintendent of Schools on the first day of January and the first day of July in each year or as soon thereafter as possible, to report to the Board of Education in writing the names of all persons of the teaching force who have or will have attained the age of 70 years on the first day of February or August next ensuing and he shall recommend (unless he is of the opinion that charges shall be preferred against such persons in accordance with the Statute and Rules in such cases made and provided) that such persons shall be retired from regular classroom or supervisory service and shall be assigned to the class of service known as Emeritus Service and be subject to the call of the Superintendent of Schools or the Board of Education for consultation, advice and such other service as may from time to time be required.

Section 3. Each person so transferred to Emeritus Service shall be paid annually during the continuance of such service a sum equal to one-half of the average annual salary received by such person during the ten years preceding his transfer to Emeritus Service, but no person so transferred shall receive annually less than fifteen hundred dollars ($1,500) nor more than twenty-five hundred dollars ($2,500).

A Typographical Error

In a time of stress, a printer, unable to make a living at his trade, obtained employment as a waiter in a restaurant.

He served an order of noodle soup to a customer. A few minutes later the customer called him. "See here, waiter, I found a needle in this soup," he said.

The printer looked at the needle. "I beg your pardon," he said. "That is a typographical error. It should have been NOODLE."

An old southern planter was discussing the hereafter with one of the colored servants. "Sam," he said, "if you die first, I want you to come back and tell me what it's like over there. If I die first, I'll come back and tell you what it's like."

"Dat suits me, massa," replied the old negro, "but if you dies first, Ah wants you to promise me dat you'll come back in de daytime."

Anyway

Sermon: "Kissing: Is it Sane and Sanitary?"

Solo: "Tell Mother I'll Be There."—From a church bulletin quoted by "The Baptist" (Chicago).

"I hear your son is an undertaker. You told me he was a doctor."

"Not at all, I only said he followed the medical profession."

92
in every 100

found quick relief or cure for feet troubles in these shoes

Recently an impartial investigation was made among hundreds of men and women who wear Ground Gripper shoes. Ninety-two per cent stated that Ground Grippers had brought relief or permanent cure to all their foot troubles.

GROUND GRIPPER

GROUND GRIPPER STORES

29 East Lake Street **40 North Clark Street**

63 East Adams Street

SHOES FOR ALL THE FAMILY

If You Want a Good Shingle Bob
or
Permanent Marcel Wave
Come in and see us!
JOSEPH P. MARTIN
1016 Stevens Bldg.
CENT. 1216 DEAR. 6542



BERTHA OTT *Announces the following* **CONCERT and RECITALS**
under her management during January

RETURN ENGAGEMENT

Roderick White, violinist recital, **Studebaker Theatre,** Sunday afternoon, January 3rd, at 3:30. Seats 83c, $1.10, $1.65, $2.20, tax included. Mail orders now.

Ossip Gabrilowitsch, fourth of a series of six historical recitals with explanatory lecture, **Princess Theatre,** Sunday afternoon, January 3rd, at 3:30.

Sylvia Lent, violinist, recital, **Studebaker Theatre,** Sunday afternoon, January 10th, at 3:30.

Flonzaley Quartet, third of a series of three chamber music concerts, **Princess Theatre,** Sunday afternoon, January 10th.

Cherniavsky Trio, Leo, violinist; Jan, cellist; Mischel, pianist; concert, **Studebaker Theatre,** Sunday afternoon, January 17th, at 3:30.

Yolanda Mero, pianiste, recital, **Princess Theatre,** Sunday afternoon, January 17th, at 3:30.

Tickets can be secured by addressing
BERTHA OTT, 1520 Blum Bldg. **624 So. Michigan Ave.**



Have You Thought of Luggage as a Pleasing Christmas Gift?

Taylor's
28 E. RANDOLPH ST.
NEW YORK . EST. 1859 CHICAGO

Digitized by Google

Between Xmas and New Year—when you have plenty of "Shopping Time"—ZUGSCHWERT will be pleased to serve you.

New Side-Front Closing

Slip-Around Corsets $14

The newest type of slip-around is this clever side-closing model designed to prevent bulging. It is made of fine silk brocade and surgical elastic.

Brassieres and Lingerie

The most favored styles in brassieres and a complete assortment of Munsing Wear and Kickernick bloomers.

ZUGSCHWERT

CORSETS and BRASSIERES

Stevens Bldg., 10th Floor 17 N. State Street

MACLEAN COLLEGE

of Music, Dramatic and Speech Arts

The "Little College" for particular people

VOCAL ART, MUSICAL COMEDY, STAGE CRAFT EXPRESSION, PUBLIC SPEAKING, DRAMATIC ART

A perfectly equipped miniature theatre for practical work

EXCELLENT INSTRUCTORS INDIVIDUAL ATTENTION
CONVENIENT LOCATION ENTER AT ANY TIME
PROMOTIONAL CREDITS FOR TEACHERS

DR. J. C. MACLEAN, Director Music Dept. M. CATHERINE LYONS, Director Speech Arts Dept.

2835 S. Michigan Ave. CHICAGO

Phone Victory 7514

17 No. STATE

10% Discount to Teachers

RADCLIFFE BOOT SHOP

ADOLPH WEINSTEIN ~ PROP.

Smart Shoes Built for Comfort

"Slender Foot Arch Fitters" Combination Lasts "Stylish Stout Outsides"

912 Stevens Bldg.

The Largest Range of Shoe Sizes in the City

Sizes, 2½ to 12; Widths, AAAA to EEE

Now Is the Time to Select Your

Fur Coat

Many Beautiful Models to Choose From at

STAEDTER'S

1302 Stevens Bldg. 17 N. State St.

KING BEAUTY SHOP

Quality Service at a Reasonable Price
Permanent Waving a Specialty

SATISFACTION GUARANTEED

Phone DEArborn 5120

219 Mallers Bldg. 5 So. Wabash

Commercial Art School and Vogue School of Fashion Art

ADVERTISING ART, FASHION ILLUSTRATION, COSTUME DESIGN

Posters, Cartoons, Interior Decoration, Lettering and Design

Day, Half-Day, Evening and Saturday

Department 772 116 S. Michigan Blvd., Chicago

Wombats and Wallabies vs. Willies

The wail of wombats and wallabies against the rights of Willie and Mary, children of Chicago, is vitriolically depicted in the following editorial in the Chicago Daily Journal, Nov. 11, 1925:

CHICAGO

The rush of Chicagoans to the near and far suburbs has carried to the belt of pretty towns which girdle the metropolis the school problem which for so long has pressed for solution in the city itself. The rapidly growing population of many of the satellite towns has crowded the schools, and the problem that had been chiefly Chicago's is now becoming equally the problem of the outer communities. With an energetic building program the city is steadily relieving the strain on its deficient educational equipment. The extension program looks far ahead; the suburbs, too, must plan for a span of years, not for a single season.

The satisfaction with which the board of education recurrently broadcasts the glad tidings that it is overtaking the seat shortage is wholly excusable, but the tendency here and there to seize credit for this work, or here and there to bestow all credit upon contemporary effort, indicates shortmindedness on the part of some people.

They have forgotten the vigorous campaign which teachers, pupils and parents conducted for an increase of school taxes from 75 cents to $1 per $100 of assessed valuation. They have forgotten that the resolutions providing for this increase were drawn in the corporation counsel's office at the insistent request of the Chicago Teachers' Federation. They have forgotten that this increase was the direct result of an angry protest against herding pupils in dilapidated portable dog-houses, dark basements and transformed toilets.

The present ambitious building program, which is gradually increasing the school seating capacity, was the result of the defeat of the attempt to tax the public to build mansions for monkeys and Babylonian temples for baboons while the children of the city were left without educational facilities. There are occasional hints that the plan to tax the public to build a zoo will be revived. There can be no objection to a zoo, but there must be no attempt to tax the people to build a home for wombats and wallabies until every child has been provided with a seat and a desk in a schoolroom.

This matter is of quite as much interest to the suburbs as to Chicago itself. Some suburbs have adopted exceedingly heavy taxation to keep up with the growth in school population. Others, with less available wealth upon which to levy, are floundering about and trying to make the best of a bad situation.

—Chicago Daily Journal, Nov. 11, 1925.

Culinary Note

Many a young man poses as being hard-boiled when he is only half-baked.

—New Orleans Times-Picayune.

Echo Answers

If a freight train at a crossing
Hits an auto fair and square,
There's the freight train—Where's the auto?
Echo answer, "Where?"

—Boston Transcript.

Digitized by Google

THE IDLE HOUR

"The best of all ways to lengthen our days
Is to steal a few hours from the night, my dear."

—From an old Irish Song.

Have you seen a play you think the teachers would like? Do you know of a musicale, lecture, entertainment which you feel would merit their patronage? Will you pass on any suggestions you may have that you think worth while? This column is just an exchange of ideas about profitable places in which to spend an hour or two and is in no way dictated by the advertising policy.

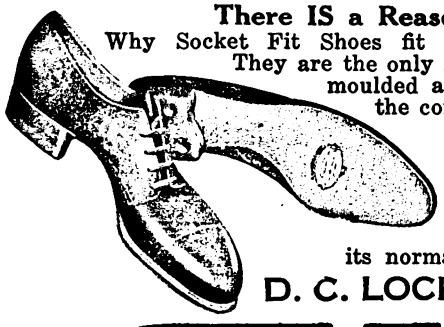
Apollo Musical Club will present the "Messiah" Sunday afternoon, December 27, in Orchestra Hall. The club will be accompanied by members of the Chicago Symphony Orchestra with Grace Holverschied, soprano; Frederick Downing, contralto; B. Fred Wise, tenor and Mark Love, bass, as soloists. The Board of Education has granted permission to the Apollo Musical Club to put on some concerts for the city schools and to promote these concerts as the Civic Music Association, orchestra and opera have done.

"The Dove" whose Chicago engagement is limited, offers some melodrama of the "way back when" period. In a Mexican setting there is shooting, tragedy, romance with Holbrook Blinn and Judith Anderson the principal reasons for going. Teachers have said they liked it.

"Pigs." Decidedly in contrast with the heavier setting of "The Dove," is "Pigs," with a laugh in every other line, and the squeals of honest-to-goodness pigs to give atmosphere. For a homespun comedy, "Pigs" is in a class by itself.

Benefit. Pupils of Medill high school have taken the initiative in keeping the son of a policeman in school. The boy's father died as a result of injuries suffered while on duty. The boy is a student at Medill high school and owing to the financial stringency in the family as a result of the father's

(Continued on Next Page)



There IS a Reason

Why Socket Fit Shoes fit and satisfy. They are the only shoes with a moulded arch that fits the contour of the foot. **Comfort In Every Step** because they fit the the foot in its normal condition.

D. C. LOCKE'S

SOCKET FIT SHOE STORE

In the Lobby of the Shops Bldg.

17 NORTH WABASH AVENUE CHICAGO, ILLINOIS

Formerly the College Boot Shop

Superfluous Hair

Can positively be forever destroyed

I have been in business for many years—and I guarantee my work

Martha B. Dowdy

Dearborn 5397 — Mallers Bldg., 5 S. Wabash

No Apprentices — Not a Beauty School

INTRODUCING!

To the School Teachers of Chicago

Goodrich Dressmaking Service

We design, cut and fit any garment from your own material and make ready for you to finish. Also partial and complete finishing services.

Appointment for Fitting May Be Made by Telephone

THE GOODRICH SHOP

1107 Stevens Bldg. — Dear. 7015

MARINELLO

Approved Beauty Shop

Everything in Beauty Culture

Permanent Waving and Expert Hair Cutting by Licensed Men Operator

Suite 602 Stewart Bldg — 108 N. State

Opposite Fields — CENtral 3877

JUST WHAT YOU WANT

—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember it's the—

ALL-ARTS MAGAZINE

Published by All-Arts Company, Inc.

63 E. Adams Street, Dept. M — Chicago, Illinois

Digitized by Google

SPARE TIME ART COURSES

Many of us do not realize what can be accomplished in SPARE TIME IN ART—do you? Monday—Wednesday—Friday evenings from 7—9:30 also Saturday and Sunday Classes in ART. Possibly we have just the course you have always longed to take. What is it—dress design, fashion, interior decoration, commercial art, illustration or?

Just Ask Us About Our Spare Time Courses

Descriptive Literature Gladly Mailed on Request

AMERICAN ACADEMY OF ART

306 S. Wabash Ave., Dept. M Chicago, Ill.

"America's Most Complete, Practical Art School"

The Most Satisfactory

PERMANENT WAVE

Guaranteed for Years

PAUL MUNTZING

162 N. State St.



Large Stock on hand

O. R. May Fur Co.

Remodeling and Repairing
New Coats Made to Order

501 Capitol Building
State and Randolph
Central 6049
Established 1897

GO THE
WENZEL WAY
For Superior Instruction in
HAIR AND BEAUTY CULTURE
BE A MARCEL WAVER AND A PERMANENT WAVER
WRITE OR CALL
Room 306, 177 No. State St. CHICAGO
Phone State 1887

Cameo Beauty Shop



Marcel Waving
Shampooing
Manicuring
Hair Goods
Hair Cutting

Permanent Waving
Facials
Scalp Treatments
Waterwaving
Hair Tinting

1126 Stevens Building, 17 No. State Street Chicago
Appointments Solicited Phone Dearborn 0374

AN IDEAL EUROPEAN TOUR
58 Days—$595
Visiting England, Holland, Belgium, The Rhine, Switzerland, Italy (includ. Naples), Riviera and France
Full particulars
Mrs. Florence B. Blair
5218 Dorchester Avenue CHICAGO
Fairfax 5147

(Continued from Page 137)

death, will have to leave school. To help the boy continue his education, his classmates at Medill high school presented two plays, "Rosalie" and "Thrash," December 16, the proceeds being turned into the education fund of the deceased policeman's son. The project was sponsored by teachers at Medill High.

THE COVER

The sentiment used on the cover page of this, the Christmas number of The Bulletin, is reprinted from the Chicago Teachers' Federation Bulletin of December 20, 1907. It is used in this issue by request.

—Editor.

TEACHERS REPEAT REQUEST

(Continued from Page 132)

Resolved, that the Chicago Teachers' Federation requests the Board of Education to abolish the secret marking of teachers and to provide in the Rules of the Board of Education that all persons authorized to mark teachers on their efficiency shall indicate such efficiency mark on a blank provided for the purpose and signed by the person so marking the teacher, copy of which signed blank shall be left with the teacher at the time the efficiency mark is given and duplicate filed in the office of the Board of Education.

Respectfully submitted,
CHICAGO TEACHERS' FEDERATION,
Mary M. Abbe, President. Frances E. Harden, Corresponding Secretary.

SUBSCRIPTION
to
MARGARET HALEY'S BULLETIN

Name.....

Address .....
(Street and Number)
..... City

Subscription price—$2.00 per year.
MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Digitized by Google

Collegiate Tours Via Canadian Pacific To Europe

Montclare
Montroyal
Montrose
Montcalm

(Only 4 days on open sea.)

Weekly Sailings from Montreal
Every Friday
May 28 to July 23, 1926

36 Days -- $350

Personally conducted, capably chaperoned tours by steamship, rail and motor—Liverpool—the beauty and historical spots of England, Holland, Belgium and France—with an opportunity to visit Ireland, Scotland, Switzerland and Germany, if desired.
Thirty-six days seeing warm, colorful, tranquil, fascinating sections of historical interest. Europe with its art treasures, traditions, gaiety and night life.
The shortest route—four days open sea with an opportunity to see Toronto, Niagara Falls, Montreal—Days of dancing, playing, travel luxury—or restful relaxation. Canadian Pacific service and cuisine en voyage.

To the Orient $500
Sailing from Vancouver
July 8, 1926

Know the Orient—the land of Flowers, Romance and Mystery. Narrow crooked streets, quaint costumes and customs—Japan, China and the Philippines—A glorious sea voyage on one of the Empresses of the Canadian Pacific.

Reservations may be made on application to the Arts Craft Guild, 500 N. Dearborn St., or R. S. Elworthy, Steamship Gen. Agt., 71 E. Jackson Blvd., Chicago.

CANADIAN PACIFIC

Mary Adams 'Hi-Archa Shoe



STYLE *and* COMFORT

No. 1333
Patent Leather Strap
Widths A to E
Sizes 3 to 9
Price
$7.50
At your Neighborhood Dealer

Women look to us for the latest shoe styles in corrective footwear. No. 1333, pictured here, has been designed especially for women who need an arch support, but who do not want to sacrifice style to obtain comfort. This model has our patented steel arch, and all of the fitting features of Mary Adams Hi Archa Shoes.

HARPER & KIRSCHTEN
231 W. MONROE ST.

SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTION

Shorthand, Typewriting, Bookkeeping
By Practical Teachers

Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.
Ample space for study as well as for instruction period.
Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.
When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.



5,000 Satisfied Users in Chicago

HEADACHES AND THAT TIRED FEELING
are the natural result of
CONGESTED BLOOD
—as are many other ailments. If YOUR school day wears on you—if you are tired, or nervous, or have sore and stiff muscles, or if you cannot sleep well—permit us to demonstrate the
ELECTREAT
You use it yourself—and it relieves in from two to twenty minutes. NOT A MEDICINE.

Teachers who mail this advertisement will be given a free demonstration at home—no obligation

ELECTREAT CO.
39 W. Adams St. Wab. 0598

Briefs, Records, Trust Deeds
Confidential Reports

BARNARD & MILLER
Law & Commercial Printers
172 N. LA SALLE STREET -- CHICAGO
Telephone FRAnklin 0562

Booklets, Catalogs, Circulars, Folders
Price Lists

Digitized by Google

A Woman's Figure Is Her Greatest Charm

BUT like all lovely charms it is perishable. Figure lines must be cared for as carefully as the complexion—the hair, the hands.

Dainty Gossard garments of silk, bastiste, brocade, combined with elasic, are exquisite additions to every wardrobe—they are lovely, light, expressive of fastidious womanhood.

The Eichorn Shop takes pride in giving *expert figure service* to women who care for their appearance—takes pride in fitting the exquisite Gossard Line of Beauty.

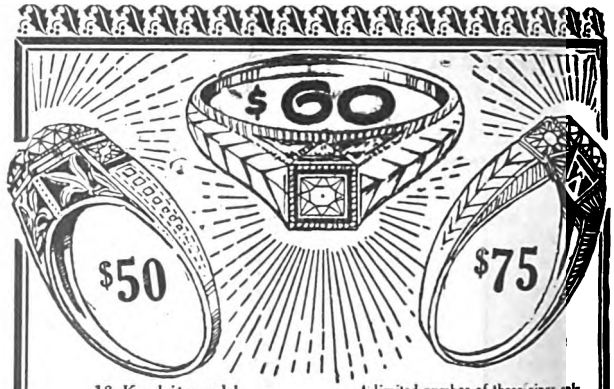
Dainty undergarments of all descriptions, with hosiery and ribbon novelties, make the Eichorn Shop a delightful place to shop for women's intimate garments.

Eichorn

72 East Madison Street

Chicago

On the Ground Floor



18-K white gold mounting

A limited number of these rings only. Biggest value ever offered.

Xmas Gifts

Buy Now and Pay Later

Our 5th Floor Rent Saves You at Least 20%



VERY NEWEST STYLE—This genuine 16-jewel Hafis movement in a beautiful 18K, 25-year guaranteed white gold case, including white gold filled bracelet band, at..... $27.50

PEARL NECKLACE



Indestructible with solid 18K gold clasp. Various lengths. Up from $10.00

Hundreds of other beautiful Xmas gifts, including Ivory Sets, Silverware, Cigarette Cases, Onyx Rings, Signet Rings, etc., at regular cash prices.

MEN'S WATCH

The famous Elgin movement with green or white gold guaranteed case in round or rectangular shape.



$22.50

Make Your Holiday Selections Now and Let Us Hold Them for You.

W. E. RENICH Co

Popular Credit Jewelers

5th FLOOR REPUBLIC BUILDING

209 S. STATE ST

Open Every Evening

Digitized by Google

Digitized by Google

Promotional Credits at the

Chicago Musical College

HERBERT WITHERSPOON, *President*

A Conservatory Pledged to the Highest Artistic Standards

Fall Term Now Open

Special Fall Classes and private lessons for Chicago Public School Teachers, leading to Promotional Credits in Piano, Vocal, Violin, Organ, Harmony, History of Music, Public School Music, Sight Reading, Ear Training, Dramatic Art and Expression and Orchestral Instruments. Tuition — Private Lessons — Piano $1.00 to $10.00 per lesson; Vocal and Violin $1.50 to $15.00 per lesson.

Students completing 40 private lesson periods earn 1 credit—20 lessons ½ credit

Complete Catalog on Request, 60th Year

CARL D. KINSEY, Manager

64 EAST VAN BUREN STREET
(CHICAGO MUSICAL COLLEGE BUILDING)

Exclusive...but not Expensive

Murray-Black Co.

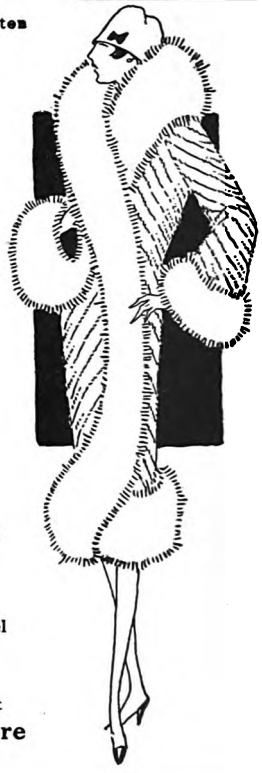
21 N. Wabash Ave.
Ground Floor
Between Madison and Washington

A Discount of 10% Allowed to School Teachers

January Reduction Sale of Luxurious Finer

FUR COATS

The Greatest Reductions ever made in the history of Chicago . . . The most stupendous values in Fur Coats ever offered . . . and the most complete assortment of beautiful Fur Pelts.



$100

Values to $225

Finest Peltries	Trimmed with
Platinum Caracul	Red Fox
Bronze or Natural Opossum	Fitch
Marmink	Beige Squirrel
Northern Seal	Beaver
Silver Rat	Marten
Raccoon Opossum	Brown Fox
Mendoza Beaver	Mink-Marmot

Murray-Black Furs are Guaranteed

MACLEAN COLLEGE of Music, Dramatic and Speech Arts

"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.

A perfectly equipped miniature theatre for practical work

Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers.

DR. J. C. MACLEAN, Director Music Dept.
M. CATHERINE LYONS, Director Speech Arts Dept.
2835 S. Michigan Ave. Phone Victory 7514 CHICAGO

"YOU GET PERSONAL CARE WHEN WE WAVE YOUR HAIR."

Distinctive Permanent Waving



That leaves the hair soft and glossy with large, loose wave—no breakage, $10.00

Teachers guaranteed satisfaction

POWERS and ERICKSON

Harrison 8758 220 S. State St.

GO THE
WENZEL WAY
For Superior Instruction in
HAIR AND BEAUTY CULTURE
BE A MARCEL WAVER AND A PERMANENT WAVER
WRITE OR CALL
Room 306, 177 No. State St. CHICAGO
Phone State 1887

Superfluous Hair

Can positively be forever destroyed

I have been in business for many years—and I guarantee my work

Martha B. Dowdy

Dearborn 5397 Mallers Bldg., 5 S. Wabash
No Apprentices Not a Beauty School

17 No. STATE

RADCLIFFE BOOT SHOP

912 Stevens Bldg.

10% Discount to Teacher

ADOLPH WEINSTEIN — PROP.

Smart Shoes Built for Comfort

"Slender Foot Arch Fitters" "Stylish Stout Outsides" Combination Lasts

The Largest Range of Shoe Sizes in the City
Sizes, 2½ to 12; Widths, AAAA to EEE

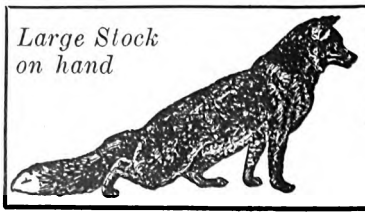
FLOWERS FOR ALL OCCASIONS

Streiff & Dagobert FLORISTS

Expert Designer of Floral Art

Nevada 0217 3211 W. Madison St.

Large Stock on hand



O. R. May Fur Co.

Remodeling and Repairing
New Coats Made to Order

501 Capitol Building
State and Randolph
Central 6049
Established 1897

Digitized by Google

MARGARET HALEY'S BULLETIN

Vol. 3. No. 8 December 31, 1925 Page 143

Firemen Thank Teachers For Co-operation in Complaint

Fire Fighters Cite Catharine Goggin Case

As a result of the effort of the firemen, who through their association, filed complaints against certain under-assessed Chicago corporations, approximately $800,000 additional revenue will be placed in the public treasury.

The Chicago Teachers' Federation, Federation of Labor, Board of Education and City of Chicago, through their representatives, cooperated with the firemen when through their attorney, they appeared before the Board of Review.

At a meeting of the Finance Committee of the City Council December 21, the firemen made an exhaustive report of their work, finances and needs as compared with other cities. A brief survey of the firemen's action on filing complaint with the Board of Review and its result was also presented. The committee is considering the request of the firemen to have their salaries increased from the funds raised through their complaint.

Following is a letter from Edwin Hamilton, attorney for the Firemen's Association, summarizing the action that was taken and its result:

December 23, 1925.

Miss Margaret A. Haley,
Chicago Teachers' Federation,
127 North Dearborn St., City.

Dear Miss Haley:—

On behalf of the Chicago Firemen's Association I want to thank the Chicago Teachers' Federation for their prompt and hearty endorsement of the complaint recently made by the firemen before the Board of Review in the matter of capital stock assessments of corporations.

The publication of the firemen's complaint in full in your Bulletin was of special help to the firemen, because by securing extra copies of the Bulletin we were enabled to meet the great demand for copies of the petition without going to the trouble and expense of having extra typewritten copies made. Of course, a still greater and more important help that has come to the firemen from the publication of their demand in the Bulletin is that the firemen have got the full facts with reference to their complaint before most of the teaching forces of Chicago.

While your Bulletin and the daily newspapers have given the most important facts with reference to the complaint, the arguments before the Board of Review, and the result as announced by the Board, it occurs to me that in the rush of the holiday season many teachers probably did not read the newspaper accounts of the decision of the Board.

Accordingly I will give the Teachers' Federation in as brief a space as possible the facts about the capital stock fight of the firemen. About November 15th, the officers of the Firemen's Association of Chicago consulted me with reference to their request pending before the finance committee of the City Council for an increase in salary. They explained that year after year the merit of their demand for an increase of salary was recognized by the aldermen, but each year the firemen had been told that the revenue of the city would not warrant a raise.

I told the firemen in a general way about the history of the capital stock fight made by the Chicago teachers about 25 years ago when two of their number, yourself and Miss Catherine Goggin discovered that the Chicago teachers were in much the same situation as the firemen of Chicago are in today. I explained to them that the fight then made by the Chicago teachers was to compel capital stock assessments to be made by the State Board of Equalization against public utility corporations in Chicago. I told the firemen that there were a large number of corporations whose property, including the capital stock value, was not assessable by the state taxing body, but came within the jurisdiction of the Board of Assessors and the Board of Review of Cook County; that most of these corporations had practically no assessments placed against them for their capital stock values and I advised that the firemen make the same kind of a fight against the corporations coming within the jurisdiction of the Board of Review as the teachers made 25 years ago against the corporations that were assessable by the state taxing body.

I was employed by the firemen and on November 24th filed the complaint, copy of which has already appeared in the Bulletin. The Chairman of the Board of Review, Mr. Charles V. Barrett, called a meeting of the Board within two hours after the complaint was filed and the Board indicated at once that it was disposed to give the firemen a hearing if possible. The Chairman stated that the Board was about ready to close its books for the year. On

(Continued on Page 159)

Digitized by Google

From the Masthead by The Lookout



"Justice Delayed Is Justice Denied"

TO the Teachers of Chicago:

On page 147 of this issue appears the photographic reproduction of the official record of efficiency for the school year 1924-25 of Mrs. Rosa C. Starner, a teacher who completed her first year of service in the Chicago public schools on June 26, 1925.

This record, over the signature of Superintendent McAndrew, shows that Mrs. Starner's efficiency mark for her second semester of service ending in June, 1925, was "Satisfactory."

Notwithstanding this record of satisfactory service for the semester ending June, 1925, Superintendent McAndrew on June 26, 1925, notified Mrs. Starner by letter that he would recommend to the Board that she be dismissed for inefficiency; this he did on October 28.

On July 8, 1925, in the rooms of the Board of Education Mrs. Starner showed me that efficiency record over the signature of Superintendent McAndrew and his letter of June 26 to her, referred to above.

I was present when the Committee on School Administration met December 15, the date set for Mrs. Starner's hearing, and heard Mr. Cook, assistant attorney for the Board of Education, read the report the Superintendent sent to the Board December 9. In a veiled way, it suggested postponement of that hearing indefinitely or until September 2, 1927. That report is printed in this issue. I heard the Committee take action that meant postponing indefinitely.

It was the only report on her case considered by the Committee on December 15, 1925, when Mrs. Starner was officially notified to appear, and did appear, for hearing.

I was also present at the Committee meeting two days later, December 17 and deemed it my duty to the teachers of Chicago, and to the Committee on School Administration, to call the fact of the existance of that record to the attention of that committee when, in the absence of Mrs. Starner and without notice to her, that Committee was about to proceed to vote on a motion to postpone her hearing until June, 1926.

The following discussion is from the stenographic record of the meeting of December 17:

Miss Haley: Madam Chairman, before that matter is disposed of, I want to say, I do not know whether the Committee knows that at the time Mrs. Starner's name was reported to the Board October 14, her efficiency record was then "Satisfactory,"—that is, between 80 and 89. I do not know whether the Committee knows that.

* * * * *

Mrs. Starner was here yesterday and had her marks with her, over the signature of the Superintendent.

* * * * *

I wonder, Madam Chairman, what is going to be the status of probationary teachers, if, when a teacher is in her second semester as a teacher, and marked "Satisfactory," 80 to 89,—I would like to know what they are going to expect of probationary teachers if teachers in that position can have charges of inefficiency put against them?

I am not talking for Mrs. Starner. I do not know Mrs. Starner. I do not know anything about her as a teacher. I do not profess to know. I am not interfering. These things are not mine to

Digitized by Google

interfere in. I am interested in knowing what kind of a procedure is to be established in this Board in regard to the treatment of teachers on probation, and if this Board now would recognize charges against a probationary teacher who had a record of between 80 and 89, marked "Satisfactory," according to the new method of marking, established in a way that I have referred to in this Committee many times—in the Superintendent's office, without action by the School Board—if a teacher can be marked "Satisfactory," and have charges of inefficiency against her, then I would like to know what a probationary teacher must be in order to be free from liability to such charges.

I think before this committee does any recommending to the Board, it would be well to ascertain whether or not the statements I am making here are in accordance with facts. If Mrs. Starner was marked "Satisfactory" at the time the Superintendent reported her, at the time he called her down to his office in June, then, I would like to know whether this Committee wants to entertain charges against teachers on probation under those circumstances;

* * * * *

The Chairman: Whether there was any little technical mistake made, I do not know, but I think they are doing their best to right it.

* * * * *

Mr. Mullenbach: Madam Chairman, as I understand it, Miss Haley says she was marked "Satisfactory" in June, which means a rating of 80 to 89.

Miss Haley: 80 to 89 is "Satisfactory"; and she has a record—did you see her record?

The Chairman: She showed me that the day after her trouble began.

* * * * *

Mr. Mullenbach: As far as the principle is concerned, I am perfectly willing to give an answer on that right now. If a teacher has been marked 80 to 89, I presume the Superintendent would not prefer charges against her. If he did, I should think this Committee would not hold that. As far as I am concerned as a member of the Committee, I should not entertain that.

After further discussion the Committee, on December 17, took no action on the pending motion to postpone Mrs. Starners' hearing until June 1926. A motion was adopted to defer action till the next meeting of the Committee, December 29, to give Mrs. Starner time to present her evidence of Satisfactory service.

Mrs. Starner received no notice from the Board of Education to attend the meeting of the Committee on December 29, but she was present at my suggestion. With her consent I presented to the Committee the original efficiency record, photographic reproduction, of which appears here, and Mrs. Starner's correspondence and other documents here printed. These together with the Stenographic records of the meetings of December 17 and December 29 show that Mrs. Starner had asserted and reiterated, to school officials, including the Chairman of the Committee on School Administration, Mrs. Hefferan; the President of the Board, Mr. Ellicott; the Superintendent of Schools, Mr. McAndrew; and the Attorney for the Board, Mr. Righeimer, that she had an efficiency record of satisfactory at the time the Superintendent notified her he would recommend to the Board that she be dismissed for inefficiency and at the time he did so recommend her to the Board.

During the discussion Mr. Mullenbach made the following statement as shown by the Stenographic record of December 29.

Mr. Mullenbach: Madam Chairman, it seems to me there is a great deal to be done before putting Mrs. Starner on trial. That is, the question whether these assertions of Miss Haley's, as she has them here in this document, are correct. If they are, why ask Mrs. Starner to come before us? Why does the Superintendent prefer charges of Inefficiency when her marks are satisfactory? That is the question that has to be answered by this Committee.

On the advice of the Attorney for the Board, Mr. Righeimer, the Committee fixed January 12 as the date for the hearing on the charges against Mrs. Starner.

The procedure that the Committee and the Board establish in this Starner case is of vital interest to every teacher in Chicago.

Margaret A. Haley

Digitized by Google

Inefficiency Charges Filed vs. Teacher With "Satisfactory" Record

Hearing of Case of Rosa C. Starner Scheduled for January 12

On January 12 a hearing is scheduled on charges of inefficiency made by the Superintendent of Schools against a teacher and presented to the Board of Education October 28, 1925.

The teacher has in her possession a record of her efficiency rating over the signature of Mr. McAndrew, dated June 29, 1925, showing her efficiency rating for the semester ending June, 1925, to be "satisfactory."

The teacher is Mrs. Rose C. Starner, a probationary teacher, and one of the 13 teachers whose dismissal the superintendent has asked. At the meeting of the School Administration Committee (of which Mrs. Helen Hefferan is chairman) December 29, Mrs. Starner informed the committee that she had shown this official record of her efficiency to the Superintendent. The record was also shown to the committee at that meeting. It was brought out at the same meeting that Mrs. Starner had shown this record to Mrs. Hefferan on July 8.

At a meeting on December 15 the Committee on School Administration voted to postpone indefinitely the hearing on the charges against Mrs. Starner. At an adjourned meeting of the Committee on December 17, the attorney for the Board of Education called the committee's attention to the fact that the committee must set a definite date and a motion was made that the hearing be postponed until June.

At this point Miss Haley asked if the committee knew that at the time Mrs. Starner's name was reported to the Board for dismissal her efficiency rating was "Satisfactory."

The Committee then deferred action to December 29 to give Mrs. Starner an opportunity to produce the records.

On January 29 Mrs. Starner appeared before the Committee and told the attorney for the Board that she desired a hearing. It was accordingly scheduled for January 12.

History of Case

On June 26 a letter from the Superintendent was sent to Mrs. Starner stating that he would recommend to the Board the termination of her services. Three days later, June 29, Mrs. Starner obtained the record over Mr. McAndrew's signature of her satisfactory service for the semester ending June 26, 1925. She communicated with Mr. Ellicott, president of the Board, July 9, telling him of the notice she had received from the Superintendent and of her record showing her services to be "satisfactory." On July 15, she received a reply from Mr. Ellicott saying in part, "the matter of fitness of teachers in the Chicago public schools is governed by statute and placed in the hands of the superintendent. I am sure if you have any justifiable complaint that upon the proper representation of the facts to the superintendent of schools, careful attention will be given them." After receiving this letter, she called on the superintendent and showed him her efficiency rating over his signature.

A letter dated October 14, 1925, from the superintendent, notified her that he had filed charges of inefficiency against her and on October 28 a communication from the Superintendent to the Board (C12989, Printed Proceedings, Page 407) contained a recommendation for the dismissal of Mrs. Starner. A letter from Mr. Righeimer, attorney for the Board, notified her November 16 of the hearing of her case December 15.

On December 9 the Superintendent reported to the Board recommending reference to the Committee on School Administration for advice the question of postponing the hearing on his recommendation to terminate Mrs. Starner's services.

Mrs. Starner received verbal notice from the Board of Education on December 15, over the telephone, of a meeting of the School Administration Committee on that day when the committee would have a hearing on the recommendation of the Superintendent for her dismissal.

Following are the documents most pertinent to the case which were presented to the Committee on School Administration on December 29:

Digitized by Google

Photographic Reproduction of Efficiency Rating Blank

Efficiency marks are furnished only upon the personal request of the teacher. They will not be sent by mail.

June 29 1925

Name Rosa C. Starner

School Haldeman

Your efficiency marks for the year last recorded are:

(~~Unsatisfactory~~ Satisfactory) (1924-25)

Yours truly,
Wm McAndrew
PETER A. MORTENSON,
Superintendent of Schools.

E. 267.—4-12-23. 10M.

Above is a photographic reproduction of the efficiency rating blank obtained by Mrs. Starner June 29.

Superintendent's Bulletin

Page 38, Supt's Bulletin, May 5, 1925.

TO THE PRINCIPALS OF ALL SCHOOLS:

87 EFFICIENCY REPORTS: Copies of form E-51. "Principal's Report of Teachers' Efficiency" have been sent to the schools. Principals are instructed to rate their teachers thereon and return the same to this office at the close of the second week of the school month of May, 1925. In preparing this report, principals are requested to observe the following: First: List of the names of the teachers alphabetically. Second: Attention is called to Superintendent's Bulletin—Page 150, November 6, 1924, for new ratings as follows:

NEW RATINGS	NUMERICAL EQUIVALENTS	FORMER RATINGS
Superior	96 — 100	Superior
Excellent	90 — 95	Excellent
Satisfactory	80 — 89	Good
Unsatisfactory	75 — 79	Fair
Inefficient	0 — 74	Inefficient

Superintendent's Letter

June 26, 1925.

Miss Rosa C. Starner,
Des Plaines,
Illinois.

Dear Miss Starner:

The Board of Superintendents has given careful consideration to your record and to the statements made by you at the hearing. I am sorry to advise you that I feel constrained to recommend to the Board of Education the termination of your services as a teacher in the public schools of Chicago.

The Law provides "that during a probationary period of three years the Board may dismiss or discharge any such probationary employe upon recommendation accompanied by written reasons of the Superintendent of Schools." You may consult your records in this office at any time.

(Signed) WM. McANDREW.

Proceedings of Board

PROCEEDINGS BOARD OF EDUCATION
OCTOBER 28, 1925

(C-12989) Communication from the Superintendent
Page 407.

Dismissal of Teachers—Mrs. Rosa C. Starner Serving In Probationary Term

I beg leave to recommend that you dismiss and discharge Mrs. Rosa C. Starner, a probationary employee whose service is not satisfactory.

REASONS: The school law, section 138, provides that during the first three years of service the Board may dismiss or discharge any employee upon the recommendation, accompanied by the written reasons therefor, of the Superintendent of Schools.

Mrs. Rosa C. Starner received her appointment as a teacher in the public school system of this city on the second day of September, 1924, and therefore has not completed a satisfactory probationary period of three years.

Mrs. Starner has not rendered service of merit sufficient to warrant the continuance of employment, in that her work, as a teacher, has been inefficient, and she has been incompetent, and has been so recorded for the semester ending January, 1925, by the Principal and District Superintendent in charge of the school to which she was assigned.

Notice from Mr. Righeimer

November 9, 1925.

Mrs. Rosa C. Starner,
Des Plaines,
Illinois.

Dear Madam:

We have been directed and empowered by the Committee on School Administration to advise you that the Superintendent of Schools has filed with the Board of Education of the City of Chicago a recommendation that you be dismissed from the service as a school teacher; that this matter has been referred to said Committee on School Administration; that said Committee has appointed the 15th day of December, 1925, at 2:00 o'clock P. M., as the time for the consideration of said recommendation and has fixed No. 650 South Clark Street, Chicago, Illinois, the Administration Building of the Board of Education, as the place where said meeting shall be held; that if you so desire, you may appear at the time and place mentioned, and you will be given the privilege of presenting to said Committee any data or information which you desire to present, bearing on the Superintendent's recommendation.

Yours very truly
(Signed) FRANK S. RIGHEIMER,
Attorney.

Digitized by Google

November 13, 1925.

Mrs. Rose C. Starner,
Portage Park School,
Chicago, Ill.

"The Superintendent caused the transfer of Rose C. Starner, for the purpose of giving the teacher an opportunity in new surroundings; to show the teacher's intention and ability to render satisfactory service; the particulars in which the teacher's previous service fell below a satisfactory standard were given at the Falconer School.

"While especial attention should be paid to these particulars, all the requirements of satisfactory teaching need to be satisfied. Chicago is entitled to a teaching service of high standard. The superintendent is required by the law to recommend the elimination of teachers whose service is not satisfactory."

Very truly yours,
(Signed) ELLA C. SULLIVAN,
District Superintendent.

Statement from Attorney

November 16, 1925.

Mrs. Rosa C. Starner,
Des Plaines,
Illinois.

My dear Mrs. Starner:

Your letter of November 12 is at hand. The Committee on School Administration has expressed its willingness to give a full hearing to any teacher in the list of those recommended for dismissal, and in my judgment the statements which you make in your letter to me could very properly be repeated to the members of the Committee. You also have the privilege of being represented at the hearing by counsel, if you so desire.

Because of my position as attorney for the Board of Education, I believe it would be improper for me to talk with you with reference to the charges, but I shall be glad to do all in my power to enable you to secure a full and impartial hearing on the 15th of December.

I return herewith the notice of transfer which you enclosed.

Yours very rtuly,
(Signed) FRANK S. RIGHEIMER,
Attorney.

K:S
Enc.

Superintendent to the Board

13293-A
STARNER, MRS. ROSE C.—PROBATION CONTINUED

TO THE BOARD OF EDUCATION.

Ladies and Gentlemen:

I beg leave to

RECOMMEND that you refer to your Committee on School Administration for advice and report the question of postponement of consideration of my recommendation to terminate the services of Mrs. Rosa C. Starner, a teacher serving on probation.

REASONS: On June 26, 1925, Mrs. Starner having been recorded as not rendering satisfactory service, I conferred with her, her principal, district and division superintendents and deemed it to be for the good of the department to recommend that her service be terminated. Pending your action I transferred Mrs. Starner to another school and district. Today I received from this principal and district superintendent reports of work and effort indicative of a fair possibility that this teacher may reach and maintain a satisfactory grade. Mrs. Starner's period of probation unless sooner terminated by you will expire on September 2, 1927. If at that date the improvement of service here recorded and likely to continue places her on a satisfactory grade, she should enter upon regular tenure.

Your committee on school administration intends a hearing on this case, December 15.

WM. McANDREW,
Superintendent of Schools.

December 9, 1925.

Statement of Rosa C. Starner

December 28, 1925.

On the morning of December 15, 1925, on my way to school, I read in the Tribune of that morning this statement:

"The hearing of Rosa C. Starner, Falconer School, has been postponed at the Superintendent's request because of marked improvement in her work."

This Tribune statement was my first information that such action had been accomplished or even contemplated.

When I arrived at Portage Park School, where I am teaching, the principal, Mr. Smyser, who had also read the Tribune article, called my attention to it. Mr. Smyser thought as I did that it would not be necessary for me to appear at the meeting of the School Administration Committee to be held that afternoon at two o'clock. I had been notified on November 9, by the Attorney of the Board, Mr. Righeimer, of the meeting of the Committee to be held on that day and hour and that my case was to be heard, that I might appear at that time and would be given the privilege of presenting to the Committee any data or information that I might desire to present bearing on the Superintendent's recommendation that I be dismissed from the service.

About 10:30 o'clock that day (December 15) I was called on the telephone at the Portage Park School by a woman who said she was a clerk at the Administration Building of the Board of Education, and had called me to notify me that I was to appear at the Board of Education rooms at 650 S. Clark Street at two o'clock that afternoon for a hearing on my case before the Committee on School Administration.

When this telephone message came I talked to Mr. Smyer and he advised me to go to the meeting. I left school at noon and on my way to the Board rooms read in the Daily News of that day the following statement:

"Because of improvement in her work under new conditions the name of Miss Rosa C. Starner has been withdrawn from the list by the Superintendent."

(Copies of clippings of Tribune and News articles of December 15, 1925, hereto attached.)

I arrived at the Board's rooms about two o'clock, the hour fixed for the hearing before the School Administration Committee. That Committee meeting began at three o'clock. I remained until the close of that meeting. I heard Mr. Cook, the attorney for the Board of Education, read the report of the Superintendent (13293-A) in regard to improvement in my service. I had received no copy of this report nor any notice in regard to it from the Board of Education. I did not know that such a report was before the Committee on School Administration until I heard the Board's attorney read it in the Committee.

When I heard the discussion in the Committee on this report I did not understand what was being done but I got the impression that the charges against me were withdrawn and I left the meeting on December 15 with that impression.

It was not until after the adjourned meeting of that Committee, which was held on December 17, that I learned through unofficial sources that the charges against me were not withdrawn; that they were being held over for a hearing at some future date not specified; and that my case had been again taken up by the Committee and considered on December 17.

I received no notice of such consideration before December 17 and to date have not received any official notice of what occurred on December 17. I heard nothing in the proceedings of the Committee on December 15 to indicate that consideration of my case would be resumed at the adjourned session of the Committee to be held on December 17.

Through unofficial sources I learned, on December 19, that the Committee on School Administration on December 17 had deferred action on my case until the next meeting of the Committee.

To date I have received no official notice of this postponement. (Signed) ROSA C. STARNER.

December 28, 1925.

Digitized by Google

Stenographic Reports Give Facts In Rosa C. Starner Case

Bulletin Prints Reports of School Administration Committee Meetings

In order that teachers may follow step by step the progress of the Rose C. Starner case, stenographic reports of those portions of meetings of the Committee on School Administration relating to the case, are here printed:

PORTION OF STENOGRAPHIC REPORT OF MEETING OF THE SCHOOL ADMINISTRATION COMMITTEE OF BOARD OF EDUCATION, TUESDAY, DECEMBER 15, 1925, AT 2:00 P. M.

(Meeting called to order by the Chairman, Mrs. Hefferan, at 3:00 P. M.)

The Chairman: There was some misunderstanding with the Chairman of the Committee about the time of the call of this meeting. Call the Roll.

Roll call by the Secretary, Mr. Gilbert, showed the following members present:

Mr. Greenebaum, Mr. Mullenbach, Madam Chairman; Mrs. Gregg, (Later), Mr. Coath, (Later).

There were also present: Mr. McAndrew, Supt. of Schools; Mr. Bogan, Mr. Hogge, Mr. Wight, Mr. DeButts, Mr. Gonnelley, Miss Murphy, Assistant Superintendents; Mr. Cooke, Assistant Attorney; Mr. Harry Smoot, Attorney, representing Miss Matilda Kellogg; Miss Margaret A. Haley, representing Chicago Teachers' Federation; Mrs. Rose C. Starner, teacher.

* * *

Mr. McAndrew: Will you take up the Starner case first?

The Chairman: Yes, we are ready to take that up in routine.

* * *

Mr. Cooke: Now, Madam Chairman, the case of Mrs. Rose C. Starner: The Superintendent of Schools presented the Attorney of the Board with a copy of a recommendation which went to the Board at its last meeting, namely, December 9th, 1925: I will read a portion, the gist of it: "I beg leave to recommend that you refer to your Committee on School Administration for advice and report the question of postponement of consideration of my recommendation to terminate the service of Mrs. Rose C. Starner, a teacher serving on probation.

"Reasons: On June 26, 1925, Mrs. Starner having been recorded as not rendering satisfactory service, I conferred with her, her principal, district and division superintendents and deemed it to be for the good of the department to recommend that her service be terminated. Pending your action I transferred Mrs. Starner to another school and district. Today I received from this principal and district superintendent reports of work and effort indicative of a fair possibility that this teacher may reach and maintain a satisfactory grade. Mrs. Starner's period of probation unless sooner terminated by you will expire on September 2, 1927. If at that date the improvement of service here recorded and likely to continue places her on a satisfactory grade, she should enter upon regular tenure.

"Your committee on school administration intends a hearing on this case, December 15."

Now, Madam Chairman, I think some formal action should be taken on this matter, as to whether or not the Committee wants to continue it generally, so to speak, or indefinitely.

The Chairman: I will call the attention of the Committee that it is the first matter referred to the Committee by the Board on December 9th.

Mr. Cooke: Madam Chairman, I think perhaps you had better continue it to some subsequent meeting of this Committee so that at that time it can be taken up and then continued for another definite date.

The Chairman: I think what the Superintendent asked for is a continuation of probation for Mrs. Starner.

Mr. Cooke: In other words, that would amount to a withdrawal, as I take it, Mr. Superintendent, of your charges, would it?

Mr. McAndrew: No.

The Chairman: Her probation is continued, and if at the end of the year they see fit to bring her before the Committee for trial again, I think—

Digitized by Google

Mr. Cook: Well, that is all right, if they intend to come in again; but I mean if you want to keep this present proceeding alive, I think you ought to continue it to a certain date, and then at that time you could continue it again indefinitely; continue it from time to time.

Mr. McAndrew: Continue it to such date as the Superintendent recommends.

The Chairman: Mr. Superintendent, I understood the report to mean that we should concur in your recommendation for a continued probation. That is all the Committee has to do, is it not? Is there anything different from that? Then, what is your pleasure about the probation of Mrs. Starner?

Mrs. Gregg: I move that we concur in the Superintendent's request.

Mr. Greenebaum: Second.

The Chairman: Any discussion on that? Call the roll, Mr. Secretary. Concur in the Superintendent's recommendation to extend the probation of Mrs. Starner.

(Roll call showed the following vote: Mrs. Gregg, Aye; Mr. Greenebaum, Aye; Mr. Mullenbach, Aye; Mr. Coath, Aye. Madam Chairman, Aye. Five Ayes; no Noes.)

STENOGRAPHIC REPORT OF PORTION OF MEETING OF THE COMMITTEE ON SCHOOL ADMINISTRATION, OF THE BOARD OF EDUCATION, HELD THURSDAY, DECEMBER 17, 1925, RELATING TO CASE OF MRS. ROSE C. STARNER

Meeting called to order by The Chairman, Mrs. Hefferan, at 3:00 P. M.

Roll-call showed the following members present:

Mrs. Gregg,
Mr. Greenebaum,
Mr. Mullenbach,
Mr. Coath,
Mrs. Hefferan, Chairman.

The Secretary: Number 4 was disposed of at the last meeting.

(Note: Number 4 is: 13293-A) Starner, Mrs. Rose C.—Probation Continued. (Referred by Mrs. Hefferan.)

The Chairman: No, it was not wholly disposed of, the Attorney tells me. We concurred in the recommendation of the Superintendent, but it also has to be disposed of legally, because we have before us Mrs. Starner's name for inefficiency. Mr. Cooke, will you instruct us a bit on that?

Mr. Cooke: Madam Chairman and Members: If you will recall, the other day when you had the hearing in the Kellogg case, there were some other teachers whose trials had been set for the same date, namely, December 15th. Three of the other four were probationary teachers. In the case of Mrs. Rose C. Starner, the Superintendent of Schools submitted a supplemental recommendation, as follows:

> "I beg leave to recommend that you refer to your Committee on School Administration for advice and report the question of postponement of consideration of my recommendation to terminate the service of Mrs. Rose C. Starner, a teacher serving on probation."

Now, then, pursuant to the recommendation of the Superintendent of Schools, this Committee deemed it advisable to allow Mrs. Starner's probationary period to continue, and, in the meantime, as I understand it, to indefinitely postpone hearing of the charges preferred against her. Of course, she being a probationary teacher, is not entitled to the same kind of a hearing as is accorded teachers who have served their three years probation; but, nevertheless, inasmuch as this Committee has seen fit to accord her the privilege and courtesy of coming in here and offering anything in mitigation of the charges that she might desire to or be able to, the Attorney of the Board is in accord with my notion that this Committee should take some definite action with reference to a specific date to which the hearing should be continued. In other words, the recommendation of the Superintendent of Schools, that the probationary teacher be allowed to continue indefinitely, was adopted by the committee; but that does not dispose of the charges which were formally preferred against Mrs. Starner by the Superintendent. So that the charges will either die because of the fact that they are not disposed of at this time by continuing them to a specific date, or by being withdrawn through the recommendation of the Superintendent of Schools. If the Superintendent of Schools does not see fit to withdraw his recommendation, the only thing that the Attorney of the Board sees that can be done is for this Committee to recommend to the Board that the hearing be continued, say, until some day in June next. At that time, of course, we will have added another

Digitized by Google

school year, and terminate one at that time, and that will give the Superintendent ample time in which to determine whether or not she is making progress toward efficiency.

The Chairman: How would the motion read?

Mr. Coath: I move that the charges preferred against Rose C. Starner be deferred until the first meeting of the School Administration in June, with privilege of further consideration. That is what the Attorney wants?

Mr. Cooke: Yes; that is what I am trying to say.

Mr. Coath: I move the charges preferred against Mrs. Rose C. Starner be deferred until the first meeting of the School Administration Committee in June with privilege to bring the matter up before, if conditions warrant.

Mr. Cooke: If I might add: I think that this action should be reported back to the Board with the recommendation that the Board concur in the action taken by the Committee on this recommendation.

Mr. Coath: It will have to come back to the School Administration.

Mr. Cooke: Yes.

Miss Haley: Madam Chairman, before that matter is disposed of, I want to say, I do not know whether the Committee knows that at the time Mrs. Starner's name was reported to the Board her efficiency record was "Good"; that is, it was what was called "Good" before the Superintendent's office changed the designation of the marks from 80 to 89; it was "Good," but he changed the designation to "Satisfactory"; and at the time Mrs. Starner's name was reported to the Board on the 14th of October, her efficiency record was then "Satisfactory,"—that is, between 80 and 89. I do not know whether the Board knows that.

Mrs. Starner taught one year in the schools. Her first record of her efficiency was "Fair," when the marks, 75 to 79, were designated "Fair"; she was marked "Fair." She was not marked "Unsatisfactory." She was here yesterday and had her marks with her, over the signature of the Superintendent.

The first time Mrs. Starner was called down to the Superintendent's office her record of efficiency was "Satisfactory"; and it was "Satisfactory" at the time it was reported to this Board.

I wonder, Madam Chairman, what is going to be the status of probationary teachers, if, when a teacher is in her second semester as a teacher, and marked "Satisfactory," 80 to 89,—I would like to know what they are going to expect of probationary teachers if teachers in that position can have charges of inefficiency put against them? I am not talking for Mrs. Starner. I do not know Mrs. Starner. I do not know anything about her as a teacher. I do not profess to know. I am not interferring. These things are not mine to interfere in. I am interested in knowing what kind of a procedure is to be established in this Board in regard to the treatment of teachers on probation, and if this Board now would recognize charges against a probationary teacher who had a record of between 80 and 89, marked "Satisfactory," according to the new method of marking—established in a way that I have referred to in this Committee many times, in the Superintendent's office, without action by the School Board,—if a teacher can be marked "Satisfactory," and have charges of inefficiency against her, then I would like to know what a probationary teacher must be in order to be free from liability of such charges. I think before this Committee does any recommending to the Board, it would be well to ascertain whether or not the statements I am making here are in accordance with facts. If Mrs. Starner was marked "Satisfactory" at the time the Superintendent reported her, at the time he called her down to his office in June, then, I would like to know whether this Committee wants to entertain charges against teachers on probation under those circumstances; and if they do, then, I think it is only competent for this Board to ask the Superintendent to prefer charges against every teacher on probation who is marked from 80 to 89, "Satisfactory," at the time the charges were preferred.

I do not know why Mrs. Starner should be put in a class and treated differently from other teachers.

The Chairman: I think what Mrs. Starner has not brought to the recognition of the members of the Board she has brought before these people, that the Superintendent mentions her case and he has taken it up and brought it before us. I do not know that we can do anything excepting what is before us.

Miss Haley: Madam Chairman, Mrs. Starner was here yesterday; she had her report with her yesterday; her case was disposed of yesterday, or mentioned,—

Digitized by Google

The Chairman: Have you seen it?

Mr. Mullenbach: I understand Mrs. Starner had asked, or put in a plea to have the case set over.

Mr. Coath: We are acting in Mrs. Starner's favor.

Miss Haley: Well, I do not think you are doing favors to teachers in the city if you are going to have inefficiency charges against a probationary teacher who is marked "Satisfactory," at the time. I am not as interested in Mrs. Starner's case as I am in the procedure. Even if Mrs. Starner is willing to waive her rights—she has seen members of the Board and she has shown her record, I am told. Even if Mrs. Starner is willing to waive her rights, I do not think that teachers of the city ought to permit that kind of procedure to be established. I think it was a blunder somebody made in preferring charges against Mrs. Starner when she had a record of "Satisfactory" at the time. No charges were preferred against the teachers who were "Unsatisfactory" in the first semester only—ending January 30th, 1925.

Mr. Coath: It would seem to me the Educational Department, Miss Haley, is requesting that this matter be continued, rather than press it. There are facts and conditions, which, it is humanly possible never can be met, and maybe they are using this as a diplomatic way to give Mrs. Starner a chance to rest up and come back and be reinstated. I think the tendency of the whole thing is one of kindness towards Mrs. Starner.

Miss Haley: Well, Madam Chairman, I think Mr. Coath has the wrong teacher in mind. Mrs. Starner does not need any resting up. She is in school, isn't she?

The Chairman: Yes, she is out at Portage Park.

Miss Haley: She is in school. You have the wrong teacher in mind.

Mr. Coath: Yes?

The Chairman: Miss Haley, I personally went out and saw Mr. Smyzer and took up the matter, as Mr. Smyzer reported it to me, and the Superintendent, Miss Murphy, and did what I could down there. Whether there was any little technical mistake made, I do not know, but I think they are doing their best to right it.

Miss Haley: Madam Chairman, as I said before, I am not interested in Mrs. Starner's case. I am interested in seeing established no more of these precedents that endanger the whole teaching body; and conditions where nobody is certain what is going to happen next. If a teacher who is efficient, who is marked "Satisfactory" at the time charges are preferred, is open to charges, then there are four or five or six thousand teachers in this city who are open to charges. There is no question about that. I think that is a serious matter. I think this Committee ought to find out whether Mrs. Starner was marked "Efficient." I wonder if the Attorney for the Board knows.

Mr. Greenebaum: We have it officially right here, Miss Haley. It says: "On June 26, 1925, Mrs. Starner having been recorded as not rendering satisfactory service, I conferred with her, her principal, district and division superintendents and deemed it to be for the good of the department to recommend that her service be terminated."

Miss Haley: Madam Chairman, that is just exactly the reason I am saying this, because Mrs. Starner has a record of "Satisfactory,"—was marked "Satisfactory." It is a record from the Superintendent's office that on that very day shows that she was "Satisfactory." Now, if her record on that date was "Satisfactory," the official record in the office of the Board—she certainly had a copy of it, I am not mistaken, for I saw it—now, if the Superintendent can report a teacher like that "Unsatisfactory," I think it is a serious situation. I believe this Committee ought to ascertain whether Mrs. Starner,—

Mr. Coath: Let me ask a question, Miss Haley: Is this the lady that Miss Murphy—

Miss Haley: No; that is another one entirely.

Mr. Coath: I am a little confused on this matter, Madam Chairman, and being confused I will withdraw my motion, and leave it to some other member who is familiar to make the motion.

Mrs. Gregg: What are the marks which are "Satisfactory," Mr. DeButts.

Mr. De Butts: Madam Chairman,—

The Chairman: Just a moment. I have the facts from the Superintendent.

Miss Haley: 80 to 89, Mrs. Gregg.

The Chairman: Mr. Greenebaum, pass these out to the members, please.

(Mr. Greenebaum handed a paper to each member.)

The Chairman: Does that explain? "Unsatisfactory" is 79—the Old "Fair," 75 to 79. The old "Fair" mark is "Unsatisfactory."

Mrs. Gregg: Does she stand alone on that other mark?

The Chairman: Does she what?

Digitized by Google

Mrs. Gregg: Does she stand alone?

Mr. Mullenbach: Madam Chairman, as I understand it, Miss Haley says she was marked "Satisfactory" in June, which means a rating of 80 to 89.

Miss Haley: 80 to 89 is "Satisfactory"; and she has a record,—did you see her record?

The Chairman: She showed me that the day after her trouble began; she came in here with a record that she received from the Principal's office, this last one.

Miss Haley: I do not mean the principal's; I mean the record that she went down to the Superintendent's office and got; she got it on the regular official blank.

The Chairman: Why didn't she bring it when these proceedings were up to extend her probation? Why didn't she bring that before the Superintendent?

Miss Haley: That matter was disposed of as it was today.

The Chairman: No, no. I mean, while this was up. This has been going on—

Miss Haley: She had it here in this room yesterday with her.

The Chairman: She took no exception to our action yesterday. We really took action concurring in the Superintendent's report. She did not come to any of us.

Miss Haley: Madam Chairman, I am not talking for Mrs. Starner. I am not interested in Mrs. Starner's case as such. I am interested in knowing whether this Committee is going to entertain charges of inefficiency against teachers on probation, who may be discharged without even investigation, when those teachers' marks at the time the charges were filed were "Satisfactory." I think that ought to be looked into, Madam Chairman. I think it is a serious matter.

The Chairman: What is your pleasure?

Mr. Mullenbach: As far as the principle is concerned, I am perfectly willing to give an answer on that right now. If a teacher has been marked 80 to 89, I presume the Superintendent would not prefer charges against her. If he did, I should think this Committee would not hold that. As far as I am concerned as a member of the Committee, I should not entertain that.

Mr. Greenebaum: We have here, Madam Chairman, the statement of the Superintendent to this effect: "No ratings recorded against the name of any teacher have been changed." That is his statement.

Miss Haley: Madam Chairman, I did not say her rating was changed. I said she has an official rating, over the signature of the Superintendent, that her work for the semester ending June 30th, 1925 was "Satisfactory"; and these charges were brought on October 14th, to the Board.

The Chairman: Well, didn't she appear down at the central office with her marks to prove that they had made a blunder? It seems to me all they need to do is to look it up.

Miss Haley: Why doesn't this Committee discharge these—if there is a blunder down there, why do they continue them?

The Chairman: We do not know there is a blunder.

Miss Haley: Why doesn't the Committee investigate it?

Mr. Greenebaum: Mrs. Starner has certainly not stated there is a blunder.

Miss Haley: She has certainly stated it to me.

Mr. Mullenbach: She has not stated it to us.

Miss Haley: Well, Madam Chairman, is it a blunder if her marks are "Satisfactory" at the close of June, 1925—if her marks were "Satisfactory" in the Superintendent's office should charges be preferred against her on the 14th of October? Do you think that is fair?

Mr. Greenebaum: If she has evidence showing that a blunder has been made, why doesn't she produce that evidence? She has not presented any evidence of any kind to us to indicate that a blunder has been made. We have the Superintendent's statement that her record was not satisfactory in June. Now, if she has evidence to the contrary she should produce it to this Committee.

Miss Haley: Well, Madam Chairman, I am perfectly certain it would not be possible for her to secure the evidence over the signature of the Superintendent from any other place but the official source, and she certainly has that; she had it here yesterday.

The Chairman: What is your pleasure?

Mr. Coath: May we have this matter postponed until we can settle that question? Because even if Mrs. Starner is satisfied, I think the precedent is a wrong precedent. I think it is very bad for a teacher to feel that that kind of—

The Chairman: What is your pleasure?

Mr. Mullenbach: I do not see what harm there would be in postponing action on the

Digitized by Google

matter, Madam Chairman, but I think it is up to Mrs. Starner to present her facts.

Miss Haley: I will be glad, Madam Chairman, to verify what I said.

Mr. Mullenbach: I do not think it is up to the Committee really to take it in this second-hand fashion.

Mr. Coath: Could not the matter be settled by referring it to the Superintendent and ask him whether he felt it would be right? Would that ease it any?

The Chairman: I don't know. I am willing to do whatever you determine.

Mr. Greenebaum: I am willing to give Mrs. Starner further time to present any evidence she may have. We do not want to do her an injustice.

Mrs. Gregg: Let's defer it.

Mr. Greenebaum: Defer until the next meeting of the Committee.

The Chairman: So ordered. Go ahead, Miss Flynn.

STENOGRAPHIC REPORT OF MEETING OF THE SCHOOL ADMINISTRATION COMMITTEE OF THE BOARD OF EDUCATION, OF THE CITY OF CHICAGO, HELD IN THE BOARD ROOMS, 650 SOUTH CLARK STREET, ON TUESDAY, DECEMBER 29th, 1925, AT 3:00 P. M.

The meeting was called to order (at 3:20 P. M.) by the Chairman, Mrs. Hefferan, who presided.

Roll call by Miss Flynn, Acting Secretary, showed the following members present:

Mrs. Gregg, Mr. Greenebaum, Mr. Mullenbach, Mr. Coath, (Later), Madam Chairman.

There were also present:

Mr. Bogan, Asst. Supt. of Schools; Mr. De Butts, Mr. Wight, Miss Margaret Haley, Miss Annise Slattery, Mrs. Rose A. Starner, and others.

The Secretary: Four members present.

The Chairman: Proceed.

* * * * *

The Secretary: Report No. 3 A-13293 Starner—Mrs. Rose C.—Probation Continued (Deferred to give Mrs. Starner further time to present any evidence she may have conearning her marks at the time charges were preferred).

The Chairman: Has anyone received anything from Mrs. Starner?

Miss Haley: Madam Chairman, may I say a word?

The Chairman: Yes.

Miss Haley: Before the close of the meeting of the Committee on December 17th,—

The Chairman: Did Mrs. Starner tell you to bring this in?

Miss Haley: Yes, Madam Chairman.

The Chairman: As representing her?

Miss Haley: I am, Madam Chairman, I am representing her and I am representing the other teachers.

The Chairman: Did the Secretary let Mrs. Starner know what we desired of her?

The Secretary: Yes.

The Chairman: Through a communication?

The Secretary: Yes.

The Chairman: Well, Miss Haley, we have no—unless Mrs. Starner communicates directly with the Board, I do not see any reason why she should communicate with you and you with us.

Miss Haley: Madam Chairman, Mrs. Starner is here. She has received no notice of the postponement of her hearing since December 17th.

The Chairman: Is she here?

Mr. Righeimer: Does she want it today?

Miss Haley: Madam Chairman, I ask to be heard. I notified this Committee at the last meeting that I had seen Mrs. Starner's record of efficiency on July 8th. (I did not say on July 8th, at that time),—1925—and at the time Mr. McAndrew brought charges against her—

The Chairman: Well, just a minute—

Miss Haley: May I please state—

The Chairman: Just a minute. I want to see, what communication, if any, Miss Flynn, was sent Mrs. Starner relative to the action we took. Did you send her anything at all?

Miss Flynn: No.

The Chairman: Is Mrs. Starner present?

Mrs. Starner: Right here.

The Chairman: Did you receive any word from this Board?

Mrs. Starner: No m'am.

The Chairman: Nothing of any kind?

Mrs. Starner: Nothing at all.

The Chairman: I see.

Mrs. Starner: But I understood—I was here at the meeting, December 15th, and I understood from the talk that the case was dismissed, and I was rather surprised to learn that it was not dismissed.

The Chairman: Your probation was extended until June, when the matter would be taken up.

Digitized by Google

Mrs. Starner: But I have had no report.

Mr. Righeimer: Ask her if she wants a trial.

The Chairman: You ask her, Mr. Attorney.

Mr. Righeimer: Are you insisting, Mrs. Starner, on being tried on the charges filed by the Superintendent of Schools?

Mrs. Starner: I want to know why I was tried when my last efficiency mark was "Satisfactory."

Mr. Righeimer: You were not tried at all.

Mrs. Starner: Why was I taken up?

Mr. Righeimer: The question is, do you want a trial? If you do, this Committee will take action in fixing a date for the trial, I understand. That is all.

Mrs. Starner: Well, the only thing, I don't like this hanging fire so long.

Mr. Mullenbach: Madam Chairman, it seems to me there is a great deal to be done before putting Mrs. Starner on trial. That is, the question whether these assertions of Miss Haley's, as she has them here in this document, are correct. If they are, why ask Mrs. Starner to come before us? Why does the Superintendent prefer charges of Inefficiency when her marks are Satisfactory? That is the question that has to be answered by this Committee.

Miss Haley: Madam Chairman, I am prepared to sustain the statement I made to this Committee and I wish to have an opportunity to do so. I stated to this Committee, on December 17th, that at the time Mrs. Starner was notified by Mr. McAndrew that her services were unsatisfactory, that Mrs. Starner's record of efficiency in the Superintendent's Office was "Satisfactory." I have the proof of my statement. Madam Chairman, I will present that to the Committee, but I wish to retain the original for Mrs. Starner. I am presenting it for the Committee to see the record of Efficiency of Mrs. Starner on June 25th, 1925, over the signature of the Superintendent. I will show you that it is "Satisfactory," and these are copies that I have presented—

The Chairman: I would like to ask you, Mrs. Starner did you bring that record to the Superintendent's notice?

Mrs. Starner: Yes m'am.

The Chairman: You brought it to his notice?

Mrs. Starner: Yes.

The Chairman: What was his reply?

Mrs. Starner: I said to Mr. McAndrew, "Why was I called down to that meeting?" I said, "I have a grade of 'Satisfactory'." He said, "Mrs. Starner, I have a right to call you any time I wish, as Superintendent." Then I said, "Well, Mr. McAndrew, it seems to me there is a blunder there." He said, "Well, perhaps there has been, Mrs. Starner, but if you wish, you have a chance of a hearing before school opens in the fall." Then also, during the summer, I went to Mr. De Butts' office and talked to a young lady there and asked her what I had better do. She said, "Mrs. Starner, we have heard nothing at all." She said, "Go right along to the Falconer School and take up the work there until you are transferred." Well then, on September 28th I was transferred to the Portage Park School. I went to the Portage Park School and I was there just a few weeks when I got word from Mr. McAndrew that I was to be tried,—or, asking the Board to dismiss me for Inefficiency.

Mr. Righeimer: It seems to me, Madam Chairman, you are trying this case, and you are trying the case one sided now. If you are going to hear anybody on these charges, you ought to hear everybody.

The Chairman: Now, I want to know what is your pleasure. Here is a written statement of facts, brought in by Miss Haley, will you accept them and send one copy to the Superintendent? What is your pleasure in this matter?

Miss Haley: Madam Chairman, I wish to explain that these documents, that I hold are original documents signed by the people.

The Chairman: I think you have stated that.

Miss Haley: Here is a letter from the President of the Board of Education, acknowledging the receipt of Mrs. Starner's complaint. That was on July 15th. Following that, Mrs. Starner reported to the superintendent in accordance with Mr. Ellicott's suggestion. Here is another record—

The Chairman: No, I will have to rule you out of order.

Mr. Mullenbach: I think, Madam Chairman, my suggestion is in order, that we ought to set a time when the Superintendent can come in and explain to us these charges.

The Chairman: Yes.

Mr. Mullenbach: If they have no validity, they cannot stand.

Miss Haley: I want to say again, and I want to say it for the record, I was present on December 15th, when I heard the action by the Committee, and heard the indefinite postponement of Mrs. Starner's case. I was

Digitized by Google

here on the 17th of December when I heard Mr. Cooke call the attention of the Committee to the fact that they must postpone that case to some definite time, and then a motion was made to fix the definite time, which was next June. I made the objection, Madam Chairman, that Mrs. Starner was marked "Efficient." Her record of Efficiency was known to me and it was known to the Chairman of this Committee because on the same day that Mrs. Starner showed it to me, July 8th, she showed it to Mrs. Hefferan right in this building; and I said [on December 17th], "If Mrs. Starner, who is marked Efficient,—marked "Satisfactory," at the time these charges were brought against her, can have such a charge as that brought, then any teacher in the system, among these eight thousand that are marked "Satisfactory" are liable to have that kind of a charge at any time and will have to come in and make a showing; if that is to be the case, then we ought to know." I told you, Madam Chairman, I was speaking on behalf of the other teachers; I did not know anything about whether Mrs. Starner was satisfied with that disposition of her case. When I left this Committee I called Mrs. Starner and she came to see me. I asked her if she was satisfied with that kind of thing. She said she was not satisfied with it, that she was not asked anything about it, that she did not know anything about what was being done on December 15th, and she could not tell because she was not sent that report of the Superintendent.

The Chairman: This is deferred for—

Mr. Righeimer: Well, I suggest, Madam Chairman, if in line with what Mr. Mullenbach stated, this seems to be the only fair way to end this controversy, in view of the fact that this postponement was apparently made without consultation with Mrs. Starner, and she was not here, if this Committee has set the date of Mrs. Starner's trial for some time in June, that the Committee reconsider that action and set the matter of the hearing on her charges at some early date and then have the Superintendent here, and proceed to dispose of it in one way or the other. That seems to be the fairest way to handle this thing.

The Chairman: What is your pleasure?

Mr. Mullenbach: Madam Chairman I move that the Committee rescind its action postponing the hearing of charges against Mrs. Starner until June—

Mr. Righeimer: And set the date.

Mr. Mullenbach: And set a time, an early date next month.

Mr. Righeimer: What date are those other matters set for?

The Chairman: January 12th.

Mr. Righeimer: Will that be satisfactory, Mrs. Starner?

Mrs. Starner: I think so.

Mr. Righeimer: January 12th. Well tell us now. We want to consult your convenience.

Mrs. Starner: Yes, sir.

Mr. Righeimer: We want a time when it is satisfactory to you.

Mrs. Starner: Yes, sir, I will be here January 12th.

Mr. Righeimer: January 12th, at two o'clock, Mrs. Hefferan?

The Chairman: Two o'clock.

Mr. Righeimer: All right.

Mrs. Gregg: I second that motion.

The Chairman: Make your motion again, Mr. Mullenbach.

Mr. Mullenbach: My motion is that we rescind the action of the last meeting settling Mrs. Starner's hearing for June, and that it be advanced to January 12th, at two o'clock.

The Chairman: The hearing to be advanced to January 12th, at two o'clock. Call the roll.

The Secretary: Mrs. Gregg.

Mrs. Gregg: Aye.

The Secretary: Mr. Greenebaum.

Mr. Greenebaum: Aye.

The Secretary: Mr. Mullenbach.

Mr. Mullenbach: Aye.

The Secretary: Mr. Coath.

Mr. Mullenbach: Aye.

Mr. Coath: Aye.

The Secretary: Madam Chairman.

The Chairman: Aye.

The Secretary: Five ayes. No noes.

MRS. STARNER NOTIFIED

Following is the notice of the date of the hearing sent Mrs. Starner December 30:

December 30, 1925.

Mrs. Rosa C. Starner,
Desplaines,
Illinois.

Dear Madam:—

The Committee on School Administration, at its meeting of December 29, 1925, set the time JANUARY 12, 1926, at 2 p. m., for a hearing of the charges preferred against you by the Superintendent of Schools, at which time you may present any information or data you may have bearing on the Superintendent's recommendation.

This action was taken by the committee pursuant to the request made by you at its meeting on said date.

Very truly yours,

(Signed) Chas. E. Gilbert,
Secretary.

Digitized by Google

Omission in Printed Proceedings Called to Attention of Board

Secret Marking of Teachers also Re-presented to the Board of Education

Under new business at a meeting of the Board of Education December 23, Mr. English read a communication which is here printed, calling the Board's attention to an omission in the Printed Proceedings of the Board's meeting of October 28, 1925.

Mr. English moved the reconsideration of the approval of the minutes of October 28. Action was postponed by the Board.

Following is the letter in regard to the omission in the Proceedings:

December 22, 1925.

To the Honorable
The Board of Education,
City of Chicago.
Ladies and Gentlemen:

Your attention is respectfully called to an omission in the printed proceedings of the Board of Education of October 28, 1925, pages 405, 406, Report No. B-12989 being a report of the Committee on School Administration.

The stenographic record of the discussion in the meeting of the Board of Education on this report, when it was presented to the Board on October 28, shows that this report is not printed in the proceedings of the Board of Education as it was presented to the Board nor is the action of the Board on the report, as shown in the stenographic record, printed in the proceedings.

The complete stenographic record of the discussion in the Board on this report, on October 28, is printed in Margaret Haley's Bulletin of October 31, marked copy of which is enclosed.

The affidavit of the stenographer certifying to the correctness of the stenographic report is enclosed herewith.

The stenographic report shows that the following words were contained in the report B-12989 as presented to the Board:

"Herewith are the written charges submitted by the Superintendent against the following named teachers":

Then follow the names of thirteen teachers.

The Board of Education at its meeting on December 9 approved the printed proceedings of October 28. As the printed proceedings of December 9 will not be available until the meeting of the Board tomorrow, December 23, and as the stenographic report of the proceedings of December 9 have not been before me until today I have availed myself of the earliest opportunity to call the error to your attention.

Respectfully submitted,
(Signed) **Margaret A. Haley.**

(Continued on Page 158)

Breezes Reveal Injustice of Teacher Retirement Plan

Minister on Radio Scores Emeritus Service Which He Calls a Makeshift

Even the air these days is recording action taken by the superintendent of schools and Board of Education affecting teachers.

Tuning in on the ether waves Sunday, Dec. 14, a teacher transcribed the following extracts from an address made by Reverend R. A. White, pastor of the People's Liberal Church, Englewood, just before his sermon:

"I was a member of the Board of Education for several years. I suppose foolish things were done when I was on the Board and foolish things have been done since then BUT NOTHING AS UNREASONABLE, FOOLISH and BAD as was done last week when a number of leading educators, teachers, on six weeks' notice were deprived of their situations. This was MOST UNJUST.

Why was this done? The Board of Education was deadlocked over Campbell. Mr. McAndrew presented a proposition. I believe he was only bluffing. The Board of Education called Mr. McAndrew's bluff. The proposition came from McAndrew.

What was accomplished? Only the removal of Campbell. Some of our best educators were finest at 70 years. Not 70 years but health should be considered."

Digitized by Google

(Continued from Page 157)

Affidavit of Reporter

STATE OF ILLINOIS } SS.
COUNTY OF COOK }

JOHN J. McCORMICK, being first duly sworn on oath, deposes and says that he is a shorthand reporter engaged in general shorthand reporting in Cook County and elsewhere, and has been so engaged for more than ten years last past; that he reported in shorthand the proceedings of the Board of Education of the City of Chicago at a meeting of said Board of Education held on Wednesday, October 28, 1925; that the printed report of the discussion by the members of the Board of Education of the City of Chicago, the Attorney and Secretary of said Board of Education relating to Report No. B-12989—Efficiency Records—Teachers Reported for Dismissal—Appoint Committee to Proceed with Trial—being a report of the School Administration Committee of the Board of Education of the City of Chicago, as printed in Margaret Haley's Bulletin of October 31, 1925, appearing on pages 71, 72, 77 and 78 of said Margaret Haley's Bulletin of said date, is a true, full and complete report of his shorthand notes so taken at said time on the discussion of said report.

(Signed) **John J. McCormick.**

Subscribed and sworn to before me this 22d day of December, 1921.

(Signed) **E. A. Eulass,**
Notary Public.

Mr. English also read a communication from the Chicago Teachers' Federation in regard to secret marking of teachers. The communication was published in the December 16 issue of The Bulletin.

The communication was referred to the Committee on Rules and the Committee on School Administration. At the meeting of the School Administration Committee December 29, action was taken to have the communication referred to the Superintendent of Schools.

Deep One

First Newspaper Headline Writer—Give me a synonym for "finny tribe."

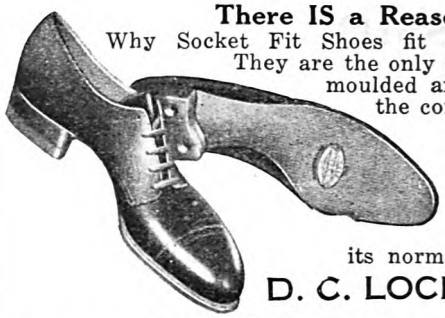
Second Headline Writer—How about "fish"?

First Headline Writer—Fine! I never thought of that.

—Life.

There IS a Reason

Why Socket Fit Shoes fit and satisfy. They are the only shoes with a moulded arch that fits the contour of the foot. Comfort In Every Step because they fit the the foot in its normal condition.



D. C. LOCKE'S

In the Lobby of the Shops Bldg.

SOCKET FIT SHOE STORE

Formerly the College Boot Shop

17 NORTH WABASH AVENUE
CHICAGO. ILLINOIS

Now Is the Time to Select Your
Fur Coat
Many Beautiful Models to Choose From at
STAEDTER'S
1302 Stevens Bldg. 17 N. State St.

Your protection when buying luggage is assured—when that luggage is Taylor-made.

Taylor's
28 E. RANDOLPH ST.
NEW YORK . EST. 1859 CHICAGO



HAIR TINTING
By Lois Armstrong
(Formerly with Marinello)
Not an ordinary process—but a proven method, backed by years of success.
Special Club Rates For Teachers
LOIS STUDIOS
Call State 5089
Room 808. 14 W. Washington St.

SATURDAY CLASSES FOR TEACHERS
Mornings—Our new structural design applied to standard normal art methods, dress design, commercial design, interior decoration, school annual illustration.
Afternoons—Structural design applied to industrial art methods, dress and poster design. Also still life and life sketch classes.
ALL DAY TUITION $24.00 FOR THREE MONTHS
Our certificates of accomplishment have been accepted by Boards of Education and Universities for 20 years.
THE CHICAGO ACADEMY OF FINE ARTS
Carl N. Werntz, Director. 81 East Madison Street.

WOULD YOU
Like to see England and Scotland by motor?
If so, write for information.
JULIA C. BRANNAN
Hayes Hotel Chicago, Ill.

FUR COATS
Most Popular Furs—Latest Styles
Repairing and Remodeling
25 Years' Experience Designing to Individual Taste
LEVEY & CO.
Republic Bldg. 209 S. State St.
Charge Accounts of Teachers Solicited



Circular Letters—Addressing—Mimeographing
Typewriting
Specializing in Mailing Service for
CLUBS AND ORGANIZATIONS
Complete Mailing Campaigns
COMMERCIAL LETTER CO.
Dearborn 5303-5417 Room 1344—127 N. Dearborn

The Most Satisfactory
PERMANENT WAVE
Guaranteed for Years
PAUL MUNTZING, 162 N. State St.

Digitized by Google

(Continued from Page 143)

November 27th the Board agreed to hear evidence on the complaint and set the matter for December 9th.

Notice was sent to each of the corporations complained of. Hearings were had on December 9th, 10th and 11th. The first help we had from an outside source was from the Teachers' Federation. Miss Haley appeared on December 9th and offered her co-operation and took part in the arguments before the Board. Alderman Nelson, who joined in the petition, presented a resolution before the City Council endorsing the complaint of the firemen and instructed the corporation counsel to appear. The Chicago Federation of Labor also endorsed the complaint of the firemen. Mr. Hornstein from the corporation counsel's office appeared and represented the City of Chicago. Henry M. Ashton appeared and stated that the Board of Education desired to join in the complaint and co-operate in the demands of the firemen.

In the arguments before the Board nearly every point that was made by the attorneys for the corporations was answered by me by referring to the decision of the Supreme Court in the famous Teachers' Case already referred to and known to lawyers as People ex rel Goggin versus State Board of Equalization, 191 Illinois 528. This case is not only the leading case on taxation of capital stock valuations in this state but is a landmark in the judicial decisions on taxation. Without the decision in the Teachers' case it is doubtful whether the firemen would have obtained favorable action on their complaint. The language of the Court in that decision is so explicit that there was no alternative before the Board of Review.

The Board took the matter under advisement and on December 18th announced that it would put on additional assessments on the corporations complained of and that the increase would amount to approximately $18,000,000 over and above what was already placed on said corporations.

While the increased assessments made by the Board were not entirely satisfactory and were far from the real stock values of these corporations, the firemen feel that they have won a substantial victory because the total assessments made by the assessors in the year 1925 against all of these corporations was $925,000. If no complaint had been filed by the firemen, the action of the Board of Assessors would have been confirmed by the Board of Review.

The net increase of assessments is $18,000,000. This is the full value of the capital stock as found by the Board of Review. The assessed value will be one-half of that amount or $9,000,000. The tax rate is approximately 8.50%; the actual revenue will be approximately $800,000. Of each $1 of revenue raised in the City of Chicago, 35% goes to the City, 40 cents goes to the schools and about 20 cents is distributed among other taxing bodies such as the County and Forest Preserve.

Accordingly approximately $275,000 will be paid into the city treasury as the result of the firemen's fight.

Respectfully yours,

(Signed) Edwin Hamilton,

Attorney for the Firemen's Association.

EH:HH

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago

Phone Central 3904

The great central meeting place before and after the matinee

Most of the things of life really worth while are within reach of average prosperity. If one make the necessary distinction between things that are cheap, merely, and things that are not costly he may, without much wealth, possess a full share of the material things that make substantial contribution to enjoyment of life.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets

BERTHA OTT *Announces the following* CONCERT and RECITALS *under her management during January*

RETURN ENGAGEMENT

Roderick White, violinist recital, Studebaker Theatre, Sunday afternoon, January 3rd, at 3:30. Seats 83c, $1.10, $1.65, $2.20, tax included at box office now.

Ossip Gabrilowitsch, fourth of a series of six historical recitals with explanatory lecture, Princess Theatre, Sunday afternoon, January 3rd, at 3:30. Seats $1.10, $1.65, $2.20, tax included at box office now.

Sylvia Lent, violinist, recital, Studebaker Theatre, Sunday afternoon, January 10th, at 3:30.

Flonzaley Quartet, third of a series of three chamber music concerts, Princess Theatre, Sunday afternoon, January 10th.

Frank Sheridan, pianist, recital Studebaker Theatre, Sunday afternoon, January 17th, at 3:30.

Yolanda Mero, pianiste, recital, Princess Theatre, Sunday afternoon, January 17th, at 3:30.

Tickets can be secured by addressing

BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

STOP YOUR FOOT TROUBLES

Our Shoes Are Great Pain Relievers. In stock or Made to Order.

10% DISCOUNT to Teachers

A. SLATIN

Shoe Specialist.

4810 N. Kimball Ave.

At Lawrence. Keystone 9595

TAXI CAB SERVICE

We will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.

ATLAS LIVERY ASSOCIATION

The Oldest Cab Company In Chicago

Calumet 3500 7 W. Cullerton St.

Digitized by Google



F. N. Matthews & Co.

21 East Madison Street
Between State and Wabash

Special Discounts to Teachers

Drastic Price Reductions

January Clearance Sale

Buy Now—Save 35% to 50%

Fur Coats

Reduced to **$89** Values to $200

Clearance of 95 splendid fur coats at less than half price. Coats with contrasting fur collars and cuffs. Everyone a new style. We urge your immediate inspection.

Cloth Coats

Reduced to **$39** Values to $85

Stunning fur trimmed cloth coats reduced for quick clearance. Coats to suit all tastes—all sizes and colors. Buy a cloth coat for less than the cost of materials.

Ask About Our Budget Buying Plan

DRESSES REDUCED

Cloth and silk dresses reduced for January selling. All the new high shades as well as the more stylish ones. $35 values at **$15**

Ask About Our Budget Buying Plan

SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTION

Shorthand, Typewriting, Bookkeeping
By Practical Teachers

Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.

Ample space for study as well as for instruction period.

Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.

When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.

M M Voss

INTRODUCING!

To the School Teachers of Chicago

Goodrich Dressmaking Service

We design, cut and fit any garment from your own material and make ready for you to finish. Also partial and complete finishing services.

Appointment for Fitting May Be Made by Telephone

THE GOODRICH SHOP

1107 Stevens Bldg. Dear. 7015

LUNCHEON
CANDIES
RICH ICE CREAMS

Much as tho you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room

JULIA KING'S

118-22 NORTH DEARBORN ST.
Near Randolph St.

Digitized by Google

U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT No. 3663

W Ja 25

VOL. III

Margaret Haley's BULLETIN

NO. 9

Chicago, Ill. 341 January 18, 1926

The Never-Old

By EDWIN MARKHAM

They who can smile when others hate,
Nor bind the heart with frosts of fate,
Their feet will go with laughter bold
The green roads of the Never-Old.

They who can let the spirit shine,
And keep the heart a lighted shrine,
Their feet will glide with fire of gold
The bright roads of the Never-Old.

They who can put the self aside
And in Love's saddle leap and ride,
Their eyes will see the gates unfold
To glad roads of the Never-Old.

Digitized by Google

Digitized by Google

MARGARET HALEY'S BULLETIN

Vol. 3. No. 9 January 18, 1926 Page 163

Assignments to Emeritus Service Adopted by Board

Teachers to be Retired On February 1, 1926

In response to the request of teachers, The Bulletin prints in this issue the Emeritus Service list presented by the Superintendent of Schools to the Board of Education and adopted by the Board January 12. These principals, teachers and one examiner begin their Emeritus Service on February 1, 1926. Attention is called to the fact that two of the teachers placed on Emeritus Service are now on the pension and four others have not had 20 years of active continuous service in Chicago.

The Bulletin has deleted from the list the dates of birth of the persons named and also the names of the six teachers for whom the superintendent reported he had no dates of birth, and who, in a later report of the superintendent, are shown to be under 70.

Following is the report:

13535-B

December 31, 1925.

EMERITUS SERVICE LIST

TO THE BOARD OF EDUCATION.

Ladies and Gentlemen:

I beg leave to

REPORT that in accordance with your rule "Emeritus Service" requiring the Superintendent of Schools on the first day of January and on the first day of July, or as soon thereafter as possible, to report to the Board of Education in writing the names of all persons who have or will have attained the age of seventy on the first day of February or August next ensuing, the following persons, according to the records of the Department of Education have now attained, or will attain by February 1, 1926, the age of seventy years:

TEACHERS, ELEMENTARY SCHOOLS

	NAME	SCHOOL	SERVICE RECORD
1.	Sarah J. Ashton	Blaine	1874 to 1882, 1896 to date
2.	Lucius M. Bassett	Harper	12-27-1899 to date
3.	Mary E. Bates	Armstrong	11-8-1897 to date
4.	Eliz. C. Bodle	Seward	1873 to 1889, 1896 to date
5.	Susan E. C. Clark	Burns	9-7-1891 to date
6.	Henrietta Dupuy	Knickerbocker	10-1874 to date
7.	Mary A. Emerick	Sherwood	9-1890 to date
8.	Mary O'Grady Forbes	Ogden	11-26-1906 to date
9.	Medora D. Gammon	Jahn	1882 to 1893, 1905 to date
10.	Harriet C. B. Garrabrant	Ray	1872 to 1874, 1894 to date
11.	Mary R. Hecox	Cameron	9-12-1906 to date
12.	Julia C. Howe	Hayes	1872 to 1878, 1879 to date
13.	Lucy C. Johnstone	Shakespeare	10-1885 to date
14.	Mary Jane Jones	Brown	10-1872 to date
15.	Lydia A. MacDougal	Sherman	6-25-1902 to date
16.	Frances W. McDonnell	Schiller	5-3-1874 to date
17.	Mary E. S. Mallory	Wentworth	3-1893 to date
18.	Mary Moran	Fallon	9-1882 to date
19.	Isabel A. O'Neill	Audubon	10-3-1888 to date
20.	Sara Elizabeth Pettee	Marshall	9-1897 to date
21.	Mary Elizabeth Pierce	Forestville	5-8-1888 to date
22.	Fannie S. Reeder	Hanson Park	1897 to 1905, 1905 to date
23.	Mary J. Scanlon	O. A. Thorp	1872 to 6-5-1921, 10-16-1922 to date
24.	Inez E. W. Schroeder	Eberhart	9-1889 to date
25.	Orion C. Scott	Hammond	4-8-1908 to date

Digitized by Google

	NAME	SCHOOL	SERVICE RECORD
26.	Minnie H. D. Stockwell	Lewis-Champlain	9-1893 to date
27.	Alpha Stuart	Hayes	5-10-1905 to date
28.	Alice Sturtevant	McClellan	1873 to date
29.	Louisa Tennent	Dante	9-1890 to date
30.	Emma T. Thomas	Chopin	10-1875 to date
31.	Frank E. Tremain	Motley	9-1877 to date
32.	Emma Yantis	Anderson	9-15-1885 to date

SPECIAL TEACHERS

1.	Harriet C. Magee	Drawing	Assigned
2.	Emma March	Asst. Supt. Art	12-1887 to date

TEACHERS, HIGH SCHOOL

1.	Laura E. Ashleman	Austin	4-17-1901 to date
2.	Abraham H. Conrad	Crane	9-6-1899 to date
3.	Samuel Leland	McKinley	1-29-1908 to date
4.	Winfield S. McKinley	Englewood	6-25-1902 to date
5.	Charles S. Taylor	Lake View	1-1891- to date
6.	Mary W. Weisman	Medill	6-25-1902 to date

PRINCIPALS, ELEMENTARY SCHOOLS

1.	George A. Brennan	Van Vlissingen	1876 to date
2.	Augusta B. Canfield	Arnold	1889 to 1917, 1919 to date
3.	Charles A. Cook	Belding	6-1890 to date
4.	George W. Davis	Hawthorne	11-20-1891 to date
5.	William C. Dodge	Alcott	7-13-1895 to date
6.	Mary E. Farson	Hamilton	9-1878 to date
7.	Elizabeth W. B. Fisk	Schneider	9-1884 to date
8.	Luella Heinroth	Morris	2-1876 to date
9.	Adelaide E. Jordan	McPherson	9-1885 to date
10.	Josiah F. Kletzing	Ravenswood	9-1881 to date
11.	Cephas H. Leach	Jahn	9-1889 to date
12.	Daniel R. Martin	Pullman	9-1878 to date
13.	John W. May	Beale	9-1873 to date
14.	Clara H. McFarlin	Fulton	4-1883 to date
15.	Herbert L. Merrill	Cameron	10-1-1892 to date
16.	Edward L. Morse	P. Sheridan	9-1892 to date
17.	Gerbrandus A. Osinga	Delano	9-1890 to date
18.	Levi T. Regan	Sherman	9-1-1889 to date
19.	John H. Stehman	Avondale	9-1881 to date
20.	John W. Troeger	Irving	8-1893 to date

ASSISTANTS TO PRINCIPALS, ELEMENTARY SCHOOLS

1.	Mary Burke	Adams	6-1869 to date
2.	Celia M. Gilmore	Lincoln	9-1871 to date
3.	Elizabeth Matevy	Goethe	9-1889 to date
4.	Mary Anne Miller	Franklin	2-1873 to date
5.	Mary E. Thresher	Raster	1876-77, 1886 to date
6.	Emily L. Wallenberg	Tilton	1875 to date
7.	Frances E. White	Dante	1-1870 to date

PRINCIPALS, HIGH SCHOOL

1.	James E. Armstrong	Englewood	11-1-1884 to date
2.	James J. Block	Marshall	12-1-1881 to date
3.	George M. Clayberg	McKinley	1879 to date
4.	Chester C. Dodge	Hibbard	7-1-1881 to date
5.	George H. Rockwood	Austin	1-1-1891 to date
6.	Edward C. Rosseter	Tilden	8-1-1895 to date

EXAMINER

1.	William H. Campbell	Examiner	3-23-1898 to date

FOR THE FOLLOWING PERSONS THERE IS NO RECORD OF BIRTH:

The following names are included in this list with the possibility of withdrawal. The records of the department in these cases are not sufficiently complete to establish the age of the persons named. Although for the past ten years no one has been admitted to the service without filing a record of the date of birth, prior to that time such information was not required. The preparation of this list involved the scrutiny of over twelve thousand cards and at a time when the schools were not in session; therefore, on December 24, 1925, I sent a statement to each of the six persons with incomplete record that I would record them on this list, subject to withdrawal on receipt of their dates of birth. Up to this time, no reply has been received from any of them. [Then follow the names of one principal and five teachers.]

In accordance with the rule "Emeritus Service" I beg leave to RECOMMEND that these persons, at the close of January 31, 1926, be retired from regular classroom or supervisory service and be assigned to the class of service known as "Emeritus Service" subject to the call of the Superintendent of Schools or the Board of Education for consultation, advice and such other service.

January 13, 1926.

Indeed

Dear Old Lady—How do you like school, my little man?

The Little Man—I like it closed, lady.

—Passing Show.

Excuse Enough.

A teacher in a Chicago school received the following child's excuse for absence:

"Please excuse me for not coming to school yesterday. My cousin died and I had to be a ball bearing for the coffin."

Digitized by Google

"Up-An' At-'Em!!"

As a result of a few words from the Business Representative of the Chicago Teachers' Federation at the meeting of the School Administration Committee of the Board of Education, Tuesday, December 29, the name of Fred Upham was kept off a Chicago public school.

Following are excerpts from the stenographic report of the School Administration Committee meeting of December 29, relative to the naming of a school for Fred Upham:

Mr. Greenebaum: The name of Fred Upham appeals to me as a name that stands for something in this community.

The Chairman: Make a motion?

Mr. Greenebaum: Yes, I make—

The Chairman: You suggest Mr. Upham. Is there any objection to Mr. Upham?

Miss Haley: Madam Chairman: I want to make an objection to the name of Mr. Upham. I want to say that Mr. Upham was a member of the Board of Review from the time it was organized in 1899, until some eight or ten years ago, when he retired wealthy; and I want to say that Mr. Upham's record on the Board of Review does not entitle him to have his name put on a public school. I have personal first hand information, and I would have been glad to have given it to this Committee at the time that name was put on the list. When it was presented it was put on the list very promptly, and I made up my mind then that if any attempt was ever made to put Mr. Upham's name on a school I should then make this statement to the Committee: I personally know of the conduct of the Board of Review under Mr. Upham because I was engaged with Miss Goggin, in that tax-suit against the State Board of Equalization. I personally knew Mr. Upham, in his capacity as a member and president of the Board of Review, at that time—and know that his record as a member of that board was such that in my judgment this Board might very well indeed take time to inform itself about his methods and about the conduct of the Board of Review under Mr. Upham.

Mr. Greenebaum: Personally, I am perfectly willing to pass up the name. I merely suggested him as a man that stood for something in this community; a man of good reputation. I hold no brief for him.

Miss Haley: I think he did stand very decidedly for something, but I do not think he stood for anything this Board wants to perpetuate or wants the school children to emulate.

Mr. Greenebaum: All right, as far as I am concerned.* * * *

Federation Urges Commission to Assess Capital Stock

Sends Letter Calling Attention to Corporations Escaping

Hot on the trail of the tax dodgers, the Teachers' Federation followed up the action of the firemen in filing a complaint against certain under-assessed corporations, by sending the following letter to the State Tax Commission:

December 22, 1925.

To the Hon. William H. Malone,
President of State Tax Commission,
and to the Commission.

Gentlemen:—

The Chicago Teachers' Federation at its meeting on November 21, 1925, authorized and directed its officers to take the necessary action to secure the assessment by the State Tax Commission of the capital stock of corporations not now assessed on their capital stock or grossly under assessed.

As the Firemen's Association of Chicago on November 23, 1925, filed a similar complaint before the Cook County Board of Review the officers of the Chicago Teachers' Federation, on advice, deferred action before the State Tax Commission pending hearing and determination of the Firemen's case.

The action of the Board of Review has been made public and the capital stock assessment made by that Board in response to the Firemen's demand will not produce sufficient revenue to give the Firemen the relief sought nor will this added assessment give the relief necessary for the schools.

An intolerable situation now exists in the schools, and in every department of the city, due to insufficient revenue. In order to relieve the financial situation without adding a further unjust burden of taxation to the small home owners and renters the Chicago Teachers' Federation urges the State Tax Commission to assess the capital stock of these corporations in the same proportion to their value as the home owners of Chicago are now assessed.

Respectfully submitted,

(Signed) **Frances E. Harden,**
Corresponding Secretary.

(Signed) **Mary M. Abbe,**
President.

Digitized by Google

From the Masthead
by The LookOut



"The teaching profession is a mob of mobile women meditating matrimony"

—Charles H. Judd, quoted in the American Educational Digest, October, 1925.

TO the Teachers of Chicago:

On a June evening in the year 1923 at an exclusive down town club, after an exclusive dinner at which the new president of the then new Board of Education of Chicago was host to the members, and after Mr. Charles H. Judd, Director of the School of Education, University of Chicago, had regaled the guests with his mid-summer-night's dream of educational and administrative policies for the Chicago public schools, from a quiet corner in a quiet voice came these disquieting words:

"There are ten thousand reasons why you cannot put that program over in Chicago: They are the ten thousand class-room teachers."

Throwing out his manly chest and bringing down his heavy fist on the dinner table, Mr. Judd shouted:

"When you have the right kind of a Board of Education in Chicago there will be no trouble with the teachers."

A few days later a public meeting of the Board of Education was held in the Board rooms at 650 South Clark Street and the morning newspapers the next day screamed in two-inch headlines at the people of Chicago that the Board of Education had, at its meeting the day before, considered a 9-hour day, a 6-day week, and all-year-round schools for Chicago.

I attended that meeting of the Board of Education and have before me the complete stenographic record of the proceedings. Not a report was presented nor a word uttered at that meeting giving even a scintilla of a suspicion that the Board, or any member of it, was contemplating, much less had officially considered, such a program or any part of it. No public denial of these newspaper reports, official or unofficial, ever came from that Board or any officer or member of it.

July 12, 1923, the date of those newspaper reports, marks the inauguration of the practice of announcement by the newspapers, in advance of Board action, of the educational and administrative policies to be adopted by the Board of Education.

Occasionally a flap of the curtain momentarily reveals the portly form and stentorian voice of Ventriloquist Judd behind the scenes manipulating his Punch and Judy show. One such revelation is a communication of August 28, 1924, on the letterhead of the Chicago University, addressed to Mr. Wm. McAndrew, Superintendent of Schools, transmitting to him a report of a survey of the efficiency ratings, ages, experience, training and salary of the elementary teachers in the Chicago public schools, made in the summer of 1924 by a man from Missouri, one Robert E. Strickler. Following is his communication:

University of Chicago,
August 28, 1924.

Mr. William McAndrew,
Superintendent of Schools,
Chicago, Illinois.

Dear Sir:

On July 2, 1924, permission was granted me to have access to certain records of the Chicago schools as set forth—information concerning the training, experience, efficiency, and salary of the teachers of this system. I was to examine these and to make such study involving teachers' salaries as would entitle me to academic credit at the University of Chi-

Digitized by Google

cago. I was to report to you upon the completion of this study.

My report has been confined to a small item in the whole problem of salary adjustments, but I hope you may find in it enough of worth to have justified your sufferance of me.

Please accept my thanks for your personal courtesy and for that of your staff.

Respectfully yours,

(signed) Robert E. Strickler.

P. S.—To comply with the academic requirements Dr. Judd has been furnished a copy of the enclosed report.

This survey was not authorized by the Board of Education. Of course it was not called a survey. Mr. Strickler's letter shows that he expected to get academic credit at the University of Chicago on this report; that he furnished Dr. Judd a copy for this purpose. Mr. Judd, therefore, without any personal responsibility therefor, can turn to his files and there find various tabulations made from the original reports over the signatures of the elementary public school principals of Chicago on the efficiency ratings of the teachers of their respective schools in January, 1924, and find out how many elementary teachers in the system were marked "Superior," at that time how many "Excellent" how many "Good," "Fair," or "Inefficient."

Mr. Strickler's report states:

"Table 1-A shows the distribution of efficiency ratings as given by the principals in January 1924. This is a direct tabulation from the principals' reports and contains in each group at least 90 per cent of the total number of such cases in the city. The grade classification is as of that listed with the teacher's name on the efficiency rating report."

When the teachers in any school are told by the principal, as some of them have been told in the last week or two, that he, the principal, has been notified that, in proportion to the total number of teachers in his school, he has marked more teachers "Superior" than the quota of "Superior" teachers allowed to a school with such a teacher membership; and, when told further, that the principal must knock some of those teachers down into the "Excellent" class and so on down the line, it might be interesting to those teachers to know that Mr. Strickler can say to Mr. Judd and to Superintendent McAndrew, "I told you so."

Mr. Strickler says in his twenty-page, typewritten report:

"When, on a five-point scale, whose middle rank is good, we find 97.6 per cent of the regular elementary teachers rated as 'good' or better than 'good' should we not call into question the marking system?"

In calling into question these records of teachers' efficiency he says that—

"Even if we were to assume that in this particular marking system 'good' were defined to mean teaching efficiency only passing fair in quality we might still question the reliability of these marks* * *"

Teachers should know that the title of this survey is "Robert E. Strickler on Salary Adjustments," and that this report was given out officially for the use of the underground workers on the proposed salary schedule recently laid to rest. Opinions differ as to whether this rest is to be permanent or only temporary.

Teachers should also know of two significant things forecast in Mr. Strickler's report of his survey: First, a salary schedule based on efficiency ratings; second, combining the efficiency rating designated "Fair" (75 to 79) with that designated "Inefficient" (0 to 74).

A few weeks before the Strickler survey was begun the playground directors, all of whom hold teachers' certificates, had their salary schedule so revised that advancement in every year of that new schedule depends upon the efficiency rating. The Board adopted this new schedule on June 18, 1924.

On November 6, 1924, the Superintendent's Bulletin notified the principals that, in marking substitutes for the Semester, the rating "Fair" (75 to 79) was changed to "Unsatisfactory" and that the rating "Good" (80 to 89) was changed to "Satisfactory."

On January 6, 1925, another bulletin from the Superintendent announced that same change for marking the teachers' efficiency, the change to apply to the marks for that semester due in the Superintendent's office on January 15, 1925.

The change referred to above from "Fair" to "Unsatisfactory" was never adopted by the Board of Education nor even reported to the Board. It was an administrative act by the Superintendent's office of which the principals were notified only by that bulletin of January 6. Without opportunity for discussion by principals or teachers it was tried out first on the substitutes. It was next applied to the teachers. Everybody was holding his

Digitized by Google

breath asking—"What next?" when, last week along came the official blank for marking the 57 varieties of kinks in the teachers' mentalities, personalities and physicalities.

I was an interested spectator in the office of the Superintendent of Schools last Monday, January 11, when Mr. John A. English, a member of the Board of Education, was present and asked the Superintendent for the two original efficiency reports sent to that office by the principal of a certain school, one in January, the other in June, 1925. Mr. English wished to see the efficiency rating of a certain teacher in that school. Accompanying Mr. English was Mr. W. W. Mills, the attorney for the teacher, Mrs. Rosa C. Starner, one of the thirteen recommended for dismissal on October 28, 1925.

The Superintendent refused to permit Mr. Mills and Mr. English, or either of them, to see the report. However, the Superintendent reversed his decision before Mr. English and Mr. Mills left and delivered the report to Mr. English who, with Mr. Mills, verified Mrs. Starner's record of efficincy, the photographic reproduction of which appeared in the Bulletin of December 31. This verification showed that Mrs. Starner was marked "Satisfactory" by her principal for the Semester ending June 1925.

I informed the Superintendent that I did not wish to see the report, nor did I see it.

Mr. Mills explained that he was acting as attorney for Mrs. Starner in the absence of her attorney, Mr. W. H. Holly, and at his request. Mr. Holly was unable to be present at the hearing before the School Administration Committee the next day, January 12, and Mrs. Starner's case was postponed till February 2 when all the other cases are to come up except those of the two teachers heard on January 12 and taken under advisement.

The discussion between the Superintendent and Mr. English and Mr. Mills took place in the room where a meeting of the Board of Superintendents was in progress, the Superintendent presiding. The business, except when interrupted, continued during the discussion.

This incident called to my mind Mr. Strickler's report and his letter printed above, particularly the last sentence of his letter immediately preceding his signature.



As She Is Spoke!

Acting on the popular educational doctrine of furthering civics in the schools, a Chicago teacher gave to her class in Junior high school an oral citizenship pledge which read in part, "We will so conduct ourselves to be worthy citizens of the United States and students of the——school.

Five little girls in the class refused to take the pledge. The teacher, nonplussed inquired why. The children said that their mothers would not let them. Still the teacher did not understand.

"What won't your mothers let you do?" she inquired.

Almost tearfully the spokesman for the group explained, "Our mothers won't let us soak and duck ourselves!"

Topics of the Day

Maggie and Sandy were riding in a Flivver and passed a peanut stand.

Maggie: Those peanuts smell good Sandy.

Sandy: I'll drive a little closer Maggie so you can get a better smell.

"Seen on the Screen" from
"Topics of the Day."

Unobstructed View

A small boy was enjoying a free view of a football match through a knothole in the fence.

"Sell yer this hole for a couple o' them apples," he shouted to a friend.

"Garn!" was the reply. "Yer can't see through the people the other side o' the fence."

"Orl right, monkey brand," came the scornful rejoinder. "Keep yer apples! But, just ter make yer wild, I'll tell yer there's a bandy legged bloke in front of this 'ole."

—Yorkshire Post.

Probably Not

A fond mother was exhibiting, with great pride, her flapper daughter to the new rector of a church in Harrogate recently.

"My daughter," said the mother, "could dress herself when she was but three years old."

"Well, er, do you think," asked the rector shyly, "that her ability in that direction will ever return?"

—Edinburgh Scotsman.

Digitized by Google

A Friend In Need Is Sick Teacher Fund

Report of Ill Teachers' Benefit Is Made by Auditing Committee

"A friend in need is a friend indeed." Such has been the Sick Teacher Fund of the Chicago Teachers' Federation to the teachers of Chicago. It has been the helping hand which has tided over the dark hours and brought comfort and cheer to desolate hearts.

Growing out of subscriptions taken up by the Federation from 1905 to 1914 to serve dire needs of individual teachers seriously ill, and without funds, the Sick Teacher Fund was established in 1915 as a permanent fund to which all members of the teaching force have been invited to subscribe as occasion demanded and from which any sick and needy teacher in the system is entitled to relief.

The fund represents the generosity and big heartedness of the teachers of Chicago who would not and will not let it be said that their professional sisters need.

In order that teachers may be enabled to meet financial emergencies, the Board of Managers of the Chicago Teachers' Federation at its last meeting, authorized the appointment of a committee to investigate the merits of Credit Unions and to report upon their operation, with the view of having established for the benefit of Chicago teachers a loan fund by and for teachers on a sound basis. A subscription asking for one dollar from each teacher was authorized by the Federation on December 4th and the subscription sheet has been sent to the schools.

Following is the report of the Sick Teacher Fund submitted and approved by the Board of Managers of the Chicago Teachers' Federation at its regular meeting December 4, 1925:

REPORT OF TREASURER

Submitted and approved by the Board of Managers of the Chicago Teachers' Federation at its regular meeting Dec. 4, 1925, referred to Auditing Committee and together with Auditing Committee's Report, ordered printed and sent to the schools. Call for $1.00 subscription was also approved at same meeting and ordered sent to schools.

RECEIPTS AND EXPENDITURES

January 20, 1923 to November 21, 1925

Receipts.

Unexpended balance in Bank in Sick Teacher Fund (Teachers' Contributions and income from bequest of Ella Flagg Young) as per printed report sent to Contributors on January 20, 1923		$825.84	
Deposited in Savings Account, First Trust & Savings Bank, Book No. 235655, in name of Mary E. Murray who has no personal funds in this bank:			
(a) Total unexpended balance in Sick Teacher Fund Jan. 20, 1923			$ 825.84
(b) Teachers' Contributions to 50c subscriptions of Jan. 20, 1923:			
April 30, 1923		$1,906.85	
July 2, 1923		113.00	
Feb. 25, 1924		122.50	
July 1, 1924		5.00	$2,147.35
(c) Refund from Beneficiary of Funds June 11, 1923			$ 172.00
(d) Interest on unexpended balances Jan. 20, 1923 to Nov. 30, 1925			40.79
(e) Fifty per cent of the accrued income from Bequest of Ella Flagg Young as per Board of Education Report No. E 8108, Jan. 9, 1924, page 465, deposited April 2, 1924		$ 306.00	
(f) Fifty per cent of the accrued income from Bequest of Ella Flagg Young as per Board of Education Report No. 10613, Jan. 14, 1925, page			

Digitized by Google

572, deposited Feb. 21, 1925	306.00	$ 612.00	
Total deposits Jan. 20, 1923, to Nov. 21, 1925		$3,797.98	
Less refund from Beneficiary (item (c) above)		172.00	
Total Net Receipts			$3,625.98
Total Expenditures Jan. 20, 1923, to Nov. 21, 1925		$4,883.13	
Less Refund from Beneficiary		172.00	
Net Expenditures			$4,711.13
Overdrawn (Paid from General Fund C. T. Fed.)			$1,085.15
Total Deposits as shown above	$3,797.98		
Withdrawn from Savings Account	3,795.44		
Balance in Savings Account First Trust & Savings Bank	$ 2.54		

SUMMARY OF EXPENDITURES AS SHOWN IN ITEMIZED REPORT ON FILE IN THE OFFICE OF THE CHICAGO TEACHERS' FEDERATION

January 20, 1923 to November 30, 1925

On January 20, 1923, the Treasurer of the Chicago Teachers' Federation reported that eighteen teachers who were ill and in need had applied for and received financial assistance.

Since that date twelve applications have been received from teachers who were ill and in need of financial assistance since January 20, 1923, the date of last report. These applications are on file in the office of the Federation and show the names of the teachers and complete details of payments, including authorization, dates and amounts, a summary of which appears below.

The extreme illness of one teacher whose last days were made comfortable because of the Sick Teacher Fund, required the services of a night nurse as well as a day nurse and as a consequence the amount expended in this case was greatly in excess of the amount spent heretofore for any individual, but the Board of Managers of the Federation decided that conditions warranted the expenditure.

The checks listed below are on the General Fund of the Federation on deposit in the First National Bank, and at the end of interest periods that Fund was reimbursed from the Sick Teacher Fund which is in a savings account in the First Trust & Savings Bank. In this way a permanent record of payments by check is kept and at the same time the maximum amount of interest is secured to the Sick Teacher Fund. Benefits from the Sick Teacher Fund have been paid to all teachers in need, for whom application was made, whether members of the Federation or not.

Application No.	Dates of Payment	Check Nos.	Amounts Paid
19.	4/25/23	51	$ 858.00
20.	6/13/23	120	256.39
21.	6/29/25	165	81.25
22.	6/29/25	166	81.25
23.	10/11/23	278	100.00
24.	10/26/23	299	120.00
25.	12/1/23-12/28/23-1/9/24 1/24/24-1/26/24-2/2/24 2/6/24-2/16/24-2/26/24 3/8/24-3/10/24-3/13/24 3/22/24-4/17/24-4/10/24 4/18/24-5/9/24-6/7/24.	384, 385, 386, 438, 448, 485, 493, 501, 504 518, 530, 559, 560, 563, 578, 597, 619, 629, 655, 707	$2,233.91
26.	12/21/23-12/28/23-1/15/24 2/2/24-2/19/24-3/13/24	422, 439, 472, 502, 519, 562	273.55
27.	10/12/24-10/17/24 10/26/24-11/30/24	904, 910, 927, 993	498.78
28.	3/7/25-5/5/25	1156, 1247	180.00
29.	4/11/25	1208	100.00
30.	11/18/25	1473	100.00
			$4,883.13

Digitized by Google

Total Expenditures Jan. 20, 1923, to Nov. 21, 1925	$4,883.13	
Less Refunds from Sick Teachers	172.00	
Net Expenditures 1/20/23 to 11/21/25	$4,711.13	
Total Net Receipts withdrawn from Savings Account of Sick Teacher Fund	$3,625.98	
Total Net Expenditures	4,711.13	
Advanced from General Fund, Chicago Teachers Federation to pay Sick Teacher Fund Expenditures on Excess of Withdrawals from Sick Teacher Fund Savings Account	$1,085.15	
Deposits		$3,797.98
Withdrawals		3,795.44
Balance in Bank (Savings Account of Sick Teacher Fund)		$ 2.54

CERTIFICATE OF AUDIT OF TREASURER'S REPORT

The undersigned members of the Auditing Committee of the Chicago Teachers' Federation Sick Teacher Fund hereby certify that the foregoing is a true and correct report of the receipts and disbursements of this Fund and that the balance of $2.54 is in the First Trust & Savings Bank deposited in the name of Mary E. Murray, who is Treasurer of the Chicago Teachers' Federation and who certifies that she has no personal funds in this bank. In making this audit the Committee has examined the following documents on file in the office of the Teachers' Federation, Room 1331, 127 North Dearborn Street:

1. The printed report of the Sick Teacher Fund showing a balance of $825.84 on January 20, 1925, as shown by Treasurer's Report

2. Duplicates of receipts Nos. 1 to 217 inclusive, issued by the Federation, showing $2,147.35 contributions to the 50c subscription of January 20, 1923, for the Chicago Teachers' Federation Sick Teacher Fund contributed by teachers in the schools named in the receipts, and find the amount listed after the names of each of these schools in the Treasurer's Report agrees with the amount shown on the Receipts.

3. Board of Education Report No. E 8108, Jan. 9, 1924, page 465, showing action of Board in regard to accrued income from Bequest of Ella Flagg Young (50% of said accrued income amounting to $306.00 deposited to account of Mary E. Murray, April 2, 1924) and find same agrees with Treasurer's Report.

4. Board of Education Report No. 10613, Jan. 14, 1925, page 572, showing action of Board in regard to accrued income from Bequest of Ella Flagg Young (50% of said accrued income amounting to $306.00 deposited to account of Mary E. Murray, Feb. 21, 1925) and find same agrees with Treasurer's report.

5. Savings Deposit Account Book No. 235655 of the First Trust & Savings Bank showing deposits as set forth in the Treasurer's Report.

Jan. 20, 1923	$ 825.84	Item (1) above,	Item (a)	Treasurer's Report	
April 30, 1923 to July 1, 1924	2,147.35	" (2) "	" (b)	"	"
Jan. 20, 1923 to July 1, 1925	40.79	Interest	" (d)	"	"
June 11, 1923	172.00	Refunds	" (c)	"	"
April 2, 1924	306.00	Item (3) "	" (e)	"	"
Feb. 21, 1925	306.00	" (4) "	" (f)	"	"
	$3,797.98				

6. The applications of the teachers who received benefits from the Fund January 20, 1923, to November 21, 1925, and find them properly authenticated and data recorded.

7. Cancelled checks on the First National Bank to 12 beneficiaries amounting to $4,883.13 as shown in Treasurer's Report.

8. Savings Account Pass Book No. 235655 which shows withdrawals from the Savings Account of $3,795.44 to reimburse the General Fund of the Federation for checks drawn for benefit of Sick Teachers as shown above (Item 6). This Pass Book also shows a balance of $2.54 on November 21, 1925.

Checks in favor of Sick Teachers to the amount of $1,085.15 in excess of contributions to the Sick Teacher Fund were drawn on the General Fund of the Chicago Teachers' Federation.

Auditing Committee { MARY McCULLOUGH, Chairman,
FRANCES M. KENNEY
MARY E. DUTTON

Date of Audit, December 9, 1925.

Digitized by Google

Classroom Teacher Talks at State Convention

Miss Spooner First Classroom Pedagog To Address I. S. T. A.

Some pointed paragraphs make up the address made by Miss Julia A. Spooner, of Portland, Ore., past president of the Department of Classroom Teachers of the N. E. A. at the convention of the Illinois State Teachers' Association in December at Springfield.

Miss Spooner was the first classroom teacher to be given a place on the program of the State Teachers Association and was given an ovation appropriate to the occasion.

Her own words best tell the story of "Teachers Associations' Past Achievements," the subject of her Springfield address printed here in part:

Once upon a time not so very many years ago, when a woman classroom teacher stood upon an association convention platform, it was the custom partially to apologize for her presence there, or to make it possible and permissable by arranging a special program to provide an occasion and an opportunity for her appearance.* * * *

The great expansion in numbers of organizations has come since 1912, the date of the organization of two great national bodies of classroom teachers, the Department of Classroom Teachers of the N. E. A., and the National League of Classroom Teacher Organizations; in the work of both the Illinois teachers have played an honorable part.

The achievements of these local associations have been many. The character of the organization formed has had a direct influence upon the past achievement and will have a greater effect upon the future possibilities. Consideration of the types of organizations may be worth while.

Where classroom teachers recognized their need of an avenue for self expression and of an opportunity for self development through exercise of personal-professional initiative, associations of class room membership exclusively were formed. The country over, these have produced the best results from a professional viewpoint. A few organizations composed of both elementary and secondary teachers have been successful. In the main, the exclusive grouping has been most productive in all ways.

* * * *

It is therefore my pleasure, in discussing past achievements, to list the accomplishments of exclusive organizations or of federations of organizations.* * *

When we began to study status and salary —when we made our first feeble attempts to secure equal pay for equal work regardless of sex, when we uttered for the first time the heresy that all types of school work were equally honorable and should be so considered—that equal recognition should be given the teacher of the six and of the sixteen year old, not so many people agreed with us as do now. The strangest part of it all was that more people outside the profession than inside did agree. Another strange revelation was made at the same time. We had read

"A few can touch the magic string
And noisy fame is proud to win them—
Alas for those who never sing
And die with all their music in them!"

We found the "alasing" belongs to the first group—that those who touched the magic string and expressed what we felt and hoped and desired and believed changed their occupation with startling immediacy — that those who taught with all their thoughts corked up—held their jobs.

The next step then must be tenure and local organizations in a few isolated communities secured legislation on the subject and began to demonstrate that security of position leads to greater professional growth. We heard our national officers say at one of the national conventions "This resolutions committee believes that the only protection that any teacher needs, now as at all times, is in faithful performance of duty," and we heard that statement wildly applauded from the floor. And yet—we have seen that same great body become the most enthusiastic proponent of the theory of tenure, devoting pages of its printed reports to that subject annually, and the work started by the local bids fair to be completed by the national organization.

With the opening of the World War the Salary question, formerly of interest and concern to the local organizations mainly,

Digitized by Google

became the great absorption of the national body, because of the wholesale desertion of the professional ranks by those who saw an economic opportunity and seized it. The struggle for economic independence for the American teacher has but just begun but with the leadership in the hands of the national body the local problem lies rather in the solution of equitable adjustments than in the actual campaigning for recognition of the need of a saving wage.

Tenure and Salary

Legislating for tenure and salary and retirements taught us much. We learned to approach legislatures with welfare measures for children and an honorable chapter in the book of achievement for teacher organizations is that devoted to the work done for child labor laws, children's courts, crippled children's education bills, provisions for research upon which to base remedial teachings, lengthening of the compulsory education period, raising requirements for teaching and others of like nature, directed toward the reduction of our illiteracy.

With the assumption of responsibility for teaching conditions has come a better appreciation of the part played by the veterans in the profession who struggled through years of faithful service under a handicap of miserable wages and who came to the end of the road broken and penniless. Aid and comfort and, in many cases, actual support has been given these derelicts though frequently they have ceased from service before organizations were formed; the incentive these unfortunates have given to those now in service to make provision for the day when pay checks cease, is perhaps their best contribution to education after all. In this, too, the national body has taken action, in its committee reports on Retirement Fund Laws and in the proposed national home for retired teachers. Relief work both in and out of the organizations has been one of the most common activities of associations throughout the country.

I do not know who gave the scriptural expression "To him that hath shall be given," the new version "Them as has, gits!" The vernacular expresses the future of organizations. "Them as has energy, ambition, professional spirit, vision and courage, "gits" busy to help settle the educational problems of the country, since the public and all the branches of the service have come to realize that the classroom teacher, the educator, holds the strategic position between the director of education and the educand. Hers is the key to the line. She and she only can transmit to the child, the subject of all our concern, the thing which the director decides shall be transmitted. With the recognition that this power lies in her hands, that she can bring to naught or to fruition all your programs and plans, comes a new appreciation of her value and of the responsibility of those who train, employ and supervise her.

Professional Consciousness

What ever may have been the material gains brought about through organization work in the last two decades such as salary, improvements, tenure, health and salary protection, and relief work, it is probable that the greatest gain has been in the development and growth of professional consciousness, the awakening of the teacher to the realization that her status cannot be changed by outside forces; that only as she makes herself a master in her line, only as she creates a confidence in her judgment, individually and as a unit in a collective judgment, only as she actually earns, through her unceasing study of educational problems and her cultivation of wisdom in their solution, the power to speak as one with authority, can her status be what it must be, if organization dreams are to become realities and the classroom teacher is to assume the **teacher's** rightful place in the educational world. With this awakening, what are the problems of the future, the possibilities of organization's accomplishment.

It is worth remembering that no single accomplishment of organizations has made the labor of teaching easier or lighter. All that has been brought about, has added to responsibility and to the actual time given to the profession. Efficiency has been increased, and the satisfaction that lies in seeing a piece of work handled in a scientific manner has been increasingly earned, but not ease nor shorter hours nor less responsibility.

"We're creepin' on wi' each new rig—less weight an' larger power": pretty well describes the school situation just now; changing conditions that confront us throw new responsibilities upon the organizations that are rapidly becoming spokesman for all teachers in their relation to educational problems. We are facing more new relationships today than at any time since public schools began to function; there is a closer examin-

Digitized by Google

ation on the part of the public, into school organizations, into school production, into school administration, and above all into school financing in its relation to production.

New Relationship

The traditional relation between high school teachers and grade teachers and between teachers and supervisors or administrators is rapidly breaking down. We are beginning to sense a possible new relationship between educator and educand; the relations beginning to exist between the public and all engaged in school work is utterly different from that of even ten years ago. Superintendents trained and grounded in the minutia of their work a decade ago, find themselves building an entirely new philosophy to meet present situations.

Scarcely realizing it, we are in the center of an educational evolution which requires a readjusting of all our natural forces to move the main body intelligently with the current of progress and to prevent the destruction of any part by its reactionary opposition to evolutionary processes.

A reorganization of financing public education, a re-evaluation of subjects to be taught, a reformation of public opinion on taxation units are on the way.

What is the part that teachers' organizations must play in this reformation, re-evaluation and reorganization movement? A few years ago most of our school people would have said our proper attitude was one of prayerful negation and acquiescence. Today we realize that what we once considered antagonism or at best indifference, on the part of the general public is ignorance, misunderstanding, absorption in other interests or failure to grasp **much** of what seems obvious to us in the problem. Our own indifference to our own problems sets no very high standard for others outside the profession. A double task then falls to the organization; first to set its own membership unitedly to work upon these problems, and second, to interpret school needs to those who stand ready to help but see only the surface manifestations. The first is the harder task. America's educational failure has been her blind and confiding trust, pathetic because it was rooted in idealism, that anyone **called** "master"; **is** "master"; that children of seventeen equipped with grammar grade or high school educations, with the immaturities and futilities of extreme youth, were fit to cope with problems that have daunted educators, from Comenius to our leaders of today. We who are organized to promote the interests of childhood can do no less than demand that entrance into the profession be only after a minimum of education at least four years beyond a four year standard high school course, with the minimum of maturity and experience that is implied in such a preparation; that in that preparation shall be included a knowledge of the major problems confronting the schools today with an examination of the solutions offered for them; that frequent contact shall be made between teacher training institutions and the organizations in the field for the mutual benefit of those being trained and those already in service; and further more, that a more discriminating selection be made from candidates for entry into teacher training in order that the unprofessional be eliminated before the state has wasted public funds upon her training. Only through organized demand and pressure can such a program be put into effect yet it is at the basis of all other possibilities in the teaching profession.

The Path In The Forest

Our older teachers schooled in experience are able exponents of educational needs. But progress is too slow if we must wait for each incoming generation to arrive at an educational philosophy through its reaction in immediate and individual problems. That policy is too apt to result in local mindedness and influence so acquired is not apt to be far-reaching. The path in the forest to the maker of mouse traps presents a true picture but we cannot afford to suffer the devastation wrought by mice while we wait for the news of the trap to filter out of the forest.

Nor is the activity of organizations to be confined to raising standards and demanding professional attitudes of teachers for the cities, in which most of the organized power of teachers is. We must demand that the discrimination against rural communities be ended. Many rural communities cheerfully accept this discrimination which takes the form of less well prepared teachers, because these teachers seem on the surface to cost less; but there is a distinct movement in the other two great organizations devoted to education, The National Grange and the American Federation of Labor, to demand for rural children equal opportunities with city children in instruction and in length of term.

(Sub-Headings Inserted by Bulletin)

(Continued in next issue)

Digitized by Google

Bulletin Reprints Code of Ethics for Teachers

Councils Drew Up Obligations of Teaching Profession in 1923

The bound volume of reports of the Elementary Teachers' General Council from October, 1921, to May, 1925, has just reached the Bulletin office.

Included in those reports is a Code of Ethics for Teachers adopted by the Chicago Elementary Teachers' Group Councils at the meetings October 19, 1923. The entire body of elementary teachers numbering about 9,000 attended these 39 group meetings.

With the abolition of the teachers' councils the machinery for the enforcement of this code was abolished. The teachers now have no official means of carrying out the provisions of the code. The code stood and stands as a monument to the high standard of professionalism of the Chicago teachers and as a valuable by-product of their medium of expression, teachers' councils.

Only individual responsibility or voluntary organizations can now enforce the code.

The Committee on Ethics was composed of Catherine L. Baird, chairman; Helene Luyten, Anna A. Twohig and Theo. E. Weinnette. Copies for distribution were printed by order of the Elementary Teachers' General Council, April 10, 1924.

The Reports of the Elementary Teachers' General Council for October, 1921, to May, 1925, Page 166, say:

"The Committee on Ethics reports that they have read all available codes and received from them guidance and assistance. They wish to make particular acknowledgment to the framers of the Pennsylvania and New York codes.

"The proposed code was submitted to the Group Councils at the meetings of October 19, 1923, and every section thereof was endorsed by a majority of the Councils. The code was therefore adopted and is submitted herewith. The General Council has ordered that it be printed and supplied to the teachers."

Following is the Code:

The teaching profession ranks as such because, first, teachers possess a body of special knowledge vitally necessary to the public good, and second, in the exercise of their calling they recognize an obligation to place the public need before personal convenience or private ambition.

In any profession it is the ideal that carries forward, that consecrates its members and makes them victorious over self-interest. In order to stimulate the spirit of co-operation, to develop personal fitness, to deepen the sense of personal responsibility, to secure loyalty to the system of which we are a part, to prepare for an increasing share in shaping the educational policy of that system, to perfect our ideals of professional conduct and practice and to enforce and support them with the collective opinion of the Councils, the following principles have been formulated:

Sec. I. OBLIGATIONS RESTING UPON THE COUNCILS COLLECTIVELY*

*Adapted from the New York Code. The Committee have read all available codes and wish to make grateful acknowledgment for guidance and assistance received therefrom.

A. To strive for adequate professional and academic qualifications for entrance to the profession.

B. To make available professional ideas developed from successful experience with proper recognition of the source.

C. To use every effort to secure all the material conditions necessary to the highest efficiency in the service.

Sec. II. OBLIGATIONS OF INDIVIDUALS.

A. Relation to Pupils

1. **Personal intercourse.** The paramount duty of the teacher is to the pupils under her care. She owes them courtesy, frankness, and appreciation; the guidance that results from keen sympathetic insight; the highest standards of truth and honesty, and the intellectual leadership that comes from continuous, careful professional study.

2. **Protective legislation.** It is the duty of teachers to support actively, legislation for the protection of children.

3. **Training in citizenship.** A teacher's greatest responsibility is to train her pupils to be good citizens. She must inculcate regard for law and order, must develop respect for all properly constituted authority, and must emphasize the civic duty of appreciation and care of public property.

4. **Acceptance of gifts.** The acceptance of gifts, other than perishable ones, or those of little intrinsic value, from pupils or parents, particularly gifts which have been purchased through class collection, shall be regarded by the teachers as a breach of professional ethics.

5. **Coaching of pupils.** A teacher should not accept remuneration for coaching pupils from her own class.

B. Personal Fitness.

1. **Professional study.** The teacher should keep abreast of modern educational ideas and should show a constant improvement in method and technique.

2. **Behavior.** The public is entitled to such behavior from teachers as can properly be considered a good example for the child.

C. Relation to Associates.

1. **To fellow teachers.** Co-operation, courtesy, kindly interest, appreciation of personal ability, full and generous confidence should characterize our intercourse with fellow teachers.

Adverse criticism should be considered unprofessional, unless made to the teacher directly, or to an administrative officer with the understanding that the person criticized be given full opportunity for explanation.*

*Adapted from the Pennsylvania Code.

(Continued on next Page)

Digitized by Google

Federation Asks Council To Aid Firemen

Teachers to Request Recognition of Fire Fighters' Efforts

At its meeting Saturday, January 16, the Chicago Teachers' Federation voted to call on the City Council to recognize the firemen's service in having filed and brought to a hearing, complaints against under-assessed corporations, resulting ultimately in having $800,000 added to the public treasury.

The teachers reviewed the history of the case of Miss Catherine Goggin and passed a motion asking the city council to increase the salaries of the firemen to the amount placed in the city treasury by the firemen's action.

In filing the complaint against the corporations, the firemen said that they were "tearing a leaf from the teachers' book." History appears to be repeating itself in the case of the firemen.

When the teachers placed $600,000 in the public treasury 25 years ago with the end in view of having their salaries increased, this increase was denied them and was granted only after four years court proceedings.

The teachers agreed at their meeting Saturday to give the firemen the encouragement the teachers were denied 25 years ago and to do all in their power to aid the firemen in getting the increase due them as a result of their service in carrying through their complaints.

BERTHA OTT *Announces the following* **CONCERT AND RECITALS**

under her management during January

Fritz Kreisler, violinist, recital, **Auditorium Theatre,** Sunday afternoon, January 24th, at 3:30. Seats $1.10, $1.65, $2.20 and $2.75, tax included, at box office now.

Guy Maier and Lee Pattison, two-piano recital, **Great Northern Theatre,** Sunday afternoon, January 24th, at 3:30. Seats 83c, $1.10, $1.65, $2.20, tax included, at box office now.

Beleska Malinoff, lyric soprano, Debut recital, **Princess Theatre,** Sunday afternoon, January 24th, at 3:30. Seats $1.65 and $2.20, tax included, at box office now.

Anastasha Rabinoff, soprano, recital, Sunday evening, January 24th, at 8:15. Seats $1.10, $1.65 nad $2.20, tax included. Great Northern Theater.

Georges Enesco, violinist, recital, **Studebaker Theatre,** Sunday afternoon, January 31st, at 3:30. Seats $1.10, $1.65, $2.20, tax included. Mail orders now.

Ossip Gabrilowitsch, fifth of a series of six historical recitals with explanatory lecture. **Princess Theatre,** Sunday afternoon, January 31st, at 3:30. Seats $1.10, $1.65, $2.20, tax included. Mail orders now.

Tickets can be secured by addressing

BERTHA OTT, 1520 Blum Bldg. **624 So. Michigan Ave**

TEACHERS—

We will make you a **BRIEF CASE** of a size and style to meet your individual requirements at a price lower than inferior "ready mades."

Chicago Trunk and Leather Goods Co.

"A Union Shop"

526 S. Wabash **Harrison 2238**

Who's To Blame?

The College President:

Such rawness in a student is a shame,
But lack of preparation is to blame.

The High School Principal:

Good heavens! What crudity! The boy's a fool;
The fault, of course, is with the grammar school.

The Grammar Principal:

Would that from such a dunce I might be spared!
They send them up to me so unprepared.

The Primary Teacher:

Poor kindergarten blockhead! And they call
That "Preparation!" Worse than none at all.

The Kindergarten Teacher:

Never such lack of training did I see!
What sort of person can the mother be?

The Mother:

You stupid Child! But then, you're not to blame;
Your father's family are all the same.

—From The Bulletin of the Milwaukee Teachers' Association, May and June, 1925.

CODE OF ETHICS

(Continued from Page 175)

2. **To administrative officers.** Since the success of the school system requires that the teachers support the policy of the administrative officers with energy and enthusiasm it is obvious that the initiation of any new policy should be preceded by consultation with the teachers so that they may fully understand and approve that policy.

3. **Professional advancement.** No teacher should attempt, unfairly, to secure professional advancement. This should be based solely upon merit, never upon personal favor. No teacher should accept a position made vacant by means unfair to the profession.

4. **Attendance at meetings.**

a. Teachers should consider it important to attend, when possible, meetings called by their elected officers.

b. Time for which remuneration is received should faithfully be given to the work of the school. This should include daily attendance and punctuality, and attendance at Council meetings throughout the whole period.

D. Relation to Parents.

1. Mutual understanding and co-operation are essential. Therefore, the attitude of the teacher should be such as to assure the parent that she is competent, sympathetic, just and unprejudiced.

2. Knowledge of unfortunate home conditions of pupils should never be made a matter of casual comment.

E. Relation to the Community.

1. Teachers should interest themselves in community activities, especially those that are of a civic and educational nature.

Digitized by Google

THE IDLE HOUR

"The best of all ways to lengthen our days
Is to steal a few hours from the night, my dear."

—From an old Irish Song.

Madame Meluis is a name which means much to Chicago teachers. She is to be the soloist at a concert January 25, for the benefit of the Women's and Children's Hospital, formerly the Mary Thompson hospital. Woman physicians in charge of the hospital devote a day each week to clinical work.

As Luella Chilson Orhman, Mme. Meluis was soloist at a concert given by the Chicago Teachers' Chorus at Orchestra hall, several years ago, before she went to Europe where she acquired fame in the important musical centers. Her program January 25 will be in Orchestra hall.

Joseph Schlossberg of New York, secretary-treasurer of the Amalgamated Clothing Workers, will speak upon "An Immigrant's Americanism," January 24. Mr. Schlossberg who was born in Russia, will discuss the things the immigrant faces in becoming assimilated. The address will be under the auspices of the Chicago Forum, at 3 o'clock in the Apollo Theater.

Teachers making plans for the weeks to come, may be interested in considering "The Miracle" in their plans. It is scheduled for a six weeks presentation starting February 2 in The Auditorium. Matinees will be held Lincoln's and Washington's birthdays.

For a bit of the froth of life, the airy faery make-believe land of princes, "Castles In The Air" is a pretty variation. A real for-sure ballet of walking dolls is one of the novel features.

Those who have seen Al Jolson at the Apollo say that he is in his inimitable form. The Big Boy is playing in "Big Boy."

John: "What do you say to a tramp in the park?"

Tom: "I never speak to them."

The great central meeting place before and after the matinee

Most of the things of life really worth while are within reach of average prosperity. If one make the necessary distinction between things that are cheap, merely, and things that are not costly he may, without much wealth, possess a full share of the material things that make substantial contribution to enjoyment of life.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets



HAIR TINTING

By Lois Armstrong
(Formerly with Marinello)

Not an ordinary process—but a proven method, backed by years of success.

Special Club Rates For Teachers

LOIS STUDIOS

Call State 5089

Room 808. 14 W. Washington St.

AN IDEAL EUROPEAN TOUR

58 Days—$595

Visiting England, Holland, Belgium, The Rhine, Switzerland, Italy (includ. Naples), Riviera and France

Full particulars

Mrs. Florence B. Blair

5218 Dorchester Avenue CHICAGO

Fairfax 5147

Commercial Art School and Vogue School of Fashion Art

ADVERTISING ART, FASHION ILLUSTRATION, COSTUME DESIGN

Posters, Cartoons, Interior Decoration, Lettering and Design

Day, Half-Day, Evening and Saturday

Department 772 116 S. Michigan Blvd., Chicago

FUR COATS

Most Popular Furs—Latest Styles

Repairing and Remodeling

25 Years' Experience Designing to Individual Taste

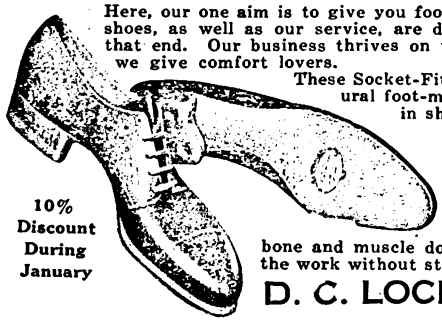
LEVEY & CO.

Republic Bldg. 209 S. State St.

Charge Accounts of Teachers Solicited



Digitized by Google



Here, our one aim is to give you foot comfort. Our shoes, as well as our service, are designed toward that end. Our business thrives on the satisfaction we give comfort lovers.

These Socket-Fit shoes are natural foot-moulds, not only in shape but in balance, distribution of weight and action. They mould your feet as nature intended so that every bone and muscle does its share of the work without strain or fatigue.

10% Discount During January

D. C. LOCKE'S

SOCKET FIT SHOE STORE

In the Lobby of the Shops Bldg.

Formerly the College Boot Shop

17 NORTH WABASH AVENUE
CHICAGO. ILLINOIS

MARINELLO

Approved Beauty Shop

Everything in Beauty Culture

Permanent Waving and Expert Hair Cutting by Licensed Man Operator

Suite 602 Stewart Bldg
Opposite Fields

108 N. State
CENtral 3877

WOULD YOU

Like to see England and Scotland by motor?

If so, write for information.

JULIA C. BRANNAN

Hayes Hotel Chicago, Ill.

JANUARY FUR SALE

An Opportune Time to Save Money on your

FUR COAT PURCHASE

ROBERT STAEDTER,

1302 Stevens Bldg. 17 N. State St.



Why *Shouldn't* a good-looking pair pair of shoes be comfortable?

It's simply a matter of fitting the shoe to the foot instead of the foot to the shoe. A Glove-Grip Shoe will fit as if it had been moulded to your foot, and it is as handsome a shoe as is made.

The secret of Glove Grip comfort is in the design of the instep

Combination Lasts for Men and Women

$10 - $11 - $12

ARNOLD

GLOVE - GRIP SHOES

6 N. Michigan
Room 206

GO THE

WENZEL WAY

For Superior Instruction in

HAIR AND BEAUTY CULTURE

BE A MARCEL WAVER AND A PERMANENT WAVER

WRITE OR CALL

Room 306, 177 No. State St. CHICAGO

Phone State 1887

Out of the Minds of Babes

That the minds of the Chicago youth have at last learned the object of education is shown by the following:

A district superintendent appeared in the doorway of an eighth grade room. Instantly the class cleared their desks as a battleship for action. They grabbed pens and sat at attention like drilled battalions.

Upon inquiring the reason for this, an eager lad replied:

"Don't you always test and have us print?"

Later a discussion on different phases of civics took place. Finally papers were passed and the following query asked:

"What must a person do to show that he is a good citizen?"

The examiner was somewhat awed when she read an observingly bright chap's answer,

"In order to be a good citizen, one must print and prove."

SUBSCRIPTION

to

MARGARET HALEY'S BULLETIN

Name.....

Address .....

(Street and Number)

..... City

Subscription price—$2.00 per year.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

Unfair

Mrs. Smith: "How did Harry get on with his history examination, my dear?"

Mrs. Jones: "He failed. What else can you expect? Why they asked him questions about things that happened before he was born."

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago

Phone Central 3904

Digitized by Google

SPARE TIME ART COURSES

Many of us do not realize what can be accomplished in SPARE TIME IN ART—do you? Monday—Wednesday—Friday evenings from 7—9:30 also Saturday and Sunday Classes in ART. Possibly we have just the course you have always longed to take. What is it—dress design, fashion, interior decoration, commercial art, illustration or?

Just Ask Us About Our Spare Time Courses

Descriptive Literature Gladly Mailed on Request

AMERICAN ACADEMY OF ART

306 S. Wabash Ave., Dept. M Chicago, Ill.

"America's Most Complete, Practical Art School"

Nestle Lanoil Permanent Wave $10.00

Marcel Wave 50 cents
Friday & Sat. 75 cents

Modern Beauty Shoppe's *Experienced Operators*

We Guarantee Our Work

Loop
Suite 610 Capitol Bldg.
159 N. State St.
Phone Dearborn 0317
Open Evenings, Mon., Tues., Fri.

West Side
1636 W. Van Buren St.
Phone West 3427
Open evenings Tuesday Thur., Fri. and Sat.

17 No. STATE

10% Discount to Teachers

RADCLIFFE BOOT SHOP

ADOLPH WEINSTEIN ~ PROP.

Smart Shoes Built for Comfort

"Slender Foot Arch Fitters" Combination Lasts
"Stylish Stout Outsides"

912 Stevens Bldg.

The Largest Range of Shoe Sizes in the City

Sizes, 2½ to 12; Widths, AAAA to EEE

JUST WHAT YOU WANT

—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember it's the—

ALL-ARTS MAGAZINE

Published by All-Arts Company, Inc.

63 E Pv ams Street, Dt.dM Cehicago, Illinois

The Most Satisfactory

PERMANENT WAVE

Guaranteed for Years

PAUL MUNTZING, 162 N. State St.

5,000 Satisfied Users in Chicago

HEADACHES AND THAT TIRED FEELING
are the natural result of
CONGESTED BLOOD

—as are many other ailments. If YOUR school day wears on you—if you are tired, or nervous, or have sore and stiff muscles, or if you cannot sleep well—permit us to demonstrate the

ELECTREAT

You use it yourself—and it relieves in from two to twenty minutes. NOT A MEDICINE.

Teachers who mail this advertisement will be given a free demonstration at home—no obligation

ELECTREAT CO.

39 W. Adams St. Wab. 0598



Foot Pains Vanish!

Put on a pair of these shoes, and foot pains vanish as though by magic. It isn't magic—it's Science—for Ground Gripper Shoes are scientifically designed to give quick relief to aching feet.

Get a pair at the Ground Gripper store and find out how normal and healthy your feet can be.

GROUND GRIPPER STORES

63 East Adams Street
29 East Lake Street 40 North Clark Street

GROUND GRIPPER

SHOES FOR ALL THE FAMILY

Superfluous Hair

Can positively be forever destroyed

I have been in business for many years—and I guarantee my work

Martha B. Dowdy

Dearborn 5397 Mallers Bldg., 5 S. Wabash
No Apprentices Not a Beauty School

MACLEAN COLLEGE of Music, Dramatic and Speech Arts

"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.

A perfectly equipped miniature theatre for practical work

Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers.

DR. J. C. MACLEAN
Director Music Dept.
2835 S. Michigan Ave.

M. CATHERINE LYONS
Director Speech Arts Dept.
Phone Victory 7514 CHICAGO

Phones Central 2551-2552 Res. Park Ridge 1842

JOHN J. McCORMICK
SHORTHAND REPORTER
1105 Ashland Block, Chicago

SPECIALIZING IN VERBATIM SHORTHAND, REPORTING OF CLUBS AND MEETINGS.

Official Shorthand Reporter for Chicago Teachers' Federation

Large Stock on hand



O. R. May Fur Co.

Remodeling and Repairing
New Coats Made to Order

501 Capitol Building
State and Randolph
Central 6049
Established 1897

Digitized by Google

GREENE'S

230 - 234 So. Michigan Boulevard
Near Jackson

High Quality Merchandise No Exorbitant Prices



OUR COLOSSAL

AFTER-INVENTORY SALES

OFFER REMARKABLE SAVINGS

FUR COATS
$115

Save $75 to $125

THE FURS:

Leopardine, Caracul,
Muskrat, Northern Seal,
Raccoon, Opossum.

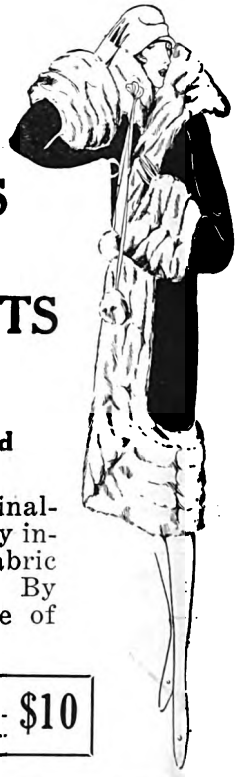
Every coat bears our two-year maintenance guarantee. The green label stands for satisfaction.

CLOTH COATS
$27.50

Wonderfully Styled and Fur Trimmed

A group of coats originally priced to $85. They include every smart fabric and fur this season. By far the greatest value of the year.

SPORT COATS
Fur trimmed models, rich woolens worth to $45..... $10



SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTION

Shorthand, Typewriting, Bookkeeping
By Practical Teachers

Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.

Ample space for study as well as for instruction period.

Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.

When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.

Myrtle M. Voss

Briefs, Records, Trust Deeds
Confidential Reports

BARNARD & MILLER
Law & Commercial Printers
172 N. LA SALLE STREET -- CHICAGO
Telephone FRAnklin 0562

Booklets, Catalogs, Circulars, Folders
Price Lists

INTRODUCING!

To the School Teachers of Chicago

Goodrich Dressmaking Service

We design, cut and fit any garment from your own material and make ready for you to finish. Also partial and complete finishing services.

Appointment for Fitting May Be Made by Telephone

THE GOODRICH SHOP

1107 Stevens Bldg. Dear. 7015

Digitized by Google

Fe 9 '26 R

U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT No. 3663

VOL. III

Margaret Haley's BULLETIN

NO. 10

Chicago, Ill. 341 January 30, 1926

"The Dred Scott Decision of Education"

—Ella Flagg Young

Former Status of Chicago Teachers

"The board has the absolute right to decline to employ or to re-employ any applicant for any reason whatever or for no reason at all. * * * * It is no infringement upon the constitutional rights of anyone for the board to decline to employ him as a teacher in the schools, and it is immaterial whether the reason for the refusal to employ him is because the applicant is married or unmarried, is of fair complexion or dark, is or is not a member of a trades union, or whether no reason is given for such refusal. The board is not bound to give any reason for its action."

Above are excerpts from the Illinois Supreme Court decision rendered April 19, 1917, defining the status of Illinois teachers, including Chicago teachers. This decision was wiped out for Chicago teachers the following day, April 20, when the Governor signed the Chicago Teachers' Tenure Law.

Digitized by Google

SHORTHAND COACH SCHOOL

PRIVATE INSTRUCTION

Shorthand, Typewriting, Bookkeeping
By Practical Teachers

Beginning and Advanced

All commercial subjects including latest office appliances. Dictaphone, Ditto, Adding Machine, Typewriters. Also coaching in high school and college subjects by specially prepared coach.

MYRTLE M. VOSS

101-3-4-5 Auditorium Bldg., 10th floor.
431 S. Wabash Ave., Chicago, Ill.
Telephones Wabash 3732, Harr. 2420
Open days and evenings every day including Saturdays, all year.

You will find our courses intensive, thorough and rapid in their preparation for positions, either commercial or teaching.

Ample space for study as well as for instruction period.

Our correspondence course taken in the Winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us next Summer. Write now and give us the details regarding your own problems, and let us make suggestions that will facilitate matters for you.

When referring students to us for beginning or review work, kindly ask them to give us your name and the name of the school in which you teach.

Shorthand Coach School

431 S. Wabash Ave.
Chicago, Ill.

W. M. Voss

LUNCHEON
CANDIES
RICH ICE CREAMS

Much as tho you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room
JULIA KING'S
118-22 NORTH DEARBORN ST.
Near Randolph St.

Save BY MAKING YOUR OWN CLOTHES
WE MAKE IT EASY

Upon Cutting and Fitting depends the ultimate success in the making of the garment—and that intricate task, we perform for you—then pin and baste it. Your own ideas are followed—or you may select from our style books. All you do is the actual sewing!! Then, too, we have a

Partial and Complete Finishing Service

—doing part of the sewing—or the complete making of the garment. Appointments for fitting may be made by telephone.

THE GOODRICH SHOP
1107 Stevens Bldg. Dear. 7015

Superfluous Hair
Can positively be forever destroyed
I have been in business for many years—and I guarantee my work
Martha B. Dowdy
Dearborn 5397 Mallers Bldg., 5 S. Wabash
No Apprentices Not a Beauty School

---

17 No. STATE — **RADCLIFFE BOOT SHOP** — 912 Stevens Bldg.
ADOLPH WEINSTEIN ~ PROP.
Smart Shoes Built for Comfort
"Slender Foot Arch Fitters" Combination Lasts
"Stylish Stout Outsides"
10% Discount to Teachers
The Largest Range of Shoe Sizes in the City
Sizes, 2½ to 12; Widths, AAAA to EEE

TAXI CAB SERVICE
We will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.
ATLAS LIVERY ASSOCIATION
The Oldest Cab Company In Chicago
Calumet 3500 **7 W. Cullerton St.**

CONTINUATION OF THE JANUARY FUR SALE
An Opportune Time to Save Money on your
FUR COAT PURCHASE
ROBERT STAEDTER,
1302 Stevens Bldg. **17 N. State St.**

STOP YOUR FOOT TROUBLES
Our Shoes Are Great Pain Relievers. In stock or Made to Order.
10% DISCOUNT to Teachers
A. SLATIN
Shoe Specialist.
4810 N. Kimball Ave.
At Lawrence. Keystone 9595

NEW PERMANENT WAVE
THE WENZEL WAY
Our Prices will meet with your approval
177 N. State St., Room 306 **State 1887**
North of Chicago Theatre
CALL OR WRITE

FLOWERS FOR ALL OCCASIONS
Streiff & Dagobert FLORISTS
Expert Designer of Floral Art
Nevada 0217 **3211 W. Madison St.**



HAIR TINTING
By Lois Armstrong
(Formerly with Marinello)
Not an ordinary process—but a proven method, backed by years of success.
Special Club Rates For Teachers
LOIS STUDIOS
Call State 5089
Room 808. 14 W. Washington St.

Digitized by Google

MARGARET HALEY'S BULLETIN

Vol. 3. No. 10 January 30, 1926 Page 183

Here's a Howdy-Do!

Teachers to be Retired On February 1, 1926

The way in which the teachers and principals placed upon the Emeritus Service list have been "nicked" coming and going, is vividly explained in an editorial appearing in the Chicago Daily Journal Saturday, January 30.

Apparently the 70-year veterans in the school service lose if they win and lose if they lose. Following is the editorial which explains itself:

Lessons in Good Citizenship.

In their management of education in this city, the school board and school superintendent claim to be endeavoring to teach children the principles and practices of good citizenship. A worthy task!

The children now observe how preachers sometimes practice what they preach. They see tumbled helter skelter out of their positions a number of veteran teachers who have endeared themselves to all, and who have been objects of every youngster's admiration. Now these victims of "good citizenship" become the object of the children's pity and their dismissal must lead any observing and sympathetic child to wonder wherein practice meets the precept.

The Illinois law says nothing regarding the compulsory retirement of teachers and principals. So the school board invented the emeritus list to which the veterans could be transferred to inactivity and half pay, provided they receive not more than $2,500 a year. Some of the old teachers doubt the legality of payment of salaries to those on the emeritus list. They have no wish to accept money illegally. The injunction sought by several teachers, if properly answered by the board, would result in some court order which would give a semblance of legality to the board's action, or might point out a way by which the board could make its action legal.

In order that the board might have time to answer the plea for an injunction, the court set the hearing for today. A few hours after the court took its action the board rushed through the emeritus list and put the entire matter up to the pleasure of the superintendent. At once new teachers were ordered to report at the schools, and some old teachers next morning found new ones on the job, with word that next Monday the permanent change would be made.

Though this is denied, verbal orders are said to have been issued that the new teachers and principals are to take their places Monday in spite of any opposition or sentiment, and that if the old teachers put in an appearance they will be suspended from the school service. This means that they might lose the half pay which has been doled out to them. On the other hand, if they fail to show up at their places of usual employment for several successive days they may lose their rights in any court proceedings which might arise to determine these rights.

It is a pretty mess, and a fine example of the orderly, courteous, whole-hearted cooperation which ought to prevail in the schools as an example to the young generation training for citizenship. Instead of devising some reasonable plan for the peaceful and fair retirement of teachers who have reached a certain age, or who are disqualified by physical unfitness, the school board and the superintendent employ the steamroller and strong-arm methods usually identified with political bosses. A fine lesson in good citizenship.

Chicago Daily Journal, Jan. 30, 1926.

Digitized by Google

From the Masthead
by The Lookout



"It is a Pretty Mess!"

—The Chicago Journal, Jan. 30, 1926.

TO the Teachers of Chicago:

It was not until last Wednesday, January 27, that the legal aspects of the "Emeritus Service" Rule were forced on the attention of a quiescent teaching body—Judd's "mob of mobile women meditating matrimony"—and at the same time on the attention of a complacent public—mostly meditating money getting.

"The "Emeritus Service" Rule was proposed to the Board of Education by the Superintendent on November 25, 1925. It was adopted by the Board on December 9, without discussion. On January 13, the Superintendent recommended to the Board the retirement on January 31, of 74 persons, 27 principals, 46 teachers, and one member of the Board of Examiners, "the bone of contentment" to use the words of a former board member. The Board, without discussion, then and there adopted the Superintendent's recommendation.

On Friday, January 22, the newspapers printed a report of the Superintendent which was to be presented to the Board on Wednesday, January 27. It contained the names of 76 schools whose principals were to be shifted, 8 High Schools and 68 Elementary, on account of the 27 principals to be retired January 31. Also the names of the 76 principals to be shifted, of whom 41 were to be newly elected.

On Monday, January 25, the 74 to be retired received in their schools notice of the Board's action on January 13 retiring them. These notices, signed by the Superintendent, were dated January 20, but the envelopes containing them were post-marked January 22, (Friday).

At ten o'clock last Wednesday morning, Counsel, representing two of the principals and one teacher on the Emeritus list of 72 appeared before Judge Friend in the Circuit Court of Cook County on behalf of a Bill of Complaint, filed that morning, petitioning the Court to enjoin the enforcement of the Emeritus Rule. Notice was given Mr. Righeimer, the attorney for the Board, and at twelve o'clock he appeared before the Court and the hearing was set for Saturday morning, January 30, at 9:30 o'clock.

At two o'clock on the same day, Wednesday, the Board of Education met and the Superintendent presented his report filling the places of the 27 principals on the Emeritus list by the election or transfer of 76 principals as printed in the newspapers of January 22. It was adopted without discussion although it contained no information concerning the 41 newly elected elementary principals except their names.

In the original report of the Superintendent there was no time designated for these transfers and assignments to become effective, but before the vote was taken on the report the Secretary read the following paragraph which, he said, had been added to the report: "Said transfers and assignments to be effective on notice from the Superintendent, except as otherwise stated herein."

At this meeting the Board, on the recommendation of the Superintendent, corrected the Emeritus List by removing the names of the two teachers drawing pension since last September, thus reducing the list to 72 names.

Digitized by Google

Summons To Court

Shortly after the adoption of these two reports, and while the Board was still in session, a tall gray-haired deputy sheriff entered the sanctum sanctorum of the Board and walked up to the desk of the president. After a few whispered words the president stopped the proceedings, beckoned to an assistant attorney of the Board, and the three consulted together inaudibly. Then the Arm of the Law, accompanied by the assistant attorney of the Board, proceeded to the desks of the members of the Board and served each with a summons to appear in Court in the case of Armstrong versus the City of Chicago, et al. A few mumbled words passed between the process server and each Board member as a spectator murmured "A silent reading lesson!" And the Board of Education was in Court again on the complaint of teachers.

The principals thus transferred and elected on Wednesday afternoon, received at their schools on Thursday morning notices, dated January 27 and signed by the Superintendent, directing them to report that morning to the schools to which they had been elected or transferred the day before.

In accordance with this notice the principals reported for duty Thursday morning and again Friday morning to their new places of duty. Therefore in about forty schools there were two principals on Thursday and Friday, January 28 and 29, while in other schools there were none.

On Friday, January 29, the attorney for the complainant teachers filed a supplemental Bill of Complaint setting up the facts of these transfers and consequent changed conditions. The important parts of that supplemental Bill of Complaint, and the Original Bill of Complain are printed here, omitting only the formal parts establishing the position of the officers named and other similar data.

On Saturday morning, January 30, the case was before Judge Friend. Mr. Righeimer made a motion that it be continued to a later date because of the importance of the issues involved, the late date of filing the Teachers' Petition, and because an injunction to restrain the removal of these principals and teachers from active school room service would be ineffective as the removal had already been accomplished and their successors installed. The teachers' attorney, Mr. Corboy, showed by the post mark on the envelopes that the official notices of their assignment to Emeritus Service, though dated January 20, were mailed to the teachers on Friday, January 22, and therefore not received by the teachers until January 25. The Petition for Injunction was filed on Wednesday, January 27.

Mr. Righeimer denied the possibility of a multiplicity of suits saying these Emeritus Service people were willing to accept service; that there were only three on this list who were objecting.

Pension Rights Denied

Counsel for another of the 74, Mr. Samuel Leland, a teacher in the McKinley High School, presented a separate petition for Mr. Leland, setting up that Mr. Leland was deprived of his pension rights by the action of the Board. He had had only 18 years service in Chicago public schools. All his service prior to that time, while it was in Chicago, was in private institutions, and service there is not counted for the pension. His petition was admitted and the hearing on his petition was set down for February 4, at 2 o'clock, at the same time as the hearing on the Armstrong Bill of Complaint.

The two principals and the teacher who filed the Bill of Complaint did so as teachers and tax-payers. Their contention as teachers is that they were removed from their positions as principals and teachers in violation of the Teachers' Tenure Law. Their contention as tax-payers is that the Emeritus Service Rule of the Board of Education is illegal and they asked the Court to enjoin the payment of money raised by taxation for such illegal service.

On Saturday morning, January 30, the 72 principals and teachers each received a communication from the Superintendent—printed here in full—listing various kinds of Emeritus Service for these teachers and asking each to indicate on the list his first four preferences and to return the list to the Superintendent.

Counsel for the complainant teachers advised them that compliance with these in-

Digitized by Google

structions might be construed as acceptance of Emeritus Service, that is as a contract with the Board for such service, that to accept this service **without protest** would be to waive their rights to return to active service if the Courts should hold that this removal was in violation of the Tenure law.

On advice of complainant's counsel notices to that effect were mailed on Saturday, special delivery, to each of the 72, together with a legal form of communication to sign and return with the acceptance. They were also advised that in case they failed to return the sheet to the Superintendent with their preferences indicated such action might be considered a refusal to accept Emeritus Service and therefore they would be legally out of the service. (This notice and the Superintendent's Questionnaire are printed in this issue of The Bulletin.)

Tenure and Pension Involved

The human-interest appeal is not the only appeal made to the teachers in active service by the puzzling predicament of the 72 principals and teachers catapulted out of the active service into they know not what under an "Emeritus Service" Rule of the Board of Education the legality of which is the subject of Court inquiry. Every member of the teaching force is concerned in this litigation because the Teachers' Tenure Law and the Teachers' Pension Law are both involved.

At the hearing on Saturday, January 30, before Judge Friend on the Bill of Complaint, filed by two of these principals and one teacher, petitioning for an Injunction against the enforcement of the Emeritus Service Rule, the Attorney for the Board of Education, Mr. Righeimer said of this litigation:

> **"It involves not only the question of the retention of these particular complainants who come into the Court asking relief in the service of the Board of Education, but it involves, because of the issues raised by the Bill of Complaint, the right of the Board to act under any circumstances, and it involves the validity of the Teachers' Pension Act and of the Tenure of Office Bill."**

All teachers, for their own protection, should know all about these or any other legal proceedings involving the Teachers' Pension and Tenure Laws. The first responsibility resting on every member of the profession is to get the facts. The Bulletin aims to get these facts to every teacher as fully as space will permit.

Injunction is the only proceeding that these teachers could take before the ouster was accomplished, to prevent the ouster.

If they waited until after they were removed the proceeding to restore them would be mandamus proceeding.

There is a double reason for asking the injunction. It would give them relief before the threatened action was taken.

An Injunction proceeding also makes it possible in one proceeding to adjudicate the claims of the whole 74, whereas by mandamus there would have to be 74 separate suits. So that another ground for invoking the injunction proceeding instead of mandamus proceeding would be to avoid a multiplicity of suits.

This is the first time there has been litigation in which the Teachers' Tenure Law has been involved. That law was passed by the Legislature in April, 1917, signed by the Governor on the 20th day of April, one day after the Supreme Court had held that the Chicago teachers were elected annually the same as the rest of the teachers of the State and were subject to dismissal at the end of the year.

The Teachers' Tenure Law constitutes two sections—Sections 138 and 161—of the School Law for Chicago, generally known as the Otis Law.

The teachers secured this Tenure Law after the "68" teachers haid failed of reelection at the end of the school year 1916. It was passed after the Board, under the presidency of Jacob M. Loeb, without notice or cause, dropped 68 teachers. They were restored to their positions a year later when Loeb and Mayor Thompson fell out. Those of the "68" who are still living will appreciate the predicament and sympathize with these new victims of the fortunes of war.

Margaret A. Haley

Digitized by Google

The Spirit of 74!

In order that the teachers may know the ground whereon they stand, in regard to Emeritus Service, portions of the petition for an injunction filed on January 27, 1926 in the Circuit Court of Cook County in the name of James E. Armstrong against the City of Chicago et al are printed in this issue of The Bulletin.

In addition to the original petition, a supplemental petition and an intervening petition have been filed.

Important sections of the original petition follow:

* * *

These complainants, JAMES E. ARMSTRONG and CHESTER C. DODGE and MARY R. HECOX, in their own behalf and in behalf of each of them and in behalf of such principals and teachers and members of the teaching force in the public schools of the City of Chicago in the County of Cook and State of Illinois, and in behalf of such other taxpayers of said city, county and state, as may be similarly situated and who may choose to join with these complainants and become parties herein and hereto, bring and exhibit this Bill of Complaint against the City of Chicago; the Board of Education of the City of Chicago and William E. Dever, mayor of the City of Chicago; John A. Cervenka, city treasurer of said city; Martin J. O'Brien, comptroller of the City of Chicago; Edward B. Ellicott, president of the Board of Education of the City of Chicago and a member thereof; Charles E. Gilbert, secretary of the said Board, Harry H. Brackett, auditor of said Board; Edgar N. Greenebaum, vice president of said Board and a member thereof, and Julius F. Smietanka, J. Lewis Coath, Mrs. W. S. Hefferan, Charles T. Byrne, Mrs. Johanna Gregg, Edward B. Ellicott, John A. English, Edgar N. Greenebaum, Dr. Victor R. Schiller, James Mullenbach, Theophilus Schmid, members and acting as members of the Board of Education of the City of Chicago; and William McAndrew, superintendent of schools of the City of Chicago, defendants, and respectfully allege, represent, and show, and each of said complainants respectfully alleges, represents, and shows to this court that:

FIRST. Each of said complainants is and continuously for many years last past has been a resident and a citizen and a taxpayer and a duly qualified legal voter of and in the said City of Chicago, and is and during all that time has been the owner of taxable property located in said city and county, and said Armstrong and Dodge and each of them is the owner of real estate located in said county and have paid taxes levied on the same during and for many years continuously last past before said year 1924, and for and during all that time has been a teacher in the public schools of said city, that is to say, said James E. Armstrong has been and is the principal of the Englewood High School in said city, and said Chester C. Dodge has been and is the principal of the Hibbard High School in said city, and said Mary R. Hecox has been and is a teacher in the Cameron School in said city, and each of said complainants had and still has a teacher's certificate, that is, a certificate as such principal or as such teacher, as the case may be, authorizing each complainant to teach in the public schools in said city and to perform the respective public services in said schools which is and has been by each of them so performed in said city. * * * *

Each of said complainants was more than ten (10) years ago duly appointed by said Board of Education to be a teacher, that is, said Armstrong to be a principal, and said Dodge to be a principal and said Hecox to be a teacher in the public schools of said city of Chicago and each of them has continuously during all that time, rendered satisfactory service as such principal or teacher. Each such complainant during all that time has been efficient and has complied with the rules of the Board of Education concerning conduct and efficiency. Said James E. Armstrong has so served as principal of the Englewood High School in said city, for the period of seven years continuously last past and was a principal in the public schools of said city for many years before that time; and said Chester C. Dodge has continuously so served as the principal of Hibbard High School in said city for the period of nine years continuously last past and was a principal in the public schools of said city for many years before that time, and the said Mary R. Hecox has been a teacher in the Cameron School in said city for more than fifteen years last past and has been a teacher in the public schools of said city for nineteen years and five months, but has not been such a teacher in any of the public schools of said city for a period of twenty years, and is a good teacher and has long been and is now rated and marked as "superior," which is the highest grade for marking and has been and is so certified by said defendant, William McAndrew, superintendent of schools.

There is no cause within the meaning of the statute for the removal of any of the complainants from such complainant's present position in the public schools of said city. No written charges have ever been preferred by the superintendent of schools against any of these complainants, and no such charges have ever been heard by said Board or any duly authorized committee of the same, and no thirty days' notice or any notice whatever with or without a copy of any charges has ever been served upon either or any of these complainants; and no charges have ever been made or preferred against any of them. None of these complainants has been present together with counsel or otherwise or offered any evidence or made any defense to any charges or been afforded any opportunity so to do. None of these complainants is or stands suspended as by the rules of said Board prescribed or otherwise. Each of these complainants is and for long has been in active and continuous service in the public schools of said city and a member of the teaching force and engaged in either classroom or supervising duties, and is now so engaged, and each of them is more than seventy years of age. said complainant, Mary R. Hecox has not been in active and continuous service for at least twenty years and said complainants Armstrong and Dodge each of them has been in such active and continuous service in the public schools of said city for at least twenty years. The premises considered, each of these complainants submits and insists that his or her status and position and employment in the teaching force of said city as principal or teacher should under the statutes of this state be determined by merit only and that the appointments of said complainant teacher and of said complainant principals have by virtue of the statute, become permanent and are permanent, subject only to the rules of said Board concerning

Digitized by Google

conduct and efficiency, and subject to removal only for cause in the manner provided by Section 161 of an act of the General Assembly of the state of Illinois, entitled "An act to establish and maintain a system of free schools"; approved and enforced June 12th, 1909, as amended: and that the words "teachers and principals" should be construed (and they are here used) to include all members of the teaching force except the superintendent of schools, assistant and district superintendents, and members of the Board of Examiners as made and provided in Sections 138 and 161, and the different sections of said last mentioned act as amended.

FOURTH. Heretofore and on the 9th day of December, A. D. 1925, the Board of Education of the City of Chicago at its regular meeting then and there held, considered, and eight of its members then and there voted for the adoption of the following resolution:

"BE IT RESOLVED, That the rules of the Board of Education of the City of Chicago be and the same are hereby amended by adding a new article to be known as Article 7 A, Chapter IV, and to read as follows:

"Section I. There is hereby created a branch of the educational service of the Board of Education which shall be known as Emeritus Service to which all members of the teaching force including teachers, principals, supervisors, directors, district superintendents, assistant superintendents, superintendents, other than the Superintendent of Schools, and examiners, except as hereinafter provided, shall be assigned when they shall have respectively reached the age of 70 years. Provided, however, such assignments shall be made only in cases where said persons have been in active and continuous service in the public schools of the City of Chicago for at least twenty years prior to such retirement. Hereafter no member of the teaching force shall be continued in classroom or supervising duties who shall be more than seventy years of age.

"Section 2. It shall be the duty of the Superintendent of Schools on the first day of January and the first day of July in each year or as soon thereafter as possible, to report to the Board of Education in writing the names of all persons of the teaching force who have or will have attained the age of 70 years on the first day of February or August next ensuing and he shall recommend (unless he is of the opinion that charges shall be preferred against such persons in accordance with the Statute and Rules in such cases made and provided) that such persons shall be retired from regular classroom or supervisory service and shall be assigned to the class of service known as Emeritus Service and be subject to the call of the Superintendent of Schools or the Board of Education for consultation, advice and such other service as may from time to time be required.

"Section 3. Each person so transferred to Emeritus Service shall be paid annually during the continuance of such service a sum equal to one-half of the average annual salary received by such person during the ten years preceding his transfer to Emeritus Service, but no person so transferred shall receive annually less than fifteen hundred dollars ($1,500) nor more than twenty-five hundred ($2,500) dollars."

And thereupon said Board of Education and said members thereof ordain, give out and claim that thereby the said Sections 1, 2 and 3 mentioned in said resolution, became and are rules of said Board of Education and said Board of Education and members thereof and said superintendent of schools threaten and proclaim and announce that they and each of them will cause said supposing rules contained in said resolution, to be enforced, carried out and obeyed and threaten to expend and pay out and cause to be expended and paid out from the public school funds of said city and from the taxes levied on taxable property in said city for educational purposes, such sums of money as may be necessary to pay the said compensation and salaries mentioned in said Section 3 to the divers present members of the teaching force of said city who may be placed in said Emeritus Service, aggregating a large amount, to-wit, Sixty Five Thousand ($65,000.00) Dollars, for this current year, payable in monthly installments hereafter, and for the year 1927, a sum much in excess of said last mentioned aggregate sum.

FIFTH. And afterwards and on the 13th day of January, A. D. 1926, the said Board of Education at its regular meeting then and there being held in said city, adopted and concurred in a report of the said superintendent of schools which was and is in the words and figures following, to-wit:

[Here follows the report (No. 13535-B) entitled "Emeritus Service List" containing the names of the 74 principals and teachers printed in The Bulletin of January 18, 1926.]

The names of these complainants are among the names set forth in said last mentioned report. Pursuant to their said threats, said Board of Education and its members and said superintendent of schools have given out to the public press and otherwise, that at a meeting of said Board to be held before said February 1st, 1926, and on Wednesday, January 27th, A. D. 1926, at two o'clock P. M., at a meeting then to be held, or as soon thereafter as possible, they will select persons to fill the present positions of each of these complainants and of each of the other persons mentioned on said Emeritus Service list 13535-B, being seventy-four (74) in number. The premises considered, these complainants submit and insist that the said resolution and said Sections 1, 2 and 3 thereof, purporting to be new rules, are contrary to the limitations contained in said Act to establish and maintain a system of free schools, as amended, and beyond the power and authority of said Board of Education as limited by Section 131 of said Act and other sections thereof, all as amended, and that said supposed last mentioned rules are void and of no effect.

SIXTH: In further carrying out their said threats to carry into effect said Sections 1, 2 and 3 and to displace complainants and others from their said positions, said Board and the members thereof and the said superintendent of schools, have caused said superintendent of schools to, and he has, on January 20th, 1926, sent a notice to each of the persons mentioned in said report 13535-B, reciting the adoption of said report on January 13th, 1926, by said Board, and tersely, the substance thereof so far as the same applies to the person mentioned in said report, and thereby notified each such person that at the close of January 31, A. D. 1926, such person is retired from the regular classroom or supervisory service and is assigned to the class of service known as "Emeritus Service," subject to the call of the Superintendent of Schools or Board of Education, for consultation and advice. Complainants say that said Board and superintendent threaten and give out that on February 1st, 1926, other persons will be placed in possession of the positions of these complainants respectively and these complainants will be excluded from their respective positions and prevented from holding the same or acting thereunder, all without any charges against them or trial thereunder.

SEVENTH. The complainants submit and insist that the enforcement of said rule would cause an unlawful and unconstitutional divergence of moneys raised by taxes, would be an unlawful and unconstitutional deprivation of the right of the complainants to contract for and concerning their services and without due process of law would deprive them of property and would be an abuse of the discretion vested by law in the Board of Education and that said rule is arbitrary, unreasonable, and void and in violation of the state and federal constitutions. That the enforcement of said rule would result in a multiplicity of suits and that the complainants have no adequate remedy at law to recover the damages which they would suffer therefrom.

FORASMUCH, THEREFORE, as the complainants herein are remedyless in the premises by the rules of common law and can have adequate relief only in a Court of Equity, and to the end that the said defendants named in the first paragraph of this bill, who are made defendants to this Bill of Complaint may full, true and perfect answer make under all and similar the matters and things hereinbefore alleged, reached, shown, stated and charged, but not under oath, the answer under oath of said defendants and each of them being hereby expressly waived, as to them and each of them, and it is hereby prayed your Honors forthwith grant a provisional or preliminary Writ of Injunction directed to said last above named defendants and each of them and their

Digitized by Google

attorneys, solicitors, agents and servants, officers, representatives and employes acting or claiming or assuming to act under the authority of said defendants or any one or more of them, and enjoining said defendants and each of them and their attorneys, solicitors, agents, servants, officers, representatives, employes and successors in office, respectively, from in any manner enforcing or attempting to enforce the rule or rules of the Board of Education of the city of Chicago particularly set forth in the Bill of Complaint as Sections 1, 2 and 3 and commonly called the "Emeritus Service" rule of the Board of Education of the city of Chicago or any part or parts of said rule and from discriminating in any manner because of said rule and the contents and substance thereof in the treatment, employment or failure to employ said complainants or suspending or dismissing them from classroom or supervisory service of said Board of Education (or in any recommendation concerning any of said matters therefor) as to principals, teachers or other members of the teaching force of the said Board of Education, and from preventing these complainants or any of them from continuing in their respective classroom or supervisory duties and from transferring these complainants or any of them to Emeritus Service and from reporting the names of all persons of the teaching force who have or will have attained the age seventy (70) years on the first day of any then next February or August hereafter and fron retiring or recommending the retirement or considering such recommendation of retirement from regular classroom service or supervisory service of these complainants or any of them and from assigning these complainants or any of them to the class of service known as Emeritus Service and from paying out or expending any moneys from the public school funds of said city or said Board and from the taxes collected for educational purposes in said city, or any sums as or for compensation for Emeritus Service. All until this Court in Chancery sitting shall make other order to the contrary and that upon the final hearing herein said injunction may be made perpetual and said rule or rules last above mentioned may be decreed to be unlawful, invalid, null and void and held for naught and the same is contrary to and in violation of the provisions of the constitutions of the State of Illinois and the provisions of the constitution of the United States of America.

AND MAY IT PLEASE YOUR HONORS to grant such other, further and different relief in the premises as equity may require and to your honor shall seem meet.

EIGHTH. May it please your Honors to cause this Summons in Chancery to be issued in due form by the Clerk of this County and under the seal thereof commanding the sheriff of the said Cook County to summon the said defendants to be and appear before this honorable court on the first day of the next term thereof to be holden on the first Monday of March, A. D. 1926, being the first day of said March, for then and there to answer this bill and stand by and abide the further order of this Court.

NINTH. May it please your Honors to grant to these complainants, the Peoples Writ of Injunction directed to the said defendants mentioned in paragraph one of this bill, enjoining the said defendants and others under them in manner and form as said injunction is prayed for and set forth in the prayer for relief.

(Signed) JAMES E. ARMSTRONG,
(Signed) CHESTER C. DODGE,
(Signed) MARY R. HECOX,
Complainants.

J. M. CORBOY,
Solicitor for Complainants.

Supplemental Petition is Filed in Emeritus Case

Summarizes Follow-Up Steps of Board in Regard to Veterans

As an aftermath of the original petition filed in the Emeritus Service suit, a supplemental petition, indicating the action the Superintendent and Board had taken to remove from active service positively and securely the persons on the Emeritus list, was subsequently filed.

Following is that portion of the petition filed Friday night, January 29, and not appearing in the original petition, printed elsewhere in The Bulletin:

TWO. The complaints by way of supplement, further represent that since the filing of said bill, one of the defendants, William McAndrew, as Superintendent of Schools, presented his report and recommendation to the defendant, the Board of Education, at a meeting held by it on the 27th day of January, 1926, which said report and recommendation is in words and figures substantially as follows:

[Here follows the Superintendent's Report No. 13642A recommending election and transfer of 79 principals and teachers set forth elsewhere in this Bulletin.]

Which said report and recommendation was then and there concurred in, approved and adopted by the Board of Education.

THREE. That thereafter on the day last aforesaid, the said William McAndrew, Superintendent of Schools, caused written notice of the assignments in said report and recommendation contained to be mailed to persons named in said last mentioned report and recommendation and action of the Board of Education which persons were those assigned to positions as principals of schools then under the supervision of principal of schools who had been previously designated by the Board of Education as persons to be assigned to Emeritus Service. And the said William McAndrew notified and directed persons so assigned to proceed on Thursday morning, the 28th day of January, 1926, to, and said persons did proceed to the places of employment to which they were respectively assigned, including the schools then under the supervision of the complainants, James E. Armstrong and Chester C. Dodge, and declared themselves to be entitled to and insisted upon taking the positions of said complainants.

These complainants submit and insist that the adoption of said last mentioned report as amended by said Board of Education upon the recommendation of said Superintendent of Schools did not constitute and was not a transfer of teachers or principals or other employes in the teaching force "by the Board of Education" within the meaning of the provision of Section 130 of an act of the General Assembly of the State of Illinois entitled "An Act to Establish and Maintain a System of Free Schools" ap-

Digitized by Google

proved and enforced June 12th, 1909, as substantially entitled; but was, in fact, a pretended attempted delegation of the power and authority of the said Board in that respect to the said William McAndrew, Superintendent of Schools, to make the said transfers in each instance effective or not effective if he, the said superintendent, in his discretion, pleased and saw fit, and left it to the discretion of the said superintendent to make or not to make all or any one or more of said transfers as in his discretion he might see fit, and thereby said action of the Board of Education became and was ineffective and illegal and null and void, and said persons named in said last mentioned report as transferred were not in and are not in legal effect so transferred at all.

FORASMUCH, THEREFORE, as complainants are without remedy in the premises, except in a court of equity, and to the end that the several defendants named in paragraph one of this supplemental bill, who are hereby made parties defendants to this supplemental bill may be required to make full and direct answer to this supplemental bill of complaint, but not under oath, the answer under oath being hereby waived, as to each and every one of them, and it is hereby prayed that this court forthwith grant its provisional or preliminary injunctive order, ordering and directing the said Board of Education and Superintendent of Schools to restore the complainants to their former status, positions and conditions and be enjoined and restrained from thereafter dismissing or removing or retiring the said complainants or either of them from their respective status, positions and conditions and that said defendants be commanded to order, direct and cause the several persons purported to be assigned to take the respective positions of the complainants, to desist and refrain from in any wise interfering or attempting to interfere with the complainants respectively in the respective positions of these complainants and the performance of their respective duties therein as held by them at the time of and prior to the filing of the original bill of complaint herein, all until the further order of this Court to the contrary, and upon the final hearing of this suit this Court shall order and decree that the said acts and doings of the said Board of Education and Superintendent of Schools is without warrant and authority of law and null and void and of no force or effect whatever, and that this, the complainants' bill of complaint may be deemed and taken as and for a bill of supplement to their original bill and that the complainants may have such other and further relief in the premises as equity may require, and to your Honors shall seem meet.

(Signed) JAMES E. ARMSTRONG,
(Signed) CHESTER C. DODGE,
(Signed) MARY R. HECOX,
Complainants.

J. M. CORBOY,
Solicitor for Complainants.

"Will You Walk Into My Parlor?" Said the Spider to the Fly

The expedition with which the Board of Education and the Superintendent of Schools are disposing of principals and teachers placed by them on the Emeritus Service list is illustrated by the speed with which the persons so placed, have been served with notice to select the particular branch of advisory service which they wish to espouse.

The retired teachers leave their positions and the new assignees take them, on Monday, February 1. "Emeritus Service" communication from the Superintendent, dated January 29, asked those persons to indicate their preference in the list of suggested subjects on which the Superintendent wished advice. According to legal advice given the 72 principals and teachers on the Emeritus Service list, by indicating which service they prefer, they will automatically accept Emeritus Service and in order to preserve their rights should Courts declare the Emeritus Service rule illegal they were advised to accept the Emeritus Service under protest.

Following is the Superintendent's communication; by checking which, according to legal counsel, the members of the Emeritus Service list committed themselves to Emeritus Service:

EMERITUS SERVICE

January 29, 1926.

.....
.....
.....

Dear Sir, Madam:

(A) Under the rules of the Board of Education you are subject to the call of the Superintendent for consultation, advice, and such other service as may be required.

(B) This is a call for your advice as to your preference for any of the following services. Some of them can be performed out of the city wherever you may be; some of them involve service in Chicago.

(C) Please advise me of your intention so far as now known in the matter of your residence, whether within convenient reach of schools and libraries in Chicago or whether in such locality as will make visits to Chicago institutions particularly inconvenient.

(D) Please enter against the following assignments the numbers 1, 2, 3, 4, etc., as showing your preference. It is my intention to suit in so far as I am able the convenience of those assigned.

SERVICE NEEDED BY DEPARTMENT OF EDUCATION

Chicago Public Schools

1. Advice on revision of the course of study. General and particular formulation of aims or objectives.
2. New course in reading.
3. Ditto, spelling.
4. Ditto, penmanship.
5. Ditto, elementary school mathematics.
6. Ditto, Boy's manual training
7. Ditto, Girl's manual training.
8. Ditto, Homemaking.
9. Physical training—health.

Digitized by Google

10. Ditto, Drawing and Art appreciation.
11. Ditto, music.
12. Ditto, citizenship and social studies—history, etc.
13. Ditto, character training
14. Ditto, safety instruction.
15. Ditto, kindergarten procedure and articulation —special classes, instruction of handicapped; specify.
16. Ditto, Geography.
17. Nature study.
18. Junior high school general and particular objectives—specify your choice.
19. General and particular aims of secondary school instruction. Revision of high school English.
20. Ditto, French.
21. Ditto, German.
22. Ditto, other modern languages.
23. Ditto, Latin.
24. Ditto, high school mathematics.
25. Ditto, general science.
26. Ditto, physics.
27. Ditto, chemistry.
28. Ditto, botany.
29. Ditto, zoology.
30. Ditto, astronomy.
31. Ditto, United States history and civics.
32. Ditto, English history.
33. Ditto, ancient history.
34. Ditto, high school art.
35. Ditto, high school music.
36. Ditto, high school physical training.
37. Ditto, use of library.
38. Ditto, Commercial subjects.
39. Ditto, trade and technical subjects.
40. Supervised study in elementary schools.
41. Supervised study in junior and senior high schools.
42. Student participation in school management, elementary.
43. Ditto, Junior high school.
44. Ditto, Senior high school.
45. Extra curricula activities—elementary.
46. Ditto, Junior high.
47. Ditto, Senior high.
48. Improved use of assemblies—auditorium.
49. Platoon organization.
50. All-year schools—elementary.
51. Ditto, Junior high.
52. Ditto, Senior high.
53. Continuation schools.
54. Evening schools.
55. Education of the foreign born.
56. Visiting teachers.
57. Vocational guidance.
58. Corrective schools.
59. Financing public education.
60. Training of teachers in service.
61. Rating of teachers.
62. Teacher participation.
63. Sabbatical year.
64. Co-operation with municipal agencies, parks, libraries, etc.
65. Articulation of Normal school training with general policy.
66. Examinations as aid to teaching.
67. Tests and measurements.
68. Promotion, retardation, and repetition of grades, as affecting expense, buildings, etc.
69. Interruptions to teaching.
70. Teachers' salaries—bonus system, etc.
71. Experimental classes.
72. Buildings and educational equipment.
73. Pupils' records and report cards.
74. Appraisal of text books, supplementary reading and library books submitted by publishers for adoption.
75. Retirement and pension systems.
76. Correlation between elementary and junior high, junior high and high school.
77. Correlation between kindergarten and first and second grades.
78. Preservation in upper grades of habits secured in the lower.
79. Junior and senior college as a municipal activity.
80. Needed school legislation.
81. Home work—value, kind, uses and abuses.
82. Material for educational history of Chicago public schools.
83. Examination and criticism of material already in hand for a school hand-book for principals.
84. Visitation and report upon valuable work seen in schools outside of Chicago or in other than public schools in Chicago.
85. Estimate of the value of professional books and monographs.
86. Any other educational problem preferred by you.

Suggestions and assistance in working out any of these problems will be provided for in correspondence and conference with the collaborators.

WM. McANDREW,
Superintendent of Schools.

In Which a Principal Shows How the "Merit" Goes Out of Emeritus

Mr. Armstrong Tells Those on List How to Protect Selves

In order that teachers on the Emeritus list might safeguard themselves, James E. Armstrong, a complainant in the Bill of Complaint against the Emeritus Service rule sent the following letter Saturday night, January 30, to those on the list:

January 30, 1926.

Dear Friend:

IN REGARD TO THE "EMERITUS SERVICE" COMMUNICATION DATED JANUARY 29 FROM SUPERINTENDENT McANDREW.

If you do not attach to your reply to above communication of Mr. McAndrew the enclosed letter addressed to him, you will be waiving your right to your present position and you cannot be restored to the same, even if the Court holds that you have been illegally discharged.

If you do not fill out Mr. McAndrew's blank and mail it to him, you will not be accepting that service and you will not be in that service.

I am advised that you should sign and mail at once both of the enclosed letters, but if you do not care to go into the suit, for your own protection you should at least sign and mail the one to Mr. McAndrew with your reply to his communication, indicating thereon your preferences.

Yours truly,
JAMES E. ARMSTRONG.

Digitized by Google

Chicago University, It Would Seem, a Name to Conjure With

Superintendent Recommends Election and Transfer of Principals

Apparently great Schools of Education like great events, cast their shadows before. At any rate, significant is the fact that of the assignees described in Report No. 13642 A which is a recommendation from the Superintendent on the transfer and election of principals to take the places of those retired on Emeritus Service—significant is the fact, that all but two of the High School Principals newly elected or transferred whose qualifications are listed, had studied at the University of Chicago. There are no qualifications listed for the 41 elementary principals newly elected.

Interesting also was the observation of Attorney Righeimer before Judge Friend, that the Emeritus Service and its subsequent transfers and elections, resulted in 210 changes in the Chicago schools.

Following is the introduction to the Superintendent's recommendation presented to the Board January 27, 1926, and concurred in by the Board; and also the changes in high school principalships:

13,642-A

PRINCIPALS OF HIGH SCHOOLS, EXAMINER, PRINCIPALS OF ELEMENTARY SCHOOLS, VARIOUS SCHOOLS—TRANSFER AND ELECT.

TO THE BOARD OF EDUCATION, CHICAGO:

Before making these nominations I have devoted attention to the records of work of the entire system. I have considered carefully the requirements of the different positions to be filled and have selected the nominees on the basis of only the needs of the position. No communications urging or suggesting the following persons have been received by me, except in answer to specific questions as to the success of the work in which these nominees have been and are engaged: the progress of their pupils, the condition of their schools, the records of service, and the results of special tests and examinations of their pupils and of themselves. No oral communications from friends of these candidates or from other persons have been received by me. This statement is made in accordance with your rule on Assignments, Promotions, etc., adopted by you April 28, 1925. All of the following nominations for promotion are based on the results of an examination conducted by me and covering present problems, propositions for their solution, chief needs in present positions and steps taken to satisfy them, details of education, teaching and supervisory experience, steps taken to keep abreast of educational progress, contributions to curratings of supervisory officers, accomplishments of pupils, rankings of schools, age and expectancy of rent educational thought, other professional services, service.

AUSTIN—Wilbur H. Wright, former principal of the Parker High, replaces George H. Rockwood, retiring.

ENGLEWOOD—David M. Davidson, principal of the Gladstone (elementary), replaces James E. Armstrong, retiring.

HIBBARD and elementary—James T. Gaffney, principal of the Farren (elementary), replaces Chester C. Dodge, retiring.

MARSHALL and elementary—George A. Beers, principal of the Clarke (elementary), replaces Louis J. Block, retiring.

McKINLEY—Caroline L. Reilly, principal of the Agassiz (elementary), replaces George M. Clayberg, retiring.

PARKER—Butler Laughlin, principal of the Libby (elementary), assigned.

PHILLIPS—Chauncey Willard, executive secretary to Supt. McAndrew, assigned.

TILDEN—Albert W. Evans, principal of the Phillips high, replaces Edward C. Rosseter, retiring.

ELEMENTARY SCHOOL PRINCIPALS.

The appointments and transfers of elementary school principals are:

School	Old Principal	New Principal.
Fiske	Harry T. Baker,	Isabel G. Graham
Gresham	Isabel G. Graham,	Helen Kull
Libby	B. Laughlin,	Marie M. Mattocks
Gladstone	D. M. Davidson,	Paul R. Pierce
Farren	James T. Gaffney,	C. W. Brittan
Clarke	George A. Beers,	J. C. Thompson
Agassiz	Caroline L. Reilly,	Ernest Cole
Earle	Ernest Cole,	William T. McCoy
Alcott	William C. Dodge,	Thomas Crofts
Foster	Thomas Crofts,	Paul H. Beck
Arnold	Mrs. A. E. Canfield,	J. L. O'Brien
Avondale	J. H. Stehman,	Gertrude S. Pease
Swing	Gertrude S. Pease,	Mercedes H. Howe
*Lyon		Vangie R. Morrisey
Beale	John W. May,	Donald McQueen
Kershaw	Donald McQueen,	Otto Schenk
Belding	Charles A. Cook,	Ida M. Tregellas
Plamondon	Ida M. Tregellas,	Bertha Giffey
Cameron	H. L. Merril,	Henry H. Hagen
Higinbotham	H. H. Hagen,	G. H. Wilkinson
Delano	G. Osinga,	Irvin A. Wilson
M. Sheridan	I. A. Wilson,	H. E. McGuire
Gulton	Clara A. McFarlin,	W. R. Bowlin
Hamilton	M. Elizabeth Farson,	J. E. Huber
Monroe	J. E. Huber,	Ellen M. Sanders
Hawthorne	G. W. Davis,	Kate M. Flanagan
Peabody	K. M. Flanagan,	F. O. Mussel
Irving	J. W. Troeger,	M. C. Lipman
Keith	M. C. Lipman,	J. Le Roy Carter
John	C. H. Leach,	Thecla Doniat
Fallon	Thecla Doniat,	Anna Henry
McPherson	A. E. Jordan,	K. A. Riordan
Rezin Orr	K. A. Riordan,	R. D. Gregg
Morris	L. Heinroth,	A. W. Schroeder
McClellan	A. W. Schroeder,	C. J. Schwede
Pullman	D. R. Martin,	Aaron Kline
Drake	Aaron Kline,	C. L. Williams
Ravenswood	J. F. Kletzing,	E. Richardson
Revere	E. Richardson,	Mary Dopp
Schneider	E. E. Fisk,	Mildred Fahy
Phil Sheridan	E. L. C. Morse,	J. McCarthy
Sherman	L. T. Regan,	F. G. Rogers
Colman	F. G. Rogers,	J. L. McBride
Van Vlissengen	G. A. Brennan,	R. C. Horine
Burroughs	R. C. Horine,	B. O. Graham
Nash	F. J. Watson,	R. B. Henley
Clearing	R. B. Henley,	J. B. Shine
*Brennan		Fred W. Schacht
*Lewis		Loretta M. McLindon
*Clinton		Ida L. Jaeger
Lincoln	Ida L. Jaeger,	M. A. Roher
*Coles		Anna F. Mullay
Sullivan	Anna F. Mullay,	A. C. Stewart
*Hale		Franklin C. Donecker
Ogden	F. C. Donecker,	Louis L. Blazier
*Scammon		Mary E. Twohig
Hayes	M. E. Twohig,	J. M. Clinnin
Emerson	(Hayes branch),	H. M. Richards
*Palmer		Avery Wolfrum
*Nightingale		Katherine Rueff
Healy	Katherine Rueff,	H. C. McKinsie
*Bridge		Anna M. Kearns

Digitized by Google

*Mann	M. B. Livingston
Smyth	M. B. Livingston, D. C. Rogers
*Sutherland	L. M. Williamson
Barnard	L. M. Williamson, Alma Swane
*Hitch	J. H. Murray
*Peck	Marie A. Martin

*New school, new appointee to be first official principal.

Sidelights on Appointees

There were forty-one new elementary principalships created; forty of the forty-one passed the principals' examination of September 27, 1924. The other one—Charles W. Schwede of Senn High—passed on June 27, 1922. One is not now, and never has been in the service of the Board of Education of Chicago; one was formerly an elementary teacher and is now employed as clerk on a teacher's certificate in the office of the Superintendent of Schools; five were, when elected, teaching in the Normal College; one in the Junior College; thirty-two in high schools; and one was teaching in an elementary school.

Never in the Chicago schools	1
Former teacher now in Supt's office	1
Teachers in:	
Normal College	5
Lane Tech	5
Crane Tech. and Jr. College	4
Senn High	4
Austin High	3
Bowen High	2
Hibbard High	2
Lindblom Tech	2
Marshall High	2
Tilden Tech	2
Englewood High	1
Fenger High	1
Harrison Tech	1
Lake View High	1
Phillips High	1
Schurz High	1
Morgan Pk. High	1
Cregier Elementary	1
Total	41

Don Rogers—No teaching experience in Chicago; Secretary of Principal's Club for about 3 years. Came from outside of Illinois to that position. Recommended for the Smyth School.

Vangie Morrisey—Entered the Chicago service after January 1, 1906; taught in the Parental School until October 28, 1925, when she was assigned to Crane Tech. Has no experience in Chicago elementary schools. Recommended for the Lyon School (a new school).

Marie Mattocks—Assigned at Talcott, about January, 1915. Taught there and at the Howland under A. B. Wight as principal; transferred to the Dante and in 1922 was transferred to the Superintendent's office. Has about 7 years teaching experience; for the Libby School.

It was pointed out by a member of the Board at its meeting, January 27, that 30 of the 41 new elementary principals, had not had a day's experience as elementary teacher in the Chicago schools.

Finance and Taxation Are Discussed By Teacher

Second Installment Of Miss Spooner's Address Printed

School finance and taxation were discussed by Miss Julia Spooner of Portland, Ore., past president of the Department of Classroom teachers of the N. E. A. at the convention of the Illinois State Teachers' Association in December at Springfield.

The Bulletin prints the second part of Miss Spooner's address in this issue. The first installment was in the January 18 number.

Following is the last half of Miss Spooner's talk with a few deletions made necessary by lack of space in The Bulletin:

The teacher comes in touch with the individual in the community where the administrator meets the **group.** With both organized to promote a definite program and both understanding and accepting responsibility, we should be able to do this thing.

The question we most often meet as an organization is "Can you show us how to get the money needed to pay teachers who have invested more in preparation—to lengthen terms—to provide for terminal costs involved in these projects?" This question places before us one of the new responsibilities of organizations. We are not asking these changes for ourselves but we must not raise a question we are not at least willing the help answer. Our major functions as organizations have been social, civic and professional. Now our professional duties must be expanded to cover a theory of

Digitized by Google

school finance. Not just our leaders but our general membership must know sources of possible revenue and must realize that the present general systems of taxation are inadequate. Property can no longer bear the entire burden of taxation. Property appreciation in few districts today will meet the need of increasing costs. To develop an educational policy which may expand over a period of ten or fifteen years in the manner that business develops its policies, requires a more certain source of revenue. Bonding is not a sound procedure. Of course we realize that much property has escaped its rightful share of taxation. Teachers of this state have performed a worthy service in demonstrating that fact. In this middle west, too, it seems that your tax problem is complicated by the problem of your tenant farmer, who being footloose can move to richer districts when the burden of taxation is transferred too heavily to him.

Must Study Tax Problem

Here is a real service the teachers' organizations can perform. As they demand more for education they must study their local taxation problems and give intelligent assistance in solving them. How many of us have heard "The board could pay higher salaries. They have the money." It is our business to **know** that before we say it. How to finance education is the critical problem of today. It can not be settled by any pronouncement by tax experts, superintendents, boards of control, tax conservation commissioners or what not. It is a job for everybody, and teachers' organizations cannot and dare not side step it any longer. Our problem is to **know** before we say, and when we know, to act.

In the second place, the new relation of the superintendent to his educational system, involves another new responsibility for organizations. When we of my age began to teach, it was possible for the superintendent in all but a few of the larger cities, to come into personal contact with his teachers, if he wished to do so. In most instances he was a very actual supervisor, advisor, inspiration and the actual educational leader. Today with the demands made upon him, such relations are almost impossible except in very small places. It was the superintendent who very largely created the professional atmosphere, who furnished the incentive for growth in service, who gave the touch of solidarity to a system in which the teaching corps was constantly shifting or constantly destroying or renewing itself. Today the business responsibilities, the participation in community activities, the constant conference between systems which is to make ours a national education, compel the superintendent to make his contact with his teachers more or less incidental.

Principals and supervisors, however able and well disposed they are, cannot take over the relationship formerly exercised by the superintendent. They are too near—their contact is too personal and too limited—although many times they furnish inspiration and become true leaders. But there is often danger of confusing the demand for professional attachment and loyalty with the desire for personal attachment and loyalty; working together to build problems often develops a true friendship and mutual appreciation but it seldom affords the opportunity for giving the principal the position of impersonal, **self-less** leadership which must exist for the development of a teaching corps.

What "Organization" Does

The "organization" of today comes nearer to assuming this position than any thing else in the system. It conducts within its membership surveys dealing with growth in service, stimulates professional research, spurs its membership to assume professional obligations, sets standards of professional behavior, and assumes a guardianship over the professional ideals and objectives of the classroom work. To some unthinking critics this assumption has appeared presumptuous or even ridiculous yet it has within it the beginning of a professional philosophy which may prove to be the greatest force in American education twenty years from now.

The organization is the collective will of the teachers of a system. It must have leadership, of course, but except in its most crude manifestations, that leadership is impersonal. Given trained and professionally-minded teachers, organization ideals will be high and their methods effective. Long since education ceased to be a one-man job. In a democracy this was bound to be so. It takes a big man or a big woman so to organize the teachers of a community for professional development, that they will through their own initiative and energy aid in the wise determination and administration of educational policies for the system in

Digitized by Google

which they work. A small administrator fears such a situation and there are certainly dangers involved, through which we have not completely progressed. An unwise administrator precipitates difficulties in such a situation. A wise one works with his organizations for the mutual benefit of all and no greater glory can ever come to him in the educational world than the knowledge that he has been able to create conditions under which his united groups through their own volitions were able to attain the most worthy educational objectives.

Paternal Attitude Past

Frequently conditions arise today which create problems that teachers would formerly have taken to their superintendents. His time cannot be consumed today. The paternal advisory attitude is fast passing yet something must take its place so long as teachers are human and enter into community relationships. To meet this need, organizations today are forming advisory committees of their wisest, most experienced members. Some have called them "trouble" committees; others have used more dignified terms. Such "Teachers Affairs" committees are already being looked to by boards and superintendents as intermediaries in delicate situations and many a problem has been solved with out publicity or needless embarrassment for either teacher or other factor.

So long as organizations have no previewing of candidates for election they cannot be held responsible for the character of the teachers admitted to service. But as qualification standards rise and rules of admission are more strictly adhered to, organizations are bound to take upon themselves a certain guardianship, not of the individual but of the profession, and in this way will perform a definite service to the community.

This new relationship of the teacher to those who are responsible for the direction of education, is most interesting to those who have traced the development of educational procedure in this country. In its best expression, it is a recognition that the business of education must be conducted by a partnership of interest and that the policy of "laissez-faire" is going in education as it is in industry. We do not mean to say that it is completely achieved in any place, or partially achieved in many places, but the symptoms have appeared in so many places that diagnosis is practically safe. The period of incubation may be short or long, but the germ is developing and since it is highly contagious, it is safe to predict that within the next score of years we will have seen much of the country exposed to it. We cannot consent to call it disease for it seems to us a most healthful condition, conducive to far greater comfort than the traditional experience ever gave.

Perhaps the greatest possibility in the future of organizations lies in the changing attitudes of teachers toward other teachers, toward childhood generally, not just the children of one community, and toward the community itself, and toward their work.

Times Have Changed

Long ago, when I first began to teach, we were at the height of that vogue which interpreted the child as the plastic clay, ready for the hand of the sculptor who, we were instructed, was to be the teacher in whose sole hands lay the destiny of this quiescent bit of impressionable matter. Some times we were told that the child placed in our hands for five out of the 24 hours was a clean white tablet waiting for the hand of the engraver, who would inscribe upon its surface those fair words which would form a masterpiece. If the teacher were conscientious and able and gifted and industrious, **loyal** to the **system,** and had the **proper attitude** toward her **superior officers,** the tablet and the clay would eventually take their places in the world's affairs as the perfect creations which the public has the right to demand from its schools. It took a long time for some of us to realize that in the other 19 hours of the day other forces were modeling and inscribing. Many of us were slow to comprehend that the doctrine of original (sin) was not the outgrowth of a dyspeptic philosophy but was based upon long generations of accurate observation and sound psychological study. We have been obliged to reconstruct our theories of education somewhat as we have realized that elimination and substitution must be as much a part of our planning as is imposition. Though we have come to realize that other factors than the teacher play an increasingly prominent part in education, we do appreciate as never before that the teacher in the elementary grades at least, has supreme power over the child's formal education. The classroom teacher is therefore worth consideration.

Digitized by Google

Royal Road to Learning

As a national entity the classroom teacher has not essentially changed in the last five decades. Her classes have. We have always talked of "the whole childhood of the nation in school" but until the last few years it has been figurative, not literal. Today's teacher is teaching the lame, the halt and the blind, both physically and mentally, and in most instances, is expected to take them over the "Royal Road to Learning" at the same pace that the others keep. She is teaching those who come eagerly, those who come willingly, those who come reluctantly and those who come because the law compels them. None may quit as in the old days, until he has his magic slip which indicates that he has "done time" at least. The classroom teacher today is preparing children for a world their grandparents could not imagine. There is too much power for good or for evil in her hands to select her carelessly, train her meagerly, pay her grudgingly, and neglect her casually. Today the teacher, the country over, is scarcely a citizen of the community she serves, yet she prepares the children for service in that community. We have said she is too busy to participate in the activities of the neighborhood—she must study. We now say—let more of that study be done before she is certificated and let more of her study after certification be first hand observation and application of principles she has been taught. Testing theories is as valuable as memorizing them. We have had too much of the Chinese type of scholarship in our preparation for teaching.

This continent long since decreed against the policy of having its education administered from the cloisters by those who live remote from contact with the work-a-day world in which their students must prove the efficacy of their teaching. Yet the tradition persists and we permit our teachers in many sections today to live lives almost as isolated as the teachers of the middle ages did and isolation breeds strange conceptions of life.

We ridicule the Hindoos for their adherence to caste system. We practice one of our own as silly and without the excuse the Hindoos have, that theirs originated in the necessity of preserving national distinctions and purity of blood. Two teachers of the same race, color, language, mode of life graduate from the same institutions and are assigned to teaching positions. Because one teaches a non-selected, cross-section of the entire population whose attendance is obligatory, and the other teaches a sifted group whose only compulsion is the will of the parent and the force of example, a barrier of distinctions in salary, hours of service and special consideration of conditions for service is immediately erected. The one resents the attitude on the part of the public that the age of the child she teaches shall govern her social and economic status. The other professes to fear the "leveling influence" of a possible elimination of the barrier, and both of us teach the child that the greatest lesson the new world has given the old has been that **here** artificial, traditionary class distinctions are swallowed up in our recognition of the intrinsic value of the worker and his work.

Two Major Tasks

In our organization from now on we must set our selves two major tasks in this connection. One, to make our group participants in the activities of our professional organizations and of our communities, in order to insure our own development and to the end that the teaching service be improved; the other, to convince our own members and the general public that no one year of child's school life is more critical or more valuable so far as the state is concerned than any other and that false standards of value set up by ignorance and maintained because of mental inertia or special privilege or what not, must be superseded by a recognition **by the public** of the fact that equal preparation and equal experience should command equal pay, whether the child taught is in his first, his eighth or his twelfth year of school life.

We believe the classroom teacher has done and is doing a Herculean task that has not been over estimated even by our orators in their holiday mood or when they are seeking office.

We know that children are learning more, faster and earlier than ever before in the world's history. We know that never was the subject matter more free from unnecessary, extraneous and unrelated material or more easily translated into the child's actual living needs and experiences. We know the child is getting value received for the effort expended as never before in school history. But we know that in the U. S. today there are enough children between 7 and 13 years of age not attending any institution of learning whatever to fill nearly 30 school systems the

Digitized by Google

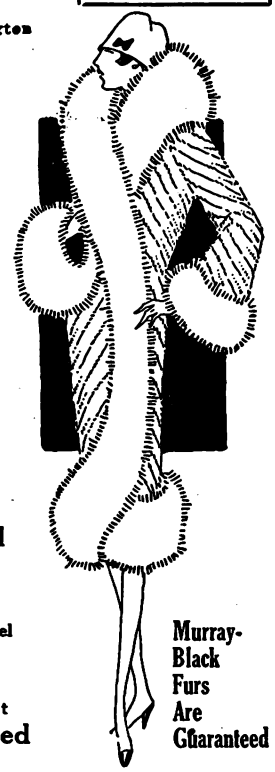
size of my home city. We know the economic and social waste resulting from "total abstinence from education" and from inadequate tying up of school to life is appalling. We know that a large part of the work of the teacher in the future is to be outside her school room.

Professional Dry Rot

We know that the teaching business in the past and present has suffered considerably from professional dry rot, scab, scale and blight. We know that the cure of these conditions is being pretty largely left for us to accomplish which is of course the better though the slower method.

The great inquiry into subject matter and methodology which is being carried on through all our research bureaus today and which is to result in a recasting of educational values, must center in the child. The child is in the care of the **teacher** who in most instances administers the tests or performs the experiments involved in these investigations. An understanding of their purposes promotes their effectiveness. A fair and open minded attitude toward educational inquiry facilitates the work. Organizations must foster this. To insure the public sympathy and understanding, direct contact must be kept with those whose children are being educated. In the past we have gone to the public and explained our purposes and methods only when we wanted a tax levy or a bond issue. That type of co-operation must be changed. School publicity must be continuous, frank and complete. Here is where the organization must assume another responsibility. Since teachers touch the child with one hand and the parent with the other, their opportunity for publicity is boundless. Wise communities make this contact possible through giving time without loss of pay to representatives of responsible organizations for attendance at conventions and conferences of Parent Teacher Organizations, civic clubs, Labor Unions and other organizations not strictly educational, and this liberal policy has been well repaid through the advanced understanding of school problems in the community.

The wise organization makes this contact possible through local publications giving publicity to school needs, school aims, ideals and their accomplishments in all parts of the country. Such publication should be in the hands of every school official, every par-

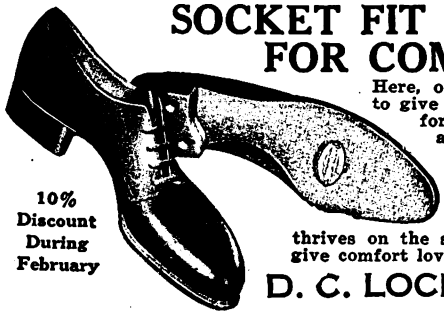
Exclusive—but not Expensive
Murray-Black Co.
21 N. Wabash Ave.
Ground Floor
Between Madison and Washington
A Discount of 10% Allowed to School Teachers
FINAL SALE
of Luxurious Finer
FUR COATS
The Greatest Reductions ever made in the history of Chicago . . . The most stupendous values in Fur Coats ever offered . . . and the most complete assortment of beautiful Fur Pelts.
$100
Values to $225
Finest Peltries: Platinum Caracul, Bronze or Natural Opossum, Marmink, Northern Seal, Silver Rat, Raccoon Opossum, Mendoza Beaver
Trimmed with: Red Fox, Fitch, Beige Squirrel, Beaver, Marten, Brown Fox, Mink-Marmot
Other Fur Coats Reduced 35% to 50%

Murray-Black Furs Are Guaranteed

THE GRACE HICKOX STUDIOS
Accredited by Chicago Board of Education
Fine Arts Building, Chicago
TEACHING ACTING PRODUCING
DALCROZE EURYTHMICS
Definite Training for Definite Work. Special Term of forty hours for Teacher's Credits Forming now in Diction, Dramatic Technique, Staging of Plays and Stagecraft.
For further information address Studio.
Telephone Wabash 8572

BERTHA OTT Announces the following CONCERT and RECITALS under her management during February
Harold Bauer, pianist, and Pablo Casals, cellist, joint recital, Studebaker Theatre, Sunday afternoon, February 7th. Seats $1.10, $1.65, $2.20, $2.75, tax included, at box office now.
Jacques Thibaud, violinist, recital, Princess Theatre, Sunday, afternoon, February 7th, at 3:30. Seats $1.10, $1.65, $2.20 tax included, at box office now.
Clara Bloomfield, singer of folk songs and lieder, recital, Kimball Hall, Tuesday evening, February 9th, at 8:15. Seats $2.20, $1.65, $1.10, tax included, at box office now.
Mieczyslaw Munz, pianist, recital, Studebaker Theatre, Sunday afternoon, February 14th, at 3:30. Seats 85c, $1.10, $1.65, $2.20 tax included, at the box office now.
John Coates, tenor, recital, Studebaker Theatre, Sunday afternoon, February 21st, at 3:30. Seats $1.10, $1.65, $2.20 tax included. Mail orders now.
Ossip Gabrilowitsch, sixth of a series of six historical recitals with explanatory lecture, Princess Theatre, Sunday afternoon, February 21st, at 3:30. Seats $1.10, $1.65, $2.20, tax included. Mail orders now.
Ignaz Friedman, pianist recital, Studebaker Theatre, Sunday afternoon, February 28th, at 3:30.
Florizel von Reuter, violinist, recital, Princess Theatre, Sunday afternoon, February 28th, at 3:30.
Tickets can be secured by addressing
BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

CLASS PINS
RINGS ::: TROPHIES
CHAS. A. WINSHIP & CO.
707 Capitol Bldg.
159 No. State St. Central 1380

Digitized by Google



SOCKET FIT SHOES FOR COMFORT

Here, our one aim is to give you foot comfort. Our shoes, as well as our service, are designed toward that end. Our business thrives on the satisfaction we give comfort lovers.

10% Discount During February

D. C. LOCKE'S

SOCKET FIT SHOE STORE

In the Lobby of the Shops Bldg.

Formerly the College Boot Shop

17 NORTH WABASH AVENUE
CHICAGO. ILLINOIS

SEE EUROPE THRU MENTOR TOURS

England, Holland, Belgium, The Rhine, Switzerland, Italian Lakes, Italy (Including Naples) the Riviera and France.

$595 for 58 Days

Other trips arranged for.
Address inquiries to
MRS. B. FRANK BROWN
955 West Grand Avenue Chicago

NATIONAL ACADEMY OF COMMERCIAL ART

Our spare time courses offer opportunity to Chicago teachers for art training in its practical, as well as cultural phases.

Galleries open day and evening. Illustrated catalog on request

Curriculum Includes
Nude Life, Portraiture, Illustration, Design, Commercial Fundamentals, Interior Decoration, Glassware, Woodenware, Lamp Shade, Furniture Decorating. Day, Evening, Saturday, Sunday and Home Study Courses.

NATIONAL ACADEMY OF COMMERCIAL ART
Proctor M. Fiske, *Director*
PELOUZE BLDG., 230 EAST OHIO STREET

Large Stock on hand



O. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

Dora Furlong
Incorporated
624 So. Michigan Avenue
Blum Bldg. *Phone Wabash 2595*
Permanent waving by the most competent operators
We guarantee all permanent waving to be the very best that can be secured any where
Entire Head $8.00

MACLEAN COLLEGE of Music, Dramatic and Speech Arts
"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.
A perfectly equipped miniature theatre for practical work
Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers.
DR. J. C. MACLEAN Director Music Dept.
M. CATHERINE LYONS Director Speech Arts Dept.
2835 S. Michigan Ave. Phone Victory 7514 CHICAGO

ent teacher head, every labor union president and every president of a woman's club or civic club. Most men's clubs have education committees whose chairman should receive your message. Insensibly, you should find, your community will adopt your educational plans and policies, if they are worth adopting. Ours is a job worth having. This business of "Don't let anybody suspect you are a teacher" is about done for. Speed the day when it is gone for ever. Can our organizations instill into the minds of young teachers by the force of precept and example that there is the joy of high adventure in our work as in no other?

Cure for Doldrums

One of the first teachers that I knew well when I began teaching gave me one day her cure for doldrums. When she grew rebellious and weary of her work she sat down and figured out what her salary was for each second she spent in the school room. One scarcely knows whether to label it humor or pathos.

A few years ago a well known bishop in our town, whom we borrowed, by the way, from Chicago, chanced to preside over a state welfare meeting in which the various departments of the school service were also represented. He prefaced his introduction of the subject and of us by the statement that he was glad to see the schools become interested in social welfare, if for no other reason than to relieve the teachers of the deadly monotony and the ceaseless humdrum of their lives. Those are his words. Monotony and humdrum! When with community, superintendents, supervisors, school boards, parents and children, you are a participant in a six ring circus every day of your life, with adventure just around the corner every minute of the day! Ulysses had nothing on us when it comes to variety of experience.

Ulysses was a rover, a roamer and a rover
While I am but a stay at home with never
chance to flee,
But when I dream of wandering the wide
world blithely over
The spirit of Ulysses wakes in me.

The teacher who gets the most out of her work goes into it with this sense of high adventure and seldom fails to find it. We must persuade the public to cease saying what the thinking part of it long since ceased to believe

Digitized by Google

"Any dead one can be a teacher."

"The old order changeth, yieldeth place to the new." We made many mistakes in the past—we shall probably make many in the future. We have not always known our objectives—we do not now see clearly what lies before us. A few years ago a keen observer of organizations was asked to epitomize the origin and accomplishments and forecast the future of teachers' organizations. This was what she handed in to the dignified publication that had made the request.

" 'Where did we come from?' Reader dear,
Lend us an ear and thou shalt hear.
'What are we here for?' a bright one asks,—
Behold the last of our many tasks;
'Where shall we be at the end of day?'
Can't say, bo, but we're on our way!" * * *

Liberal

Doctor: "I'll examine you for fifteen dollars."

Patient: "All right, Doc; and if you find it, we'll split fifty-fifty. —Life.

SUBSCRIPTION
to
MARGARET HALEY'S BULLETIN

Name.....

Address .....
(Street and Number)
..... City

Subscription price—$2.00 per year.
MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

WOULD YOU

Like to see England and Scotland by motor?
If so, write for information.
JULIA C. BRANNAN
Hayes Hotel Chicago, Ill.

The great central meeting place before and after the matinee

Most of the things of life really worth while are within reach of average prosperity. If one make the necessary distinction between things that are cheap, merely, and things that are not costly he may, without much wealth, possess a full share of the material things that make substantial contribution to enjoyment of life.

HENRICI'S
WM. M. COLLINS, PRESIDENT
67 W. Randolph St.
Between Dearborn and Clark Streets

Stylish—yes! but with real comfort

Our Arnold Glove-Grip Shoes combine voguish style an dsmart good looks with the most marvelous comfort your feet ever felt.
Glove-Grips support the arch and fit like a glove from the start. And they wear well. Come in and let us show you our complete line.



$10 $11 $12
ARNOLD GLOVE GRIP BOOT SHOP
Room 206 6 N. Michigan Ave. Chicago, Ill.

JANUARY FUR SALE
Continuous thru February
Creating a record for low prices on new furs and on remodeling.
Special 10% Discount to Teachers
LEVEY & CO.
Republic Bldg. 209 S. State St.

Charge Accounts of Teachers Solicited



The Most Satisfactory
PERMANENT WAVE
Guaranteed for Years
PAUL MUNTZING, 162 N. State St.

Digitized by Google

Prepare for Principal's Examination

A Large Number of New Principals Will be Needed Soon

It is urgent that you begin preparing at once. You may begin work by correspondence now and get an excellent foundation before our classes start. *The winners will be those who begin early.*

Check Up on Our Results

I. IN YOUR SCHOOL how many of the teachers whom you know prepared with us? If you have never been one of our pupils, *inquire around.* In some schools you will find that more than half of your fellow-teachers have been our pupils. In most schools, nearly half. As you read this, you are one of 5,000 to 6,000 teachers, former pupils of ours, who are also reading it.

II. IN YOUR SCHOOL, perhaps your principal or assistant principal, *or both,* prepared with us. We think that nearly half of the principals and assistant principals in Chicago have studied with us.

III. IN YOUR SCHOOL, perhaps your own principal is one of our instructors.

IV. IN YOUR SCHOOL, how many of your teachers have passed the principals' examinations or the promotional, or have advanced from elementary to junior or senior high while you have been marking time.

COMMENT: Most of the prominent educators in the Chicago system have prepared with us. *Check up this assertion yourself and you will find it to be absolutely true.*

Have You Passed All Examinations for Which You Are Qualified?

If not, why not begin preparing now? Every year that you delay is a year lost, that you might be drawing an increased salary, while some one else is enjoying a position which you are just as well, *perhaps better qualified* to fill. You are drifting. WHITHER?

Don't Let the Next Principal's Examination Catch You Unprepared

How many fellow teachers of yours have made the effort, passed the examination, and are now principals? Begin preparing.

HAVE YOU PASSED YOUR PROMOTIONAL?
ARE YOU QUALIFIED FOR JUNIOR OR SENIOR HIGH?

Our Discount Rates Expire March 15. Our Last Term's Regular Rates, $10 more than discount rates, expire March 25.

SPECIAL: *Our New Increased rates* will be in effect March 25. These rates will be from $10 to $20 more than they have ever been in the past. We are giving you warning in this announcement and we shall repeat it in the postal which we are mailing.

If you want the benefit of our courses at the old discount rate, you must enroll before March 15.

For any special information, call Miss Nessy, Dearborn 2604.

THE CULTURAL REVIEW SCHOOL, 159 NO. STATE ST.
O. M. Heath, Principal. Miss Beatrice E. Nessy, Secretary.

To Our Former Pupils:

Will you tell some teacher outside of Chicago about our correspondence courses?
ALSO, IF YOU HAVE A FRIEND INTENDING TO ENTER NORMAL. TELL THAT FRIEND THAT WE PREPARE.

☞ Enter now and get a month or more of preparation by correspondence before our classes start.

Digitized by Google

F026

U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT No. 3663

VOL. III

Margaret Haley's BULLETIN

NO. 11

Chicago, Ill. 341 February 15, 1926

Friendship, Understanding, Affection

"Instead of an educational system of fear of authority, we must have a system of friendship, understanding and affection.

"Just as soon as we have that, we shall have an educational system that will not only outlast our civilization but will enable our civilization to last.

"Let's have scholarship as the fruit and not the end itself."

—Clarence C. Little
President University of Michigan
Feb. 12, 1926

Digitized by Google

Save

BY MAKING YOUR OWN CLOTHES

WE MAKE IT EASY

Upon Cutting and Fitting depends the ultimate success in the making of the garment—and that intricate task, we perform for you—then pin and baste it. Your own ideas are followed—or you may select from our style books. All you do is the actual sewing!! Then, too, we have a

Partial and Complete Finishing Service

—doing part of the sewing—or the complete making of the garment. Appointments for fitting may be made by telephone.

THE GOODRICH SHOP

1107 Stevens Bldg. Dear. 7015

Briefs, Records, Trust Deeds

Confidential Reports

BARNARD & MILLER

Law & Commercial Printers

172 N. LA SALLE STREET — CHICAGO

Telephone FRANKLIN 0562

Booklets, Catalogs, Circulars, Folders

Price Lists

MARINELLO

Approved Beauty Shop

Everything in Beauty Culture

Permanent Waving and Expert Hair Cutting by Licensed Man Operator

Suite 602 Stewart Bldg — 108 N. State

Opposite Fields — CENtral 3877

Large Stock on hand



O. R. May Fur Co.

Remodeling and Repairing

New Coats Made to Order

501 Capitol Building

State and Randolph

Central 6049

Established 1897

Dear Miss Teacher:

Have you been going without corsets and find yourself spreading? If so, you will be sorry. Let us mold you back into shapely lines with either our flexible lightly boned Corset, or our "Dream" Girdle-brassiere Figure-mold. They are "comfy" yet they control. Discount to you of 10%. We invite a call.

Mrs. L. M. MacPherson

(Corset Specialist)

517 Venetian Bldg., 15 E. Washington St.

Phones Central 2551-2552 — Res. Park Ridge 1842

JOHN J. McCORMICK

SHORTHAND REPORTER

1105 Ashland Block, Chicago

SPECIALIZING IN VERBATIM SHORTHAND, REPORTING OF CLUBS AND MEETINGS.

Official Shorthand Reporter for Chicago Teachers' Federation



PAINFUL feet can be quickly relieved. Ground Gripper shoes are designed to end foot troubles. Thousands of men and women have found new health and comfort through these shoes.

You, too, can get relief with them.

GROUND GRIPPER STORES

63 East Adams Street

29 East Lake Street — 40 North Clark Street

GROUND GRIPPER

SHOES FOR ALL THE FAMILY

BERTHA OTT *Announces the following* CONCERT and RECITALS *under her management during February and March*

John Coates, tenor, recital, Studebaker Theatre, Sunday afternoon, February 21st, at 3:30. Seats $1.10, $1.65, $2.20 (tax included) at box office now.

Ossip Gabrilowitsch, sixth of a series of six historical recitals with explanatory lecture, Princess Theatre, Sunday afternoon, February 21st, at 3:30. Seats $1.10, $1.65, $2.20 (tax included) at box office now.

Ignaz Friedman, pianist recital, Studebaker Theatre, Sunday afternoon, February 28th, at 3:30. Seats $1.10, $1.65, $2.20 (tax included) at box office now.

Florizel von Reuter, violinist, recital, Princess Theatre, Sunday afternoon, February 28th, at 3:30. Seats $1.10, $1.65, $2.20 (tax included) at box office now.

RETURN ENGAGEMENT—Fritz Kreisler, violinist, recital, Orchestra Hall, Sunday afternoon, March 7th, at 3:30. Seats $1.10, $1.65, $2.20 and $2.75 (tax included). Mail orders now.

One performance only of Mozart's opera comique "The Marriage of Figaro" with an all star grand opera cast, Studebaker Theatre, Sunday afternoon, March 7th. Seats $1.10, $1.65, $2.20, $2.75 (tax included). Mail orders now.

Marion Alice McAfee, soprano, recital, Princess Theatre, Sunday afternoon, March 7th, at 3:30. Seats $1.10 and $1.65; Box Seats, each $2.20 (tax included). Mail orders now.

Tickets can be secured by addressing

BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

The Most Satisfactory

PERMANENT WAVE

Guaranteed for Years

PAUL MUNTZING, 162 N. State St.

NEW PERMANENT WAVE

THE WENZEL WAY

Our Prices will meet with your approval

177 N. State St., Room 306 — State 1887

North of Chicago Theatre

CALL OR WRITE

Digitized by Google

MARGARET HALEY'S BULLETIN

VOL. 3. No. 11 February 15, 1926 Page 203

Is $600,000 Economy, "Saving or Sacrifice?"

Whether or not the so-called "time clock" system, the method of registration of checking in and checking out for teachers inaugurated in the schools last fall, pays, was the subject of discussion at a meeting of the Committee on Finance, Conference on Budget held January 25, 1926.

Some startling revelations were made at the conference, causing Mr. Mullenbach to say, in regard to the increase in the number of children, "What we have here does not really represent a saving but a sacrifice. It simply means that we are abandoning or moving further and further away from good educational standards."

The Committee's discussion of the number of children in a room and kindred subjects is printed below, taken from the stenographic report of the meeting:

The Chairman (Mr. Byrne) * * * * If the people see how careful we have been with their money they will be glad to give us what we require in order to function properly, to take care of the schools, to pay proper salaries, as well as for funds needed to build and equip buildings.

* * * * * * * *

Mrs. Hefferan: * * * The evening schools saved $105,000 by increasing the size of their classes. Now that is very fine. * * * They used to give a lesson with a teacher to three pupils, if the class fell off in cold weather to two or three and they still continued the teacher in that subject. Now they watch it very carefully. I am just telling this because I am so interested in it that I think it ought to have emphasis outside of the educational department itself. You see if this is done throughout the school system you would have a tremendous saving.

* * * * * * * *

Mr. Smietanka: You might, Mr. Wight, continue on and tell us how you saved that $475,000. * * * The resume presented under teachers' salaries.

Mr. Mullenbach: $472,000.

Mr. Wight: Well, you know, we have been holding very strictly to that. We have increased the membership per teacher in our regular day schools, both elementary and high schools. We have held to that very strenuously and the result has been this saving. You see, it makes a big difference whether you carry an average membership of, say, 43 or whether you carry an average membership of 45 in the elementary schools. We have held to that, to the 45 per teacher, very rigorously.

Mr. Smietanka: In that do you include also the time of the teachers checking in and checking out? Does that have any influence on this $472,000?

Mr. Wight: It has some, but how much I am not prepared to say.

Mr. Smietanka: I see.

Mr. Wight: There have been various claims made in various directions. I am not prepared to give an answer as to how much that has accounted for, in that way.

Mr. Smietanka: Can you tell, Mr. Brackett?

Digitized by Google

Mr. Brackett: Mr. Henry made a check-up on that some time ago. I think undoubtedly the bulk of the saving has occurred by the increase in the size of the classes. Of course, the other matters had some influence and the gradual tightening up in attendance has had some influence, but this year, as Mr. Wight has pointed out, the transfer of teachers has been less because of the increase in the size of the classes.

Mr. Mullenbach: Of course, in the face of those statements, what we have here does not really represent a saving, but a sacrifice. It simply means that we are abandoning or moving further and further away from good educational standards. Professor Judd down here won't stand for 45 in their classes. It is 35 to-day. The Francis Parker has adopted that rule of small classes and some others have adopted the same rule. The more we increase the number in attendance in a schoolroom the less good we get in educational value in our schools.

The Chairman (Mr. Byrne): I don't think that is the general tendency that they want to do that. That is just a matter of a temporary nature to give the children seats and take them out of the portables.

Mr. Mullenbach: It is a sacrifice in educational ideals and g o o d educational methods. Of course, two or more in a room, going from 43 to 45, I don't suppose means very much. I don't suppose it does. But it is a move in the wrong direction.

The Chairman: I understand there has been a good deal of saving brought about on account of taking the children out of the portables. Taking 15 or 20 in the portable—how many children do they have in a portable?

Mr. Henry: They would not have more than 40 in a portable room in membership as compared to 45 in a regular room. Every time you build a building and do away with a dozen or more portables you save some money there without loss.

Col. Ellicott: Mr. McAndrew tells me that the latest data they have on the subject is that the educational facilities are just as effective—that is, they can be taught just as effectively with 50 in a room as with 35. He went down to a conference in Cincinnati this fall and came back fully convinced. Now, we are building all our schools for 48 pupils in a room, if we are on the wrong track and should go back to 35—

Mr. Mullenbach: Why, I think these people who really study it and have some definite ideas on it, when they say it has some effect, there might be something to it. When the standard schools, like the Francis Parker, Judd of the School of Education in Chicago are willing to accept it and adopt it I think there is something in it.

Col. Ellicott: Well, it wasn't his idea.

Mr. Mullenbach: I understand he is an advocate of it now.

Col. Ellicott: He is now but he was not then.

Mr. Mullenbach: I have seen the reports that were sent out from his office and these inquiries that were made some year or a year and a half ago that were sent to us, saying that there was no difference between the large school room and the small school room. Of course, it is possible that that is the case, but it does not sound at all plausible to me, but very improbable as a matter of fact, that you can teach 50 children with the same degree of skill as you can 35 in a room.

Mrs. Hefferan: Mr. Chairman, may I say this: When this policy was about to be launched here a year or so ago, I took pains to go over and see Flora Cook of the Francis Parker and I took it up with her and she made this final statement. She said after you have passed the 30 mark in a classroom it doesn't make any difference whether there are 40 or 50. You then begin to have more or less of a mob in the classroom. The educators have agreed that 30 is about all a teacher can take care of and get good work out of, and that has been proven in these surveys and researches and educational laboratories in the last quarter of a century, that 30 is about all a teacher can get good work out of.

After you pass the 30 mark, they all agree that it does not make much difference whether there are 40 or 50 in a room. You teach them in a great group and it is not individual instruction.

I have taken pains to go visiting and to see these rooms now. They always had to have 42 or 43, Mr. Wight, I think it is, in the Chicago schools, 43 was the minimum. Now adding those two or three more hasn't made one bit of difference in the teaching efficiency.

Mr. Mullenbach: I don't think it does, but it is a move in the wrong direction.

Digitized by Google

Mr. Schmid: The point that Mr. Smietanka was making was that the saving was possibly due to the adoption of the checking in and checking out system but according to the report of Mr. Wight and Mr. Brackett that does not seem to have any effect on the reduction made. Now the question is, is that an added expense to our system, the check in and check out? If it does not accomplish any good, financially or otherwise, what is the use of having it? Is it of any particular benefit?

Mr. Smietanka: The first report that Mr. Brackett made to me or to us on the matter showed a saving of $30,000 the first month and $40,000 the second month. Now, has that record been kept up?

The Chairman: Mr. Brackett, can you answer that?

Mr. Brackett: Yes, I have those figures upstairs. We have kept them up month by month. I can show you at the present time just how those figures are.

Mr. Smietanka: Then the check in and check out has justified itself according to your statement, if those figures are accurate?

Mr. Brackett: Those figures cover the expense of assigning teachers to additional rooms in the school. Now, if they increase the number of pupils in a class and release a teacher who is already on the payroll, then they won't have to go to the transfer account to get money to pay a teacher for these additional pupils; where heretofore we have had to go to the transfer account and take money out to pay a new teacher, an entirely new teacher. You see by increasing the number of pupils per teacher in a large number of classes it has released a certain number of teachers who were already on the payroll and in the system who were available for new classes or additional rooms, not making it necessary to go out and take additional teachers in and charge it to the transfer account.

Now, that probably won't occur this year and in subsequent years now that they have filled up their classes to that size. Any saving that is shown will probably be because of better attendance in the school.

Mr. Smietanka: You mean better attendance on the part of the teachers?

Mr. Brackett: I mean not so much absence on account of sickness, which will be probably influenced more and more by a closer check up.

Mrs. Hefferan: That is, teachers?

Mr. Brackett: Yes. I don't see how we can determine it very well, on the expenditure of $30,000,000 without a very close checking up, to see whether we get service or not.

Mrs. Hefferan: Can you give in round numbers, whether we have saved anything on the checking in and checking out? Have we saved anything or haven't we?

Mr. Smietanka: It is a matter of calculating the amount you spend for substitutes, isn't it, Mr. Brackett?

Mr. Brackett: It is a very complicated proposition to bring out any comparable figures on it.

The Chairman: You are not prepared at this time to make any statement on that?

Mr. Brackett: No, we can make a study of that a little later.

The Chairman: Suppose you are instructed to bring in a report on that, could you do it?

Mr. Smietanka: You know, Mr. Brackett, I relied on those figures of yours.

Mr. Brackett: The figures are right.

Mr. Smietanka: Of $30,000 the first month and $40,000 the second month. I am surprised that you are now a little hesitant about those figures.

Mr. Brackett: Not about the figures, but about the reason for the figures.

Mr. Smietanka: Well the reason you advanced at that time was due to less absenteeism, attendance on the part of the teachers. You came to me yourself and showed what the results were.

Mr. Brackett: I showed you the figures, but of course I could not give you offhand a reliable reason for it without making some analysis. Of course, it was my opinion then that the attendance records, the tightening up of the attendance records did have some influence on the attendance at the schools. I think it had.

Mr. Smietanka: That is the very language you used to me several months ago when you pointed out those figures.

Mr. Brackett: I still think they do.

Mr. Smietanka: Of $30,000 and $40,000.

Mr. Brackett: I don't think now that all of that amount was due entirely to that reason. I think that the increases in the classes entered into it very substantially.

Mr. Schmid: You think that was the principal reason, don't you?

Mr. Brackett: Yes.

(Continued on Page 218)

Digitized by Google

From the Masthead by The Lookout



"Of all sad words
Of tongue or pen,
The saddest are these,
'It might have been'"

—Whittier

TO the Teachers of Chicago:

Once more a crisis in the school revenue situation in Chicago is forced on the attention of the tax-payers; this time as the result of a request by the Board of Education that the City Council order the submission to the voters of a proposal to increase the tax rate for the Educational Fund. There would be no shortage in the Educational Fund if the Boards of Education in the past, the City Councils, and other public officials responsible under the law for the trusteeship of the School Fund Lands had the vision, foresight, public spirit, and common sense to retain title to these lands.

Instead of leasing these lands the public officials sold for a song thousands of acres now worth untold millions—squandered all but a remnant of the vast heritage of the school children—As a result the tax payers for years have been, and still are, making up in taxes on their homes and business for this lamentable lack of foresight and public spirit—to say the least.

Now, while the City Council is still considering the Board's request that it direct the Election Commission to put the proposed tax rate increase on the ballot at the coming April primary election, there is pending before the Buildings and Grounds Committee of the Board of Education a recommendation that the Board ask the City Council to sell another big slice of the fragment of School Fund lands still remaining unsold—some 60 pieces of Austin School Fund property.

The Chicago Teachers' Federation has actively opposed both of these propositions, the one to increase the tax rate, the other to sell the School Fund Lands. It has presented alternative propositions for both.

As the authorized representative of the Federation I presented the Federation's position against the sale of School Fund Lands to the Buildings and Grounds Committee of the Board of Education on February 5. On February 11, I presented that position to the Committee on Schools, Fire and Civil Service of the City Council and also the Federation's last expressed position in regard to an increase in tax rate, together with the alternative propositions approved by the Federation.

For years the Federation has opposed selling these school lands. It has insisted that title to these school lands be retained by the Boards of Education in trust for the School children and people of Chicago; that leases be made providing for periodical revaluations of these lands in order that the school children and tax payers may benefit from the increase in the value of these school lands as was the intention of the Congress that so wisely and generously appropriated and set aside these lands for the education of all the children of **all the people for all time.**

Digitized by Google

Instead of increasing the tax rate to make up for the loss of these School Fund Lands the Federation insists that the omitted and under-assessed taxable property be assessed according to law, and that the remaining School Fund Lands be leased instead of being sold.

In this Bulletin are two charts; the first shows the six square miles of School Fund Land within the present area of Chicago which were so set aside by Congress in its ordinance of 1787. In that ordinance it was provided that one square mile out of every 36 square miles in the entire area constituting the states of Indiana, Ohio, Illinois, Michigan and Wisconsin should be so set aside and dedicated and used for the education of the children of the new states to be carved out of this then Northwest Territory. That is, one thirty-sixth of the entire area of these five states was so set aside and dedicated to the education of the children. Under the terms of that grant not one dollar from the proceeds of the sale or lease of these lands could be used for any purpose whatsoever except to pay teachers' salaries. The square mile set aside in each township was Section No. 16 as shown in this chart. These six black squares show where Section 16 is located in each of the 6 townships within the present area of Chicago.

The second chart shows the fragments of the six square miles of School Fund Lands that remain unsold. It also shows a few other parcels of School Fund Land outside of these Sections 16 which are still unsold. These are lands that were bought from the proceeds of sales of Section 16, School Fund Land, and all land so paid for became under the ordinance of 1787 School Fund Lands and subject to the same conditions as the Section 16 School Fund Lands.

Of the original square mile of School Fund Land between State, Halsted, Madison and 12th Streets there remains unsold only the block between Madison, State, Monroe and Dearborn Streets, and a few other specks shown on the chart. The land in this block is under 99-year leases and the Board of Education gets approximately $950,000 a year income from that block and those specks coistituting a small fraction of that square mile of untold value. The income that should be derived from the entire square mile, more than 98% of which was sold years ago, is lost to the school children and tax payers of Chicago.

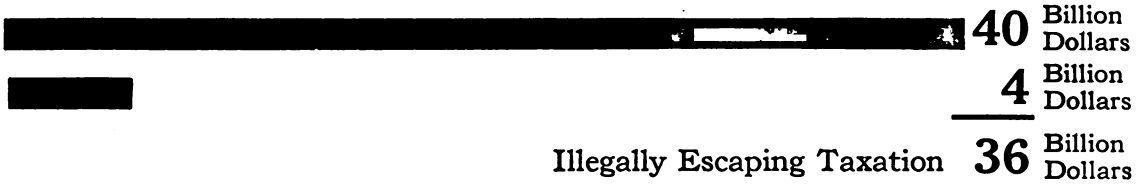
The part still unsold would yield a much larger income if the Boards of Education in the last thirty years had not stricken out the revaluation clauses from the 99-year leases in the most valuable lots. Most of those leases run for about 60 years, that is until 1984, without revaluation. The valuations on which the rentals are based were fixed in 1893 and are from one-quarter to one-third the value of that land today.

Margaret A. Haley

The Issue: "Shortage of School Revenue"

The School Authorities Say—"Raise the Tax Rate"
The Teachers Say—"Stop Tax-Fixing and Tax-Dodging"

Why the Tax Rate Increase is Asked



One-Tenth of the Value of the Taxable Property in Chicago Bears the Entire Tax Burden

Digitized by Google

Before and After

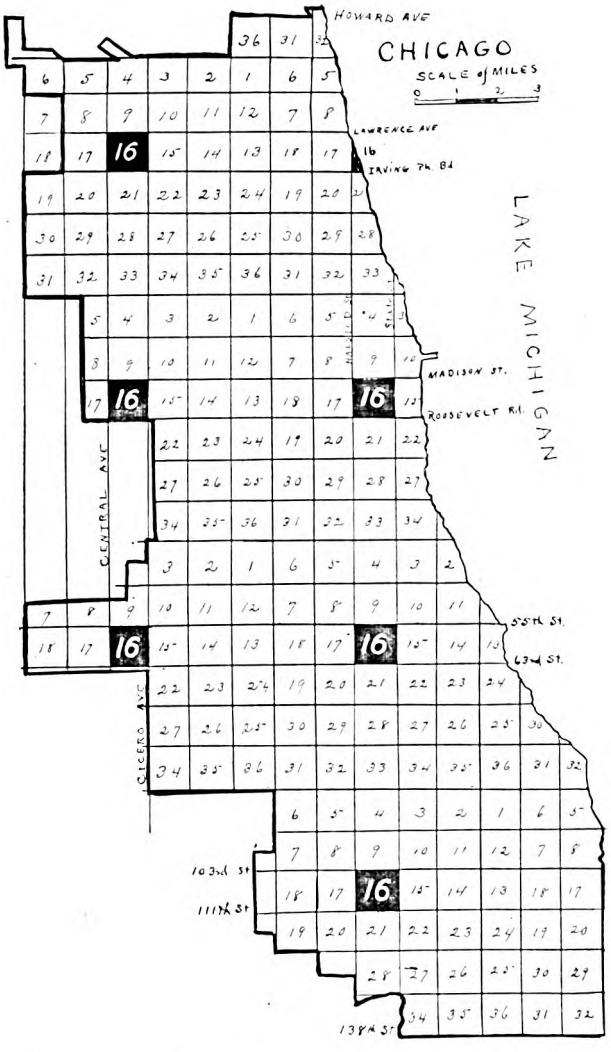


Chart No. I

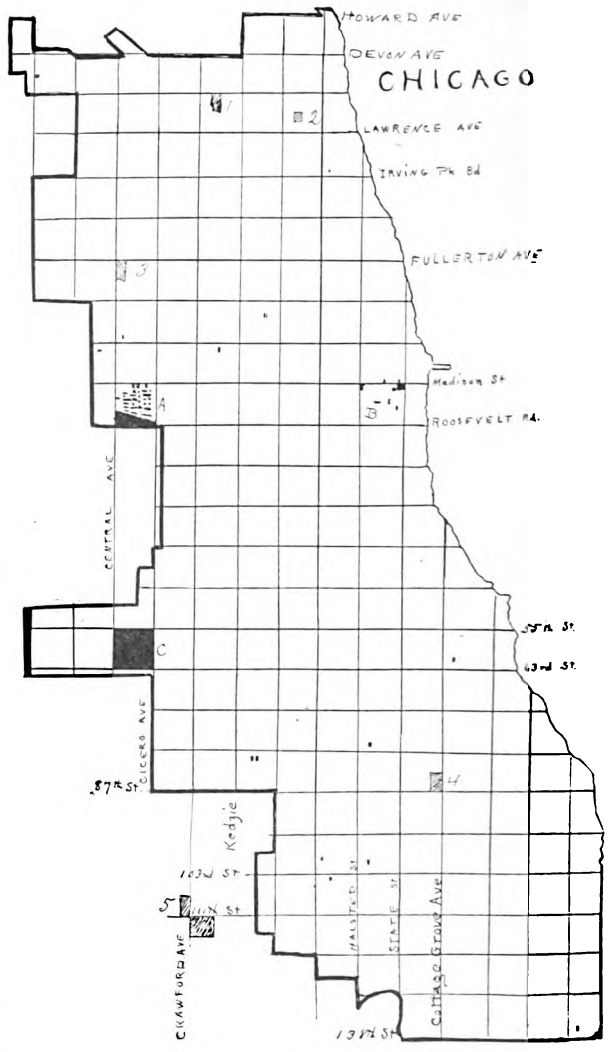


Chart No. II

The six black squares in Chart No. I show the six square miles of School Fund Lands, Section 16 of each of the townships, within the present area of Chicago set aside for and dedicated to the education of the Children by the Ordinance of Congress passed in 1787.

These lands have all been sold with the exception of the one block in Chart No. II representing the square mile in Clearing (C) and parts of the square mile in Austin (A) and a few small pieces shown in black elsewhere.

The shaded areas in Chart No. II represent pieces of School Fund Lands acquired with the proceeds from sales of Section 16 lands.

The Chicago Evening Post of February 13, 1926, had a full page article on the enormous increase in land values in the neighborhood of an 80 acre piece of School Fund land at 87th and Cottage Grove avenue. The Board's title to this property the N. K. Fairbank heirs are disputing in the Courts.

The Board obtained this 80 acres many years ago for $4,500 under mortgage foreclosure proceedings and the Post article said that it is worth $2,000,000 or perhaps $2,500,000.

The holders of the school land leases pay no taxes on these lands. They pay taxes only on their buildings. The rental is six per cent on the valuation.

These leases when first made contained provisions for a re-valuation every five years. Later, the re-valuation period was changed from every five years to every ten years. In 1895 the Board began striking out the re-valuation clauses and continued doing so until 1902 when Mr. Ole A. Thorpe became a member of the Board, and aided by Mr. George H. Thompson, the Labor representative on the Board, made such a desperate fight against this robbing of the children and the tax payers that the policy was discontinued and never resumed, though certain holders of leases appear never to lose hope that the robbing policy will be resumed.

If, instead of selling most of these six square miles of School Fund land, the Boards of Education had leased it so as to give the School Funds the benefit of the increase in the land values, it is conservatively estimated that the educational fund would receive $200,000,000 a year to pay teachers' salaries five times the present Educational Fund.

Digitized by Google

Teachers in Statement Recall Action of Public Bodies Re Taxation

Federation Draws Up Statement Showing Inequalities in Assessment

In order that the public might understand the position taken by the Chicago Teachers' Federation, the Federation, at its meeting Saturday, February 13, in addition to reaffirming its position taken on October 3, 1924, on February 5, and April 6, 1925 authorized a statement of its position in regard to revenue and taxation to be drawn up by a special committee.

The committee drew up the following statement which was sent to the newspapers and which will be presented to the City Council, Committee on Schools, Fire and Civil Service at its meeting Thursday, February 18:

The Chicago Teachers' Federation at its meeting on Saturday, February 13, 1926, reaffirmed its position on the revenue and tax situation as stated in the resolution adopted at the joint meeting of the Chicago Teachers' Federation, the Chicago Federation of Men Teachers and the Chicago Federation of Women High School Teachers, held at the Auditorium Theatre on October 3, 1924. It further authorized the following statement:

Twenty-eight years ago Mayor Carter H. Harrison, in a message to the City Council, pointed out that the assessed valuation of property in Chicago was less in that year, 1898, then it was in 1872 one year after the great Chicago fire. The tax rates were correspondingly high then, but only very little higher than they are now.

During the last two years Mayor Dever, the City Council and the Board of Education have assailed the omission from assessment or gross under-assessment by the assessing bodies of hundreds of millions of dollars worth of taxable property as being the cause of the lack of revenue for the schools and other public needs and of placing an inequitable and unjust burden of taxation on the small home owners, renters and business men.

The Mayor in his message of July 2, 1923, the City Council in its resolution of that date and again in its resolution of December 9, 1925, the Board of Education in its resolution of November 26, 1924, all announced their determination to proceed at once to meet the responsibility resting upon them under the law to demand that the assessing bodies do their duty and assess the taxable property according to law.

The City Council on January 16, 1926, appropriated $46,000 to accomplish this purpose.

The Chicago Teachers' Federation has for 25 years urged upon public officials that revenue for the schools and other purposes should be increased without increasing the burden of taxation on the small home owners, renters, and business men. The Federation has demanded that the corporations and large holdings be assessed in the same proportion as the small holdings.

These reiterations of the inequalities in the assessment of property, with the discrimination against the owners of small holdings incident thereto, have created a public opinion against increases in tax rates. Until the Mayor, the City Council, and the Board of Education have exhausted every means in their power to carry out their announced program of demanding equitable assessments under the law, no proposition to increase tax rates should be considered.

(Signed) Mary M. Abbe,
President.

Logical

Teacher—"Thomas, will you tell me what a conjunction is, and compose a sentence containing one?"

Thomas (after reflection)—"A conjunction is a word connecting anything, such as 'The horse is hitched to the fence by his halter.' 'Halter' is a conjunction, because it connects the horse and the fence."—Anonymous.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Digitized by Google

Chicago Teachers' Federation Reiterates Tax Stand

Meeting Opposes Proposed Referendum For Tax Increase

Reiterating its position, the Chicago Teachers' Federation at its meeting Saturday, February 13, passed a motion unanimously, that, in the face of a proposed referendum to increase the tax rate from $1.92 to $2.92 for educational purposes, it go on record as opposed to such a tax rate increase and in favor of obtaining funds necessary for educational purposes, through assessment, according to law, of the property of corporations and other property entirely omitted from assessment or under-assessed.

Action followed a report by Miss Haley, on a meeting of the City Council Committee on Schools, Fire and Civil Service, which she addressed Thursday, February 11, in regard to the request from the Board of Education, presented to the Council January 21, for the Council's concurrence in a resolution asking the election commissioners to place on the ballot at the election, April 13, 1926, the proposition to authorize the increase of the educational tax rate from $1.92 to $2.92 on each $100 of assessed valuation of property in Chicago.

Miss Haley reported to the Federation that she pointed out to the Council Committee that the Mayor, the Board of Education and the City Council had repeatedly gone on record officially, showing the entire omission or gross under-assessment of taxable property to the value of hundreds of millions and demanding that this property be assessed according to law, instead of increasing the tax rates on property already bearing more than its share of tax burden.

Miss Haley told the Committee that Mr. Smietanka, former chairman of the Finance committee of the Board of Education and still a member of the committee, was quoted as saying that regardless of the action of the City Council, the question of increasing this tax-rate would be placed upon the ballot at the April election.

Statement to City Council Committee

"I want to state the position of the Chicago Teachers' Federation as outlined in its last official utterance," said Miss Haley before the Council committee. "The Federation has gone on record in recent years very emphatically in regard to what should be done to get more money for the schools. They believe that the assessment is wrong, and not the tax rate; that the property that is assessed at all is either assessed too high or some parts of it are assessed low and much property omitted, and that if the taxing officials did their duty according to law, there would not be any need of asking the people to increase the tax rate.

"As a representative of the Federation I want to say that the last utterance of the Federation is entirely in harmony with its first utterance on the subject."

Displays Advertisements

Miss Haley showed the committee copies of page advertisements which the Federation placed in Chicago newspapers a year ago, indicating the full value of property and the value fixed by assessors and showing that about one-tenth of the value of property in Chicago is assessed and about nine-tenths escapes assessment in whole or in part by entire omission or under-assessment. She said that the advertisements were put out at a time when the Board of Education was formulating its policy or had formulated its policy for platooning the schools and adopting other measures of economizing at the expense of the children because of shortage of school funds.

"In regard to the position of the teachers on increased school tax rates for educational purposes, our position was stated in a resolution adopted at the Studebaker theater on October 3, 1924. That was reiterated on February 5, 1925, and again on April 6, 1925, and that position is set forth in this resolution which I will present to the Committee for its consideration."

Teachers' Resolution

(Below is printed the resolution which Miss Haley presented to the Committee and which was again reaffirmed at the Federation meeting subsequently, Saturday February 13.)

Tax Statement

The Chicago Public Schools are facing an alarming shortage of funds due to failure to enforce the tax laws. This shortage is at the bottom of most, if not all, the trouble in the schools.

A deficit is piling up at the rate of two and a half million dollars a year. It is now close to nineteen million dollars. The interest on this deficit is nearly a million dollars a year, which is paid out of the Edu-

Digitized by Google

cational Fund. The Board has almost reached the limit of its borrowing power.

The Mayor of the City in a message to the City Council, on July 2, 1923, presented a startling array of facts and figures to show that the increase in taxable values has not kept pace with the growth of the city in population and wealth, and that an enormous amount of property escapes taxation. He stated that "a duty rests upon the City Council as a whole and upon each individual member thereof to see to it that such an assessment as is contemplated by law is made by the taxing authorities of this County and State."

Following this message of the Mayor and the action of the City Council thereon, the teachers were invited to, and did, co-operate with the City Council in its efforts to secure enforcement of the tax laws.

The teachers have worked and will continue to work to secure revision of our antiquated tax laws. Pending such revision, we will continue to insist that the present laws be enforced so that the needed revenue may be secured without increasing the tax rate.

The teachers insist that the responsibility which the Mayor pointed out as resting upon the City Council in this matter rests equally upon the Board of Education.

The teachers demand that this issue be faced squarely. The Board of Education evades the issue, stifles the voice of the teachers, and thwarts their efforts.

Platoon schools, double schools and double sessions, larger classes, larger schools, and all other shifts and makeshifts are shortsighted attempts to evade the real issue.

We believe with the Mayor that if the tax laws were enforced "the financial difficulties now staring us in the face would melt away, the rate of taxation would go down, the tax burden would be more evenly distributed." Then there would be no excuse for camouflaging these makeshifts as "Educational Reforms" in order to establish them permanently in our schools.

Every child of school age is entitled to attend a middle-of-the-day school, to occupy a seat in a quiet, uncrowded school room and to have individual attention from adequately trained teachers who are free from petty tyranny and the indignities of bureaucratic domination.

The teachers of Chicago believe, first, that adequate revenue is the fundamental need in the present critical school situation; second, that all attempts to ignore or to disguise this fact and deal with its consequences as if they were educational problems of school organization will prove futile.

We appeal to you, Mr. Mayor, as the official representative of the children and citizens of Chicago, to appoint at once on the Board of Education four citizens who are able, free and willing to co-operate with the teachers and the City Council in securing, through enforcement of the tax laws, adequate school revenue instead of limiting the school opportunities of the children and crippling the schools because of insufficient revenue.

MARY M. ABBE,
Pres., The Chicago Teachers Federation.
E. B. COLLETTE,
Pres., The Chicago Federation of Men Teachers.
FLORENCE C. HANSON,
Pres., The Chicago Federation of Women High School Teachers.

"We think the children and their education should not be made to pay the penalty for the failure of the assessors or of any public body; and we feel that until such time as the Board of Education, the City Council and everybody concerned in the spending of this money, have made an effort and have made it effectively, and made the people understand that they are making such effort—and I do not mean mere gestures, I mean a real effort—to secure equitable assessment of property that we are not coming with clean hands to the people in asking them to vote an increase in the tax rate. * * * *

Salary Schedule and Revenue

"The teachers will be urged to get out and work to secure the adoption of this proposition if the Board of Education insists on having it put on the ballot. Mr. Smietanka, who was formerly chairman of the Finance Committee of the Board of Education and is still a member of that Committee is reported to have made a statement in the last few days to principals, that it will make no difference whether the City Council votes to put this proposition on the ballot or not; that the Board of Education has the power to order it placed on the ballot and the Election Commission must put it on. That was reported by principals of schools to the teachers, so that the teachers might prepare for this proposition going on the ballot. The teachers know that this proposition will not win unless the teachers get out and work for it.

"How are the teachers of this city going to ask the children to go out at this time and ask their parents to vote for this proposition? What will be the reason that will be given? What reason is in the minds of the people now? A new salary schedule was proposed by the Board of Education, and as far as the people are concerned, this tax-rate increase is supposed to be to provide for a salary increase, as that salary schedule did so provide for some in the school system, not for all. They feel that with that long drawn-out discussion of a salary increase, which lasted for nearly a year, with that in the minds of the people—and it has not died out of their minds yet—the teachers will be accused, and not unjustly, of asking the children to ask their parents to vote for this tax increase to give them an increase in salary. That is not quite a fair position to put the teachers in either. I think you will admit it is not fair. I think that if the Board of Education wanted to submit this proposition, they should have told the people of this city that they wanted it not only to give every child a seat, but to say they should have a school room with few enough children in so that the teachers could teach school and not keep school.

Alderman Nelson: You feel, don't you, and the Teachers' Federation feels, that if you had an equitable valuation of property that

(Continued on Page 219)

Digitized by Google

Does the Right Hand Know What the Left is Doing?

Unless funds are forthcoming, it may be necessary to close the schools, Superintendent McAndrew says in a 30 page document of instructions which his five division superintendents read to meetings of their respective district superintendents and principals to be relayed verbally by the principals to the teachers.

Almost simultaneously, the Superintendent issued to the "Public School Teachers Council" termed by Mr. Mullenbach "The Superintendent's hand-picked conference" a notice telling the Council to be prepared to discuss the ALL YEAR SCHOOL.

It would seem that the much advertised "surplus" which was to pay salary increases to teachers under the Superintendent's proposed salary schedule, has at last become a deficit threatening to shut the schools.

Following is the Superintendent's communication to the Public School Teachers' Council dated January 29, 1926:

BOARD OF EDUCATION

Subject: January 29, 1926.

Matters Pending.
Public School Teachers Council.

Ladies and Gentlemen:

Among the matters referred by the Superintendent to the Council, and awaiting a sufficient budget of projects to warrant the calling of the meeting, are the following:

1. ALL THE YEAR SCHOOL. The President of the Board desires study and presentation of facts and figures as to advantages and disadvantages of maintaining a twelve months' session of the schools: costs, arrangement of term session, compliance with Compulsory Attendance Law, lessening of expenses due to repetition of work by so large a number of failures as now recorded.

2. ORGANIZATION OF SUPERVISION. The persistent problem of preventing secondary routine, clerical matters from usurping the time of instruction, and direction of children, teachers, etc.

3. EXTENSION OF CIVIC TEACHING, so as to influence conduct in the matter of preservation of public property, prevention of window breaking, etc.

4. INTERRUPTIONS TO TEACHING. What observation can you cite to show whether there has been any improvement?

5. RECORDS AND REPORTS OF PUPILS' SERVICE. The New York World of January 25 records a new form of detailed information to parents: "Cleanliness, honor, speech will be rated. Space is also provided for writing in such other characteristics as thrift, courtesy, industry, co-operation, as principals may desire. Ratings in 'effort' have been eliminated, too difficult to evaluate. 'Conduct' is substituted for 'deportment' especially provided to indicate the group or classification of the pupils as 'bright group,' 'normal group,' 'small group.' The ratings will be

"A"—Excellent, or far above average.

"B plus"—Very good, or above average.

"B"—Good, or average.

"C"—Unsatisfactory, or below average.

"D"—Failure, or much below average.

Average is defined by taking forty per cent of the numbers of the class in the middle group of ratings. The reports are to be sent to the parents at the end of every month. The committee examined the schemes of marking pupils used in more than forty of the large school systems of the country, as well as those of private and parochial schools." Numerous suggestions have been received in the past two years that the method of recording and rating Chicago pupils should be reformed. You are requested to discuss the matter with as many persons conversant with school affairs as is convenient.

6. PRESERVATION IN THE UPPER GRADES of habits: accuracy, good penmanship, etc., secured in the lower grades. Your suggestions as to how they may be improved.

7. REVISION OF THE COURSE OF STUDY. Suggestions which occur to you.

8. CHARACTER TRAINING. Suggestions which occur to you.

9. Any other topics of value to the system which occur to you.

10. NEW ORGANIZATIONS. Several new voluntary organizations of teaching and supervising forces have submitted applications for membership.

As heretofore, I will call a meeting of the Council on receipt of notices from sufficient members that they are ready to present definite suggestions on the topics mentioned.

(Signed) WM. McANDREW.

Page Mr. Thup'tendent!

A teacher in a Chicago school reported that a class was discouraged because it had tried and tried and failed to get 100 per cent in a test. An otherwise retiring child, with a slight impediment in her speech, becoming excited over the class failure at perfection was heard in the following outburst:

"Thombody ought to tell Mr. Thup'tendent —if God and he want ev'body know ev'thing and be perfek like He was—then wouldn't be no world—wouldn't be no thchool where we learn things—wouldn't have no teths—jutht have Heaven—ev'body know ev'thing —one hundred per tent."

Digitized by Google

The School Tax

THERE is a lot of sense in the statement of Margaret Haley regarding an increase in school tax rate. She says:

"Instead of an increase in the tax rate we want to compel the tax officials to obey the law and assess property equitably."

Most people in Chicago would rather pay taxes to develop the public schools than for any other single purpose. At present they see the schools in good condition, but developing in accordance with certain theories of educationalists who may be called either experts or dogmatists as one feels about it. And they also see that an enormous amount of property subject to taxation escapes it, while the tangible cottages, twenty-five-foot lots and bedroom furniture of the typical citizen are freely plastered with assessments.

Therefore, though willing to bear his share of the burden, the typical citizen wants to know two things first. One is whether the school tax money is to be spent on theory or on training and the other is whether the burden cannot be more evenly distributed.

Editorial, Chicago Herald-Examiner, Feb. 16, 1926.

Teachers Spent $8,000 in Campaign For "A Seat For Every Child."

Financial Report Made on Part Teachers Took

In view of the discussion of the possibility of a referendum to increase the tax rate for educational purposes, The Bulletin in this number is printing a summary of the expenses met by the Chicago Teachers' Federation in promoting the campaign in the fall of 1923 to increase the tax rate for the School Building Fund in order to eliminate overcrowding in the schools.

The slogan of that campaign was "A Seat For Every Child." Through the Chicago Teachers' Federation, literature was printed, motion pictures were shown and meetings were held, in order that the Building Fund tax rate might be increased for the purpose of providing a seat for every child.

Teachers worked willingly to interest parents, sending literature to homes by means of children. The teachers made the effort with the permission and co-operation of the Board of Education. The Board of Education made official acknowledgment in its proceedings that the teachers, not the Board of Education, paid the expenses of the campaign.

More than $8,000 was expended by the Chicago Teachers' Federation in paying bills of the campaign. Its success was due in great measure to the teachers' efforts.

The President of the Board of Education, Mr. Moderwell, in a communication to the Board printed in the proceedings of November 28, 1923, page 359, acknowledged that the teachers paid all the expenses of the campaign to secure a favorable vote on November 6, on the increase in the tax rate for the Building Fund, approved by the peoples' vote. Mr. Moderwell said:

The teaching force assumed full financial responsibility for printing and distributing the President's communication to the Board and other information amounting in all to over a million and a half pieces of literature at a total cost of several thousand dollars.

Following is a summarized report of the treasurer for the Federation, showing the large items in the expenditure paid by the Chicago Teachers' Federation in that campaign.

Printing	**$5,090.25**
Postage	**274.87**
Films of motion pictures	**1,016.80**
Cartage on films	**115.30**
Reprint of Chicago Journal	**935.00**
Stenographic, clerical and other services	**460.88**
Miscellaneous	**32.05**
Hall Rent and expenses of meetings	**76.65**
Total	**$8,001.80**

Digitized by Google

Emeritus List Simmers Down; Injunction Hearing Continued

Important Discoveries Made in Cases of Teachers on List

Since the approval by the Board, on January 13, of the Superintendent's Emeritus Service List of 74, the names of eight, (all teachers) have been removed from that list by the Board of Education on the recommendation of the Superintendent; the names of seven of these were removed because the Superintendent reported that they were erroneously placed on the Emeritus Service List; one, Mrs. Thomas, resigned since her name was placed on that list.

Three of the seven erroneously listed were teachers who had resigned in June, 1925, more than five months before they were erroneously assigned to Emeritus Service. On October 14 the Superintendent reported the resignations of these three teachers to the Board in Report No. 12664 which contains an alphabetical list of 73 teachers who had resigned (pages 263 and 264 of the printed proceedings of that date). The names and dates of resignation of the three, as printed in the proceedings of October 14, are as follows:

Name	School	Date of Resignation
Elizabeth Matevy	Goethe	June 17, 1925
Mary Moran	Fallon	June 26, 1925
Charles S. Taylor	Lake View H.	June 26, 1925

The Board removed from the Emeritus List the names of Miss Matevy and Miss Moran on January 27, on the recommendation of the Superintendent, Report No. 13612. At the last meeting of the Board, February 10, Mr. Taylor's name was removed on the recommendation of the Superintendent, Report No. 13743.

The records of the Board show that all three of the above named teachers resigned in June, 1925, that their resignations were reported by the Superintendent on October 14, and printed in the proceedings of that date, pages 263 and 264.

The printed proceedings of October 14, 1925, were in the hands of the Board members and were approved by the Board on November 25, 1925, so that these printed proceedings must have been available at least as early as November 25, nearly two months before the names of these resigned teachers were reported to the Board on the Emeritus Service List on January 13, 1926.

The four other teachers erroneously assigned to Emeritus Service on January 13 were, on the recommendation of the attorney for the Board of Education and as a result of the injunction proceedings before Judge Friend, notified by the Superintendent on February 8 to return to active service in their respective schoolrooms. One of these four, Miss Mary R. Hecox, a teacher in the Cameron school, was one of the complainants who, with Mr. Armstrong and Mr. Dodge, brought the injunction proceedings on the morning of January 27 to prevent their removal by the Board from active service and their assignment to Emeritus Service on the afternoon of that date. Photographic reproductions of the Superintendent's notice of February 8, to Miss Hecox to return to service is reproduced here.

On January 30, Mr. Brightman, solicitor for Mr. Samuel Leland, was granted permission by Judge Friend to file an intervening petition for an injunction and his case was then set down for hearing on February 4, when the Armstrong case was to be heard. On February 4 the hearing on the Armstrong petition was continued until April 14 but Mr. Brightman insisted on immediate hearing on Mr. Leland's petition.

A complete stenographic report of the hearing on the Leland case before Judge Friend on February 4, is printed in full elsewhere in this issue. That record shows that:

> The Attorney for the Board of Education, Mr. Righeimer, told Judge Friend, that he had prepared to answer the Leland case under the apprehension that Mr. Leland was still pursuing his regular duty as teacher in the high school and that he, Mr. Righeimer, did not know until noon that day (February 4) that Mr. Leland was placed on the Emeritus Service List; that he, Mr. Righeimer, was going to advise the Superintendent immediately that such action under the Emeritus Service rule was improper because Mr. Leland did not have twenty years consecutive service in the

Digitized by Google

Chicago public schools as required under the Emeritus Service rule; and that unless the Superintendent and Board of Education reinstated Mr. Leland he would have to advise the Court that Mr. Leland's prayer for injunction should be granted.

Acting on Mr. Righeimer's advice the superintendent on February 8 mailed a notice to Mr. Leland assigning him to the position he was in on January 1. At the same time an identical notice was mailed to Miss Hecox and to two other teachers who had not completed twenty years' service in the Chicago public schools.

The names of these four teachers appear in the printed proceedings of the Board of Education, January 13, 1926, page 612, Report No. B-13535. They are printed here with the following data as shown in that report opposite their names:

	Name	School	Service Record
8.	Mary O'Grady Forbes	Ogden	11/26/06 to date
11.	Mary R. Hecox	Cameron	9/12/06 to date
25.	Orion C. Scott	Hammond	4/8/08 to date
3.	Samuel Leland	McKinley H	1/29/08 to date

On the face of the above record it is clear that none of these four teachers had on Jan. 13, 1926, taught 20 years in Chicago. In addition to these four there are at least two others on the Emeritus Service List adopted January 13 who have not been in active and continuous service for twenty years in the Chicago public schools.

The Emeritus Service Rule as it was adopted by the Board on December 9, 1925, was printed in the Bulletin of December 16 on pages 134 and 135; it contains the following provision in regard to assignment to Emeritus Service:

> "Provided, however, such assignment shall be made only in case where said persons have been in active and **continuous** service in the public schools of the City of Chicago for at least twenty years prior to such retirement."

The Superintendent's staff should be held to the same responsibility as teachers are to check and prove before instead of after printing.

Emeritus Hearing Before Judge Friend

Following is the report of the hearing of the case of Samuel Leland, on the Emeritus list, before Judge Friend the afternoon of Thursday, February 4, 1926:

ARMSTRONG, et al.
vs.
BOARD OF EDUCATION, et al } **FRIEND, J.**

Thursday, February 4, 1926,
At Two O'Clock, P. M.
Met pursuant to adjournment.
Present as before.

HEARING IN THE MATTER OF THE INTERVENING PETITION OF SAMUEL LELAND

Mr. Righeimer: Have you got that order entered?

Mr. Condee: It is there.

The Court: All right, gentlemen.

Mr. Righeimer: Now, your Honor, as to this man Leland, we prepared this case under the apprehension that he was still pursuing his regular duties as a teacher at the high school.

The Court: That he was what?

Mr. Righeimer: That he was pursuing his regular duties as teacher at the high school. I found out since we left here this noon that he has been placed in the emeritus class. I am going to advise the superintendent that such action under this rule was improper, in view of the fact that he did not have the twenty years in consecutive service that is required under this rule, and the superintendent has told me that upon receipt of such advice that he will reinstate him. Of course, that will have to be subject to the approval of the Board, and I have not any doubt, from what the Board has heretofore done, that they will take my ruling in the matter.

If that is the case, why, of course, he has not any business in this case, and he will get all he can ask for if he gets everything he claims by virtue of coming in here with an intervening petition.

The Court: Well, is that satisfactory to you, Mr. Brightman?

Mr. Brightman: Well, your Honor, of course, the attitude of it is very satisfactory, but the execution of the situation, I do not un-

Digitized by Google

derstand from Mr. Righeimer just how it is to be carried out.

The Court: When does the Board meet again, Mr. Righeimer?

Mr. Righeimer: The Board meets Wednesday.

The Court: This coming Wednesday?

Mr. Righeimer: Yes.

The Court: And the action, if any, is likely to be taken at that time?

Mr. Righeimer: Oh, yes.

The Court: So that upon your recommendation, Wednesday, if the Board—

Mr. Righeimer: I shall advise the superintendent immediately that he should reinstate him, and the superintendent said he would reinstate him at once and report that to the Board, in spite of the fact, of course, that this name was, in my judgment, inadvisedly included in the list of names who were subject to this rule. It is my opinion now that it was an improper assignment and I shall so advise the superintendent and the Board, and I can reasonably expect that they will take my advice in the situation.

Mr. Brightman: Would it be appropriate then, to suggest, Mr. Righeimer, that this matter be held over for a few days until that matter is disposed of, or what is your idea in respect to that?

Mr. Righeimer: My suggestion would be that your intervening petition be set at the same time that the main cause is set, with the understanding that if the Board does not take any action, or the superintendent does not take the action promised, that I will come in here at any time with you and agree to proceed with the hearing, because I am ready to go ahead with it.

In other words, I am in a position where, if I do go on with the hearing, I will have to tell the court I think he will have to grant your prayer. That is the situation.

Mr. Brightman: Yes.

The Court: Well, my suggestion is, gentlemen, continue the matter without notice until Thursday, and if the Board follows the recommendation of Judge Righeimer, then on Wednesday it will probably give effect to the superintendent's order and that will be the end of this intervening petition.

Mr. Righeimer: You can then withdraw your intervening petition without prejudice.

Mr. Brightman: Yes.

The Court: Then, if they do not take that action, on Thursday, why, you can go ahead with your hearing.

Mr. Brightman: Might I inquire this, Mr. Righeimer? Reinstatement, of course, means reinstatement to the same position, just where he was?

Mr. Righeimer: Yes. Well, I don't know whether they will give him the same school, but they will put him in the class where—I have to rule that he would be entitled to the same salary.

Mr. Brightman: The same salary.

Mr. Righeimer: Yes.

Mr. Brightman: The same class of employ.

The Court: Well, all right, then, that disposes of that petition for the time being.

(Thereupon, the hearing as to the Intervening Petitioner Leland was continued to Thursday, February 11, A. D. 1926, at 10:00 A. M.)

(And thereupon, the further hearing of the above entitled cause was continued to April 14th, A. D. 1926, at 10:00 A. M.)

Teachers Take Action to Safeguard Rights

Pass Resolution in Regard to Emeritus Rule

As a means of safeguarding the teachers, whose pension and tenure rights were believed to be involved as a result of the passing of the Emeritus Rule by the Board of Education and subsequent litigation, the Chicago Teachers' Federation at its meeting January 16, 1926, passed the following resolution:

RESOLVED, that the Board of Managers of the Chicago Teachers' Federation be authorized and directed to follow such course as in its judgment may seem necessary and proper to protect the rights and interest of the public school teachers and principals in the pending litigation concerning the dismissal of teachers and principals from school room work and supervisory service and that it be given full authority to act in this matter.

Digitized by Google

Complainant In Emeritus Suit Returns To School

Four Persons Receive Notices of Assignment To Former Positions

Below is a photographic reproduction of the letter sent to Miss Hecox, a complainant in the suit brought against the Emeritus Rule, re-assigning her to her former position:

DEPARTMENT OF EDUCATION
SUPERINTENDENT OF SCHOOLS
WILLIAM McANDREW.

ASSISTANT SUPERINTENDENTS
WILLIAM J. BOGAN MORGAN G. HOGGE
CLARENCE E. DEBUTTS ELIZABETH W. MURPHY
AMBROSE B. WIGHT

BOARD OF EDUCATION
CITY OF CHICAGO
EDUCATIONAL ADMINISTRATION BUILDING
460 SOUTH STATE STREET
TELEPHONE WABASH 9210

SUBJECT:

February 8, 1926.

Miss Mary R. Hecox,
5909 West Ohio,
Chicago, Ill.

On advice of the attorney of the Board of Education, I am assigning you to the position occupied by you on January 1, and am asking the Board of Education to rescind its action in placing you on the Emeritus List.

Wm. McAndrew
WM. McANDREW

BOARD OF EDUCATION
CITY OF CHICAGO
DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

CHICAGO FEB 8 4 PM 1926 ILL.

Miss Mary R. Hecox,
5909 W. Ohio,
Chicago, Ill

A carbon copy of the above notice was sent to four other teachers on the Emeritus list reference to whose return to active service will be found elsewhere in this issue.

Digitized by Google

TOURS

EUROPE

Select parties now being formed
JUNE AND JULY

How to Go and Why

We offer only the best of our 14 years of actual travel experience in Europe. We are sending no one abroad merely for an ocean voyage, travel on trains and a number of "free days." We command the best in Europe, get it and pass it on to our friends.

Beale Travel Service

No crowds—small, select parties. We limit our numbers and maintain our standard of constant, personal service. Our tours are never "sold out" to other agencies. Each group directed by a widely experienced, practical educated member of our staff, one who knows Europe well.

EUROPEAN SERVICE: Our hotels are actually first class, not merely "good," or "comfortable" or "moderately" priced. We will not use Pensions. We will not use street cars or busses for sight-seeing. Our train accommodations are the best, always especially reserved cars.

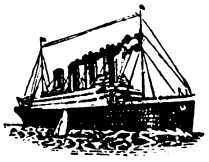
COMPREHENSIVE ITINERARIES: Our itineraries are the result of years of actual experience. With us no extensions will be necessary. Our rates are compatible with wholesome travel.

Our Travel Literature

Send, write or call for our 1926 TOUR ANNOUNCEMENT. If you are interested in the BEST IN EUROPE, send also for our BLUE BOOK OF TRAVEL, free on request. Our Blue Book is an unusual publication and will prove most helpful.

BEALE TOURS

112 West Adams Street, Chicago. Randolph 1770



EUROPE $275—29 Days
All Expense Tour
Other Tours $315 to $925
Steamship Reservations on all Lines
No charge for making reservation

HAYES TRAVEL SERVICE
1316-A North American Bldg., 36 South State St., Randolph 3471. Chicago, Ill.
(Substitute Teachers Wanted for Part Time Work)

AN IDEAL EUROPEAN TOUR
58 Days—$595
Visiting England, Holland, Belgium, The Rhine, Switzerland, Italy (includ. Naples), Riviera and France
Full particulars
Mrs. Florence B. Blair
5218 Dorchester Avenue CHICAGO
Fairfax 5147

Bluebird Cottage

BLUEBIRD COTTAGE in the Rocky Mountains at Boulder, Colorado, is open this winter to any Chicago teacher for rest and recuperation in the pure air and sunshine of Colorado.

Reservations may be made in Chicago at
1515 Capitol Building

WOULD YOU

Like to see England and Scotland by motor?
If so, write for information.
JULIA C. BRANNAN
Hayes Hotel Chicago, Ill.

Is $600,000 Economy?

(Continued from Page 205)

Mr. Schmid: The increase in the classes?

Mr. Brackett: Yes. Possibly. But I haven't any analysis of it.

The Chairman: Are you satisfied to have him bring in a report on that later and make an analysis of it?

Mr. Smietanka: Well, because there has been so much question raised about the Board's supposed reflection on the honesty of the teachers, it would be quite desirable that we have some data on the subject. I don't think that ever entered into the minds of the Board, to question the integrity or good will of the teachers. But it was a matter of pulling together as is sometimes said and holding a close check on the system for the protection of those that are absolutely conscientious as against those that are not so careful about their duty.

Mr. Brackett: It seems to me to be a matter of business.

The Chairman: What?

Mr. Brackett: As a plain matter of business it should be done. It has been done in New York City for a good many years. I understand it has been done in other cities back east. With a loose record and the spending of so much money, I don't see how you can justify it.

The Chairman: I think it is a good thing for the Board to have that information. I think you ought to bring it in, make an analysis of it and bring it in to the Board.

Mrs. Gregg: Mr. Chairman, I would like to ask about this item of Educational Supplies and Equipment $135,000. Is that due to the fact that you are buying more carefully or curtailing?

Col. Ellicott: Both.

The Chairman: Mr. Henry, can you give an analysis of that Educational Supplies and Equipment, the saving of $135,000?

Mr. Henry: It represents the excess of appropriation for the year over the expenditure. I am trying to recall the different items, the amount that is attributable to saving in educational supplies, as compared to equipment. I think it is probably about $80,000 in supplies or $85,000 and about $50,000 of it is equipment, as I remember. I am not positive about those figures, but I think that is about the difference.

It means that we appropriated that much more than was actually spent during the year.

Digitized by Google

In the matter of supplies, we set up an appropriation for each school based upon the number of pupils in that school. Now, it frequently happens in one item of supplies after another that the school does not use all of its appropriation. Sometimes that is due to the fact that they don't need all of it. Sometimes it is due to the fact that the requisition does not get through in time for them to get it. Sometimes they need it and don't get it, Mrs. Gregg. I think that is an item that might perhaps be studied with some profit, both from the educational and business side.

Mrs. Hefferan: If they need it and don't get it I wonder if we are not coming out on the wrong side of the horn with a saving of $135,000?

Chicago Teachers' Federation

(Continued from Page 211)

there would not be any necessity for an increase in the tax rates?

Miss Haley: That is our position, and that is what our position always has been.

Alderman Mills: There could even be a decrease in the tax rates. You could have a lower rate and get more revenue.

At the close of the discussion, the Committee passed a motion requesting the Board of Education to send a representative to the next meeting of Council committee to explain why the additional money is needed by the Board of Education. This hearing to which Miss Haley was also invited, was scheduled for Thursday, February 18.

SUBSCRIPTION
to
MARGARET HALEY'S BULLETIN

Name.....

Address .....
(Street and Number)
..... City

Subscription price—$2.00 per year.
MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

Best of Reasons

Teacher—George Washington would not tell a lie. Don't you want to be like him?

Tommy—No, miss.

Teacher—Why not?

Tommy—He's dead. — Pittsburgh School Bulletin.



HENRICI'S is famous no less for the enduring and deep friendships it has won than for the quality of the foods it serves and for the great volume of its patronage. Of a Saturday, before the matinee, it is the great central meeting place.



HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets

Stylish—yes! but with real comfort

Our Arnold Glove-Grip Shoes combine voguish style an dsmart good looks with the most marvelous comfort your feet ever felt.
Glove-Grips support the arch and fit like a glove from the start. And they wear well. Come in and let us show you our complete line.



$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP

Room 206 6 N. Michigan Ave. Chicago, Ill.

5,000 Satisfied Users in Chicago

HEADACHES AND THAT TIRED FEELING
are the natural result of
CONGESTED BLOOD
—as are many other ailments. If YOUR school day wears on you—if you are tired, or nervous, or have sore and stiff muscles, or if you cannot sleep well—permit us to demonstrate the
ELECTREAT
You use it yourself—and it relieves in from two to twenty minutes. NOT A MEDICINE.

Teachers who mail this advertisement will be given a free demonstration at home—no obligation

ELECTREAT CO.

39 W. Adams St. Wab. 0598

Digitized by Google

EDUCATIONAL EDUCATIONAL

SHORTHAND COACH SCHOOL

TEACHERS

You are cordially invited to refer your students to us for beginning or review work in

SHORTHAND · TYPEWRITING · BOOKKEEPING

Private Instructions by Competent Teachers **A personal inspection of our school will be convincing**

As a teacher, you are often called upon to shoulder the responsibility of recommending a school to your students. We sincerely believe that a visit to this school will convince you that you can unhesitatingly send your students to us. You will find our courses intensive throughout, and rapid in their preparation for positions.

PREPARE YOURSELF FOR HIGH SCHOOL WORK

We can prepare you during the Summer months to instruct in Shorthand, Typewriting or Bookkeeping. Our correspondence course taken in the winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us in the Summer.

SHORTHAND COACH SCHOOL -- Myrtle M. Voss

101-3-4-5 Auditorium Building. Tenth Floor 431 South Wabash Avenue
Wabash 3732 Harrison 1995

When referring students to us—kindly ask them to give us your name, and the name of the school in which you teach.

If Your Feet Hurt —"See Me"



Here, our one aim is to give you foot comfort. Our shoes, as well as our service, are designed toward that end. Our business thrives on the satisfaction we give comfort lovers.

D. C. LOCKE'S

In the Lobby of the Shops Bldg.

SOCKET FIT SHOE STORE

Formerly the College Boot Shop

17 NORTH WABASH AVENUE
CHICAGO. ILLINOIS

JUST WHAT YOU WANT

—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember it's the—

ALL-ARTS MAGAZINE
Published by All-Arts Company, Inc.
63 E. Adams Street, Dept. M Chicago, Illinois

TEACHERS—

We will make you a **BRIEF CASE** of a size and style to meet your individual requirements at a price lower than inferior "ready mades."

Chicago Trunk and Leather Goods Co.
"A Union Shop"
526 S. Wabash Harrison 2238

Superfluous Hair

Can positively be forever destroyed

I have been in business for many years—and I guarantee my work

Martha B. Dowdy

Dearborn 5397 Mallers Bldg., 5 S. Wabash
No Apprentices Not a Beauty School

OUR GREATEST FUR SALE

Creating a record for low prices on new furs and on remodeling.
Special 10% Discount to Teachers

Charge Accounts of Teachers Solicited



LEVEY & CO.
Republic Bldg. 209 S. State St.

SPARE TIME ART COURSES

Many of us do not realize what can be accomplished in SPARE TIME IN ART—do you? Monday—Wednesday—Friday evenings from 7—9:30 also Saturday and Sunday Classes in ART. Possibly we have just the course you have always longed to take. What is it—dress design, fashion, interior decoration, commercial art, illustration or?

Just Ask Us About Our Spare Time Courses

Descriptive Literature Gladly Mailed on Request

AMERICAN ACADEMY OF ART
306 S. Wabash Ave., Dept. M Chicago, Ill.
"America's Most Complete, Practical Art School"

MACLEAN COLLEGE of Music, Dramatic and Speech Arts

"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.

A perfectly equipped miniature theatre for practical work

Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers.

DR. J. C. MACLEAN Director Music Dept. 2835 S. Michigan Ave.
M. CATHERINE LYONS Director Speech Arts Dept. Phone Victory 7514 CHICAGO

Commercial Art School and Vogue School of Fashion Art

ADVERTISING ART, FASHION ILLUSTRATION, COSTUME DESIGN
Posters, Cartoons, Interior Decoration, Lettering and Design
Day, Half-Day, Evening and Saturday
Department 772 116 S. Michigan Blvd., Chicago

THE GRACE HICKOX STUDIOS

Accredited by Chicago Board of Education
Fine Arts Building, Chicago
TEACHING ACTING PRODUCING
DALCROZE EURYTHMICS

Definite Training for Definite Work. Special Term of forty hours for Teacher's Credits Forming now in Diction, Dramatic Technique, Staging of Plays and Stagecraft.
For further information address Studio.
Telephone Wabash 8572

CLASS PINS RINGS ::: TROPHIES

CHAS. A. WINSHIP & CO.
707 Capitol Bldg.
159 No. State St. Central 1380

Digitized by Google

Digitized by Google

Luncheon
Candies
Rich Ice Creams

Much as tho you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room
JULIA KING'S
118-22 NORTH DEARBORN ST.
Near Randolph St.

Save BY MAKING YOUR OWN CLOTHES
WE MAKE IT EASY

Upon Cutting and Fitting depends the ultimate success in the making of the garment—and that intricate task, we perform for you—then pin and baste it. Your own ideas are followed—or you may select from our style books. All you do is the actual sewing!! Then, too, we have a

Partial and Complete Finishing Service

—doing part of the sewing—or the complete making of the garment. Appointments for fitting may be made by telephone.

THE GOODRICH SHOP
1107 Stevens Bldg. Dear. 7015

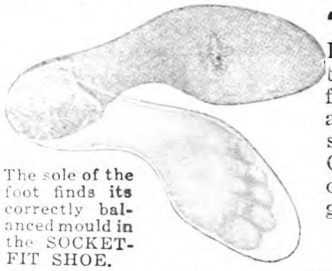
SUPERFLUOUS HAIR
Can positively be forever destroyed.
I have been in business for many years—
And I Guarantee My Work
MARTHA B. DOWDY
Dearborn 5397 Madison and Wabash
No Apprentices. Not a Beauty School.

The Most Satisfactory
PERMANENT WAVE
Guaranteed to Please
PAUL MUNTZING, 162 N. State St.

STOP YOUR FOOT TROUBLES
Our Shoes Are Great Pain Relievers. In stock or Made to Order.
10% DISCOUNT to Teachers
A. SLATIN
Shoe Specialist.
4810 N. Kimball Ave.
At Lawrence. Keystone 9595

FLOWERS FOR ALL OCCASIONS
Streiff & Dagobert
FLORISTS
Expert Designer of Floral Art
Nevada 0217 3211 W. Madison St.

If Your Feet Hurt —"See Me"



The sole of the foot finds its correctly balanced mould in the SOCKET-FIT SHOE.

Here, our one aim is to give you foot comfort. Our shoes, as well as our service, are designed toward that end. Our business thrives on the satisfaction we give comfort lovers.

D. C. LOCKE'S
In the Lobby of the Shops Bldg.
SOCKET FIT SHOE STORE
17 NORTH WABASH AVENUE
CHICAGO. ILLINOIS
Formerly the College Boot Shop

BERTHA OTT *Announces the following* CONCERT and RECITALS
under her management during March

RETURN ENGAGEMENT—Fritz Kreisler, violinist, recital, Orchestra Hall, Sunday afternoon, March 7th, at 3:30. Seats $1.10, $1.65, $2.20 and $2.75 (tax included) at box office now.

One performance only of Mozart's opera comique "The Marriage of Figaro" with an all star grand opera cast, Studebaker Theatre, Sunday afternoon, March 7th. Seats $1.10, $1.65, $2.20, $2.75 (tax included) at box office now.

Marion Alice McAfee, soprano, recital, Princess Theatre, Sunday afternoon, March 7th, at 3:30. Seats $1.10 and $1.65; Box Seats, each $2.20 (tax included) at box office now.

Harold Bauer and Ossip Gabrilowitsch, two-piano recital, Studebaker Theatre, Sunday afternoon, March 14th, at 3:30. Seats $1.10, $1.65, $2.20, $2.75, tax included, at box office now.

Max Pollikoff, violinist, recital, Princess Theatre, Sunday afternoon, March 14th, at 3:30. Seats $1.10, $1.65, tax included, at box office now.

Maria Coromilas-Stratos, dramatic soprano, recital, Orchestra Hall, Tuesday evening, March 16, at 8:15. Seats $2.75, $1.10, boxes $23.10, tax included. Mail orders now.

Mischa Elman, violinist, recital, Orchestra Hall, Sunday afternoon, March 21st, at 3:30. Seats $1.10, $1.65, $2.20, $2.75, tax included. Mail orders now.

Mischa Levitzki, pianist, recital, Studebaker Theatre, Sunday afternoon, March 21st, at 3:30. Seats $1.10, $1.65, $2.20, tax included. Mail orders now.

Howard Goding, pianist, recital, Princess Theatre, Sunday afternoon, March 21, at 3:30. Seats $1.10, $1.65, tax included. Mail orders now.

Tickets can be secured by addressing
BERTHA OTT, 1520 Blum Bldg. 624 So. Michigan Ave.

DISTINCTIVE PERMANENT WAVING
Special Appointment Time Set Aside for Teachers
Anne Heathcote Studio
603 Republic Building
209 South State Street
Telephone Harrison 9060
FRANCES Specializes in Cutting Curly Hair

This Advertisement and Entitles Any Chicago School Teacher to a
New Permanent Wave $9.50
THE WENZEL WAY
Satisfaction Guaranteed or Money Back
WENZEL 177 North State Street
State 1887

Dora Furlong
Incorporated
624 So. Michigan Avenue
Blum Bldg. *Phone Wabash 2595*
Permanent waving by the most competent operators
We guarantee all permanent waving to be the very best that can be secured any where
Entire Head $8.00

Be Sure To Register March 23.

Digitized by Google

MARGARET HALEY'S BULLETIN

VOL. 3. No. 12 February 27, 1926 Page 223

Assessing Property Valuations Game of Hocus-Pocus?

Chicago Newspaper Says It Belongs Among Indoor Sports

The American game of hocus-pocus as played by Chicago in financing its schools, is vividly portrayed in the following editorial, "Paying for the Schools," appearing in the Chicago Daily Journal of February 24, 1926, apropos of the proposal before the city council to place on the ballot a proposition to increase the tax rate for educational purposes from $1.92 to $2.92 on each $100 of assessed valuation.

Everyone agrees that the Chicago schools are going to need more money in the coming years. With the present rate of city growth the carrying out of the present program will demand more money in increasing sums. If the kindergartens should be discontinued, by 1928 there would be need of more money than now. If the school year were reduced by a full month, in 1929 there would still be need of more money. If teachers' salaries were cut by 10 per cent in 1929 more money would be needed. Only by a combination of all these abridgments could the school bills be paid for the next several years at the present rate of income.

This being the case, the only real question at issue is as to how the extra money shall be raised. President Ellicott of the school board says that it should be done by increasing the school tax from $1.92 to $2.92 per $100 assessed property valuation. Miss Mary Abbe, president of the Teachers' Federation, cites an imposing array of authorities, from the mayor down, in behalf of securing equitable assessments under the rates now authorized by law.

To the amateur in economics the present system of assessing property valuations seems to be just a part of the great American game of hocus-pocus. It belongs in the same list of indoor sports with the dry-wet congressional game, and the 6-o'clock-is-7-o'clock daylight saving game. It allows the property owner to feel that he has beaten the tax collector even when the game is played fairly, because he can say, "Of course the rate is a crime, but see how low my valuation is; and then I'm taxed on only a fraction of that."

But a game that starts with pretenses is certain to go on to pretenses that were not intended in the original compact. All the people cited by Miss Abbe are right in their contention. If the ridiculous system can not be changed to a frank and definite one, by all means let us have it frankly and honestly administered under its present form, rather than to have it made yet more ridiculous. For if the rate is raised as proposed, the evasions will be more flagrant than ever.

There are three main elements in the problem. They are related, but they ought not to be confused: (1) More money is needed for the schools of Chicago; (2) It ought to be raised by the proper methods; (3) If it can't be raised, the schools will have to suffer, for curtailed schools are preferable to municipal bankruptcy.

—Chicago Daily Journal, Feb. 24, 1926.

Silent Safest

"Sam, do you solemnly swear to tell the truth, the whole truth and nothing but the truth?"

"Ah does, suh."

"Well, Sam, what have you got to say for yourself?"

"Jedge, wif all dem limitations you jes' put on me, ah don't believe ah has anything to say." —Rochester Times-Union.

A Matter of Spelling

A teacher was instructing her class in the use of antonyms. "Now, children," she said, "what is the opposite of sorrow?"

"Joy," shrieked the class in unison.

"What is the opposite of pleasure?"

"Pain."

"And what is the opposite of woe?"

"Giddap."

—The Outlook.

The United States Mint makes it first. It's up to you to make it last.

Register Or You Cannot Vote April 13.

Digitized by Google

From the Masthead by The Lookout



Every citizen must register on March 23, in order to vote for candidates for Board of Assessors and Board of Review at the Primary, April 13.

TO the Teachers of Chicago:

At this time, nothing seems more appropriate to report to you, than these words on taxation in Illinois by Former Governor Altgeld of Illinois in his message to the Legislature of 1895.

Governor Altgeld might be called the father of the teachers' tax fight, for it was he, who, five years after sending this message to the Legislature, advised that it was possible for the teachers, through Miss Goggin, a taxpayer, to enter mandamus proceedings to compel millions of omitted and under-assessed property of the public utility corporations to pay a just share of taxes. While Governor Altgeld said that it was possible for the teachers to take this action, he also said that they should not expect to win as there was not one court in Christendom which would give them a decision against these powerful corporations.

Notwithstanding the doubts of the former Governor, favorable decisions were obtained by the teachers not only from "one court in Christendom," but from court after court, and these corporations were compelled to pay $600,000 in taxes on property that had been entirely omitted from taxation. The action taken at that time is bearing fruit now in the official action of the City Council on February 3, 1926, appropriating $46,000 to be used to compel the assessment by public officials of hundreds of millions of omitted or under-assessed property which the City Council has officially recognized as escaping.

Following is an extract from Former Governor Altgeld's message to the 1895 legislature taken from a recent book "Altgeld of Illinois" by Waldo R. Browne:

"Whatever may be said of the theory of our revenue system in this State, it is, in its practical workings, a giant of injustice. Under it great concentrations of wealth contribute comparatively little, while the owners of small and moderate sized properties are forced to bear nearly all the burdens of the government. The personal property of the very rich is scarcely taxed at all. There are thousands of men in this State who have great fortunes invested in stocks, bonds and other forms of personal property, upon which they do not pay a dollar, yet they enjoy all of the educational facilities, all of the protection and other advantages of the government just as much as their neighbors do, and, curiously enough, these are very often the men who have most to say about patriotism and the duties of citizenship.

The failure to assess personal property is due in part to the fact that there is no method of compelling every man to state honestly what he has. Again, in the assessment of real estate the greatest inequality is found between the assessments of small and the assessments on valuable pieces of property. . . . Most of the injustice in the assessment of tangible property, such as real estate, is directly due to corruption. It is found that large holders of real estate first employ agents to manage it and to keep the taxes down. These agents have a go-between

Digitized by Google

who arranges with some assistant assessor, whereby, for a consideration, the assessment on certain pieces of property is lowered so that the property owner saves from five to ten times the amount he advances to the assessor.

The result of all this is that the men of moderate means, the men of small holdings, pay from two to four times as much in proportion to their ability as do the very wealthy, who do more in every way to increase the expense of the government. The moderate property holder rarely ever calls for extra police protection, and never for military protection. The large property holders use both." . . .

The revenue situation of Illinois, which, in its practical workings, Governor Altgeld characterized as "a giant of injustice" in 1895, has become intolerable in 1926. Tax-evasion and tax-fixing are the order of the day, so general, in fact, that they are taken for granted.

Business men and owners of apartments are no longer shocked when a representative of a coal company or of an insurance company openly approaches one of them and offers to get the taxes on his business or apartment building reduced if the owner will heat his building with the coal of one solicitor's company or insure it in the insurance company of the other.

Bishop Spaulding said some years ago, referring to the blunted sensibilities of people in regard to this tax situation, "We are fast becoming incapable of moral indignation."

Within the last twenty-four hours two business men who called at the office of the Federation at different times told of their experiences with tax-fixers who have come to their offices and offered to have their taxes reduced if the owners would take coal from the coal company represented by the tax-fixer. A photographic reproduction of a Tax-Fixer's Notice, which appears below, was given to me by a man who received it through the mails.

The City Council of Chicago and the people of our city are to be congratulated that the Council has appropriated $46,000 for the work of obtaining fair and equitable assessment of property for taxation. The teachers of Chicago will gladly co-operate with the City Council.

Margaret A. Haley

(Photographic Reproduction)

Thirtieth-Ward Republican Club

Thirty-Third Pct.

Owing to the almost impossibility of determining just when the Board of Assessors will dstribute the Personal Property Schedules for the year 1925 in this precinct, am taking this means of informing you that I will be glad to use what influence I have in taking care of all that are turned over to me.

Will also be in a position to handle Real Estate Tax Bills on which you feel an adjustment should be made, about the first part of July, 1925. Hoping to be of some service, I remain,

Your Servant,

J. S. CASEY,

Pct. Committeeman.

4221 Congress St.

Register Or You Cannot Vote April 13.

Digitized by Google

Educational Fund Will Cover Expenditures of 1926 Budget, President Says

Mr. Ellicott Presents Statement to Council Committee

Seven members of the Board of Education appeared before the Committee on Schools, Fire and Civil Service of the City Council on February 18 on the invitation of that Committee. Six of these Board members spoke to the Committee on behalf of the Board's request that the City Council put on the Ballot, at the April Primary Election, the proposition to increase the Educational Tax rate from $1.92 to $2.92 on each $100 of assessed value.

President Ellicott presented a financial statement containing five pages of statistical matter, portions of which he read to the Committee. From this statement Mr. Ellicott showed the Committee that the Educational Fund would be able to take care of the $41,000,000 of expenditures from that fund provided for in the 1926 Budget and would have left in that fund $2,310,000 of borrowing power on December 31, 1926, with which to meet the teachers' pay rolls for the month of January, 1927.

It was shown that there was no need to close schools, cut salaries, or curtail any present activities in 1926.

The aldermen brought out the point that the City Council could pass the levying ordinance early in January, 1927, to provide for the Tax Levy for the Board of Education for the year 1927; that the Board could then begin immediately after that ordinance was passed to borrow against the 1927 tax levy; that there would be no shortage of money in the Educational Fund until late in 1927 and therefore no need of putting the proposition on the ballot in April, 1926; that the Council had appropriated $46,000 to increase the assessment of property by having property that is under-assessed or omitted put on the assessors' books, thereby so increasing the revenue that it might be unnecessary to increase the school tax rate; and that if the Council, the Board of Education, and others making this effort to increase the assessment did not succeed, as they hoped to do, then the proposition to increase the tax rate could be put on the ballot in November, 1926.

It was shown that if approved by the voters in November, 1926, the increased tax rate for the Educational Fund could be spread on the 1926 assessment and collected in 1927.

Excerpts from the stenographic report of the proceedings before the Council Committee on Schools on February 18 follow:

Excerpts from stenographic report of meeting of SCHOOLS, FIRE AND CIVIL SERVICE COMMITTEE of the City Council of the City of Chicago, held in the council committee rooms on Thursday, February 18, 1926, at 10:30 o'clock A. M.

The meeting was called to order by Alderman Brieske, (at 11:10 A. M.) who presided.

The following Aldermen were present: Alderman Nelson, Alderman Cronson, Alderman Mills, Alderman Hoellen, Alderman Clark and Alderman Brieske, Chairman.

There were also present the following members of the Board of Education: Pres. Ellicott, Mrs. Hefferan, Mrs. Gregg, Mr. Greenebaum, Mr. Schmid, Mr. English and Mr. Mullenbach.

There were also present: Mr. Nelson B. Henry, Secretary of Finance Committee, Board of Education; Miss Margaret A. Haley, representing Chicago Teachers Federation; Mr. George A. Beers, representing Principals' Club; Mr. Don Rogers, Secretary Principals' Club; Mrs. Katherine S. Rueff, Principal Healy School; Mr. Charles E. Lang, Principal Kelvyn Park Junior High School and various others.

Chairman Brieske: On account of the weather conditions I presume some of the Alderman were unable to get down to attend this meeting, and some of them may come in a little later. So we will just go on with the hearing; if we do not get a quorum together we may not be able to act, but we are willing to hear you at this time so as not to take up your time at a future date.

We have asked you to be present, you know, and at the next meeting if you wish to be present again we will notify you, Mr. Ellicott.

Col. Ellicott: Mr. Chairman and members of the Committee: We understand there has been some surprise expressed that the mem-

Digitized by Google

bers of the Board were not present at your last hearing. We did not know you were going to have a meeting and no invitation was sent us, so that we could not very well be present.

Chairman Brieske: It was an oversight.

Col. Ellicott: I will say this, that there never will be any time when you want a committee of the Board of Education to appear before you that we will hesitate for a moment if you send for us; and as far as working with the members of this committee and with the members of the City Council collectively or individually we have tried to prove in the past two months that we will take up any matters that you refer to us and will continue to do so regardless of any action that you take in this matter.

I have some figures here that I want to submit to you and make certain explanations.

(President Ellicott then handed to the members of the committee a copy of the paper hereto annexed.)

Col. Ellicott: The matter of increasing the tax levy is not a very popular thing, we appreciate that. We know that any legislative body that proposes an increase is going to lose a part of whatever popularity they may enjoy. But here is an instance where they are more likely to lose popularity if they do not present to the people what they consider a necessary increase to carry out the activities of the educational department along the lines that they are now being carried. * * *

We are not asking you to endorse this request for an increase in the tax levy. We ask you to submit it to the people and let them say whether they want to increase their taxes or not. Let them say whether they would rather not increase taxes, and it is all right for the School Board to go ahead and make any economies it deems necessary to make to come within the amount of money available for the purpose of paying our bills. It is not a question of what we would like to do. We cannot, as you gentlemen know, borrow to exceed 75 per cent of the tax levy.

Now, it has been proposed that we wait until we have the increase in the assessed valuation. You gentlemen know how long that is going to take. It is going to take a good long while before we get anything that is at all appreciable. Well, we got a little action. The attorney for the Board of Education, together with his assistants, did some pretty good work. At that rate it would take a long time to get it up to a point where we can see our way clear. I wish you gentlemen would study this thing over.

Alderman Nelson: How much of an increase was brought about by the Board of Review?

Col. Ellicott: I beg your pardon?

Alderman Nelson: How much of an increase in actual revenue was brought about by the Board of Review through the activity of your attorney, through the activity of the Firemen in filing the complaint over there? How much do you estimate the additional revenue will be?

Col. Ellicott: It will be a little over a million dollars from the last reports I have.

Alderman Nelson: A little over a million dollars for the educational fund?

Col. Ellicott: Yes. We do not know who got the increases.

Alderman Nelson: No.

Col. Ellicott: We worked on it, the Firemen worked on it, the Teachers Federation worked on it. No one knows. Of course, in many instances cases that we brought in were passed and no one knows the effect of the——

Alderman Nelson: What I was interested in was the amount of increase.

Col. Ellicott: Yes. That is taken account of in our estimated amount available for the year 1926. We just received the figures the other day.

Mr. Cronson: Colonel, did I understand you to say you might have to close the schools?

Col. Ellicott: I said there are three or four different things that could be done, some one of which will have to be done.

Alderman Cronson: Well, how does that fit in with the supposed policy of the Board of running all year round?

Col. Ellicott: Oh, that was more of a proposition to take care of our seating; has not anything to do with the financial end.

Alderman Cronson: Well, it would cost money, wouldn't it, to run them all the year around?

Col. Ellicott: How is that?

Alderman Cronson: It would cost some money to run them all the year around, wouldn't it?

Col. Ellicott: Oh, yes, certainly:

Alderman Cronson: They have not enough money to run them all the year around?

Digitized by Google

Col. Ellicott: Oh, no. That was merely a suggestion—there has been no attempt on the part of anyone to establish all year around schools. It was suggested that it was possibly a way out of the seating shortage, that we could not see the end of it at the time we were discussing it. * * *

Mr. English: All we can see is this financial statement. If there is some other way of maintaining the educational activities of this city without increasing the tax rate for the schools, I do not think there will be anybody in Chicago more pleased to find a way to do that than the members of the Board of Education. This is a matter that will have to be brought to the attention of the people through an educational campaign. * * *

Alderman Nelson: Nobody comes in closer contact with the taxpayer than the public official who lives at home and functions at home and who is elected in a restricted area, like the members of the City Council. We probably hear more protests on the tax rate than any other public official, elective or otherwise. That is the thing that is bothering my mind. You hear from all sides. The small taxpayer—and by the "small tax payer" I mean the citizen who owns a cottage or a two-flat or a three-flat or even a six or seven flat building, and there are citizens who have income from investments after a life's work, their tax bill is one of the big important factors in existence. The protests we hear are "Why is not an equitable valuation placed on property in Cook County and the City of Chicago?" Almost every taxpayer is alive to the fact that there isn't an equitable valuation.

The City Council in its budget for 1926 set aside a fund to make an investigation and to make an effort not only to investigate but to make an effort to have an equitable valuation made. I know that no member of the Council and I think I reflect the views of all of them would want to be responsible for closing up the schools or curtailing any of the activities; but you say, I notice in the statement that President Ellicott made, that you have about two millions—how many hundred thousand dollars of borrowing power?

Col. Ellicott: $2,300,000.

Alderman Nelson: In round figures, two and a quarter million dollars of borrowing power that you will have left on December 31, 1926.

Col. Ellicott: Yes. * * *

Alderman Mills: If the Assessors and Board of Review during this year—the Assessors sitting in the spring and the Board of Review in the summer and fall—if they should place upon the books enough of the property that is escaping so that the total valuation of property in the County were, say, three times what it is now, what would be the borrowing power then, instead of this $2,341,000,—what would it be?

Col. Ellicott: Who, do you assume, is going to raise it?

Alderman Clark: Well, I know who should raise it. The Board of Assessors and the Board of Review.

Col. Ellicott: Well, what chance do you think there is of either one of them?

Alderman Clark: I think there is a very good chance.

Alderman Cronson: They are working on that now, I understand. The tax is going to be something like 55 cents higher or something like that.

Alderman Clark: Mr. Chairman, the Board of Education, I understand, have employed an attorney, and I think some other men, valuators, Mr.——what is his name, the attorney, Ashton?

Col. Ellicott: Yes.

Alderman Clark: He appeared before our Finance Committee about a month ago and made the statement that they had made at least a partial survey of real estate valuations in Chicago. He said that they took, I think, 500 or 400 small properties, one-story, two-story and three-story buildings, and made a survey as to the valuation of those buildings, and then found out what the assessment was on those buildings, and he found that the assessed value of small buildings was 35 per cent of the real value. Then they took four hundred larger buildings, apartment buildings, apartment hotels, and loop property, and they found that the assessed valuation of the larger buildings was only 20 per cent of the real value.

Now, Mr. Ellicott, if that statement is true, how can the City Council recommend an increase in the tax rate if the small property owner is paying on 35 per cent of its full value, and the larger property owner on only 20 per cent? How can we consistently recommend an increase in the tax rate?

Col. Ellicott: Has anyone asked that the City Council recommend it?

Digitized by Google

Alderman Clark: Well, you want to put it up to a referendum. I take it if we vote on that favorably we are recommending it to the people.

Col. Ellicott: No, you are not recommending it to the people.

Alderman Clark: Certainly we should not put it up to the people if it is not justified.

Col. Ellicott: The law says these requests shall be submitted to your body for your concurrence.

Alderman Clark: I believe it is mandatory.

Col. Ellicott: If you do not want to step in and take the responsibility, that is all.

Alderman Clark: Why, certainly, and I am willing to do that, as far as I am concerned.

Col. Ellicott: That is all right. We are not trying to force you.

Alderman Clark: We are trying to see that just valuations are placed upon the books and they are not at the present time; and your own attorney made that statement before the Finance Committee.

Col. Ellicott: Just remember that when you do that and you do not get your increased assessed valuations—

Alderman Clark: Well, supposing we do?

Col. Ellicott: You haven't got—

Alderman Clark: Don't you think we should try that first before we try to increase the tax rate. Don't you think we should try that first? We are trying it now.

Col. Ellicott: You have been trying it for twenty years to my knowledge and haven't got very far and won't get very far this year.

Alderman Clark: I do not think it has been tried before. We have an appropriation in the city budget this year of $46,000 to make a survey of the city of Chicago and find out as to whether or not property is assessed at what it should be assessed. We have not ever tried it before that I know of and I do not believe the Board of Education ever tried it before.

Alderman Mills: Alderman Clark, both the Board and the City Council passed a resolution favoring that in 1923. I do not know whether anything was done.

Alderman Clark: I do not believe they ever made an appropriation to try and have it done. It has been done by the Board this year and by the City Council.

Col. Ellicott: I would be very glad indeed if the money that is necessary could be raised in that manner. I am merely, and the Board is merely presenting to you the situation as it sees it, and based on past experiences. Anyone who does not follow those does not get very far in providing money to carry on needed activities. Now, if you want to take the position that you are going to get this increased valuation and it will provide enough money to keep the schools going as they are and will man your new schools that are going into service, that is all right.

But if the time comes that you do not secure your revenue in that manner, do not come back to the Board of Education and say, "Well, you have got to take care of it some way. Why didn't you let us know? Why didn't you let us know you were in this position?" Because you gentlemen have to talk to your people at home; they are going to talk to you when children are not getting everything they are getting now; they are going to talk to you when their school term is shortened, also. All we are asking is that you gentlemen use judgment in this matter.

Alderman Mills: Mr. Chairman, I would like to ask President Ellicott if this vote were submitted in the November election instead of the April primary, how would that affect the matter? It seems to me it is not fair to submit any proposition for an increase of taxes or a bond issue at a primary election, because the mass of people do not attend primaries; the ballot is not secret and they do not go and will not go. Any revenue matter that is submitted to the people ought to be at a general election and not at a primary.

Mr. Ellicott: Well, I do not know about that phase of it.

Alderman Mills: That has not been considered?

Col. Ellicott: That has not been considered at all. It was taken up with the Election Commissioner's office and they said it was legal for submission in April.

Alderman Mills: Well, it may be legal but it is not legitimate, it is not fair to the people. It does not get a real expression. That is the way it impressed me.

Col. Ellicott: Well, I think those who cared anything about it one way or the other would go and vote and those who did not would not. That is the way they usually elect officials, and pass on about everything they are called on to. * * *

Alderman Nelson: If an increase in the tax rate is voted for the educational fund and this crisis that the Board of Education is up

Digitized by Google

against is met by such action, we won't have much chance of putting through this matter of equitable valuations.

In other words, if I owned a million dollars' worth of property, I would rather pay an extra dollar on the educational tax, if I was only being assessed on a hundred thousand dollars, than to have my valuation disturbed, or to have my valuation increased to what it should be, because then I would be paying an increased tax for the city and for the county and for the sanitary district and everything else.

You understand the difference?

Col. Ellicott: Certainly.

Alderman Nelson: Increase the tax rate to meet this crisis, then the public gets apathetic again, and the public agencies particularly, if there isn't any crisis confronting them. We have been going along, I don't know how long, but for the three years I have been here in the City Council, our Finance Committee has reported here in the three budgets I have passed on, that the financial condition of the city was such that it could not carry on proper activities, such as cleaning the streets and alleys.

We do not own an ambulance, the City of Chicago does not, outside of one of the contagious divisions of the Hospital Department. We are having difficulty. We have to put over a bond issue for these signal lights. We haven't got sufficient policemen; we haven't got sufficient funds to carry on and build comfort stations and other things that are essential, and the Finance Committee has finally, after being hammered at for a long time, voted this $46,000 to undertake this job.

I know how bond issues are voted, and increased tax rates, particularly in a primary. It is a light vote, a lot of people won't get out and declare their politics. All of those things are matters we have to take into consideration. I appreciate that you are up against a real crisis here, and I appreciate that our responsibility in this matter of equitable valuations is important to every agency in our local government here.

Col. Ellicott: No question about that. It is important to the Board of Education and everyone else, the City as well. Gentlemen, that is all the information I can give you. If Mr. Greenebaum—

Alderman Mills: Mr. Greenebaum.

Mr. Greenebaum: Gentlemen: I have just a few words. * * *

Alderman Clark mentioned that this perhaps could go on the ballot next November. If it did, it would not be operative, as I understand it, for the assessed valuation of 1926. It would be operative, for the 1927 taxes, which in turn are collected in 1928. In the meantime where are we going to get the money from? We have reached the end of our borrowing power. That is one main point I want to stress.

Now, as far as the increase in assessed valuation of property in the city in the last seven years. * * * Our expert has just told me that in order to keep up with the increased expenses of the schools we must have an increase in assessed valuation of $115,000,000 per year—five times as much as we have gotten in the last seven years. It takes a pretty optimistic person to expect that, Aldermen.

Alderman Clark: Right there. I do not care to interrupt you, but don't you think Chicago is growing and you need more schools? Thirty-two elementary schools, $2,560,000. You say now the increase in values does not keep up, that they are away behind, and the expenditures go away ahead. That is the reason you are behind now; and don't you think the way Chicago has been growing, that all the new buildings, those new buildings and new districts where you are putting those schools, should at least take care of those schools? Should not Chicago take care of itself?

Mr. Greenebaum: Theoretically, perhaps, Alderman, but not in practice, no. We are up against a practical proposition.

Alderman Clark: We know it has not been doing it, but it certainly should.

Mr. Greenebaum: I agree with you in full, it should; it certainly should. The answer is that it has not been doing it and we cannot be quite that optimistic. We cannot run our schools on optimism, Alderman.

Alderman Clark: There is something wrong some place. We ought to find out where it is wrong.

Mr. Greenebaum: I agree with you. I think the whole tax system is wrong; the tax system is inequitable at the present time. Real estate is bearing the burden for all of the taxes. That is wrong. The inheritance taxes and personal property taxes are not collected in the state. They should be, but we cannot change that. We have to face this situation as we find it, not as it ought

Be Sure To Register March 23.

Digitized by Google

to be. You have to face this crisis that we are up against. * * * We are not getting enough from the taxes. It is entirely up to you gentlemen. We are laying our cards on the table. We are asking you for consent to put this up to the voters. If it is not done, we at least have asked for it and our skirts are clean. We have done all we could. We have done what the law entitles us to do.

We offered to put it up to the voters. If it is not done and the schools have to be curtailed the responsibility is yours.

Miss Haley: Mr. Chairman, may I ask Mr. Greenebaum a question? I heard him say the tax rate would not be spread on the 1926 valuation if the vote was taken in November.

Now, I put that question up to the County Treasurer's office in order to be informed about it, and my information from that office is that it is not impossible, not illegal to do it, but it is possible; and I can cite an instance when it was done in Chicago, when the tax rate was spread later, and the whole question was up in court at the time, and that was in 1900. There were injunction proceedings against the County Clerk's office which held up the spreading of the tax until late in January, and all the work of spreading the taxes was done in January, after the injunctions were dissolved.

So that it is not impossible to spread the tax on the 1926 valuation if the vote is taken in November, 1926, and the people approve it, the same as if it were taken in April. It is not impossible. That is the answer I got from the County Treasurer's office.

Mr. Greenebaum: Our attorneys advise us to the contrary, and even granting that Miss Haley is correct, that it is not impossible, it is highly improbable, and our attorneys have advised us to the contrary.

Miss Haley: Have the attorneys advised that it is impossible or improbable?

(No reply to this question was given.)

Chairman Brieske: Is there any other member of the Board that wishes to be heard?

Alderman Clark: Mrs. Gregg is here—Mrs. Gregg and Mrs. Hefferan.

Chairman Brieske: Yes.

Col. Ellicott: Excuse me, Mr. Chairman, I have an appointment.

Chairman Brieske: All right.

(Here Col. Ellicott left the room.)

Alderman Clark: Mr. Chairman, I would like to hear from the other members of the Board.

Chairman Brieske: Mrs. Hefferan, do you wish to be heard?

Mrs. Hefferan: * * * Now, I say, gentlemen, we cannot gamble on this question as to what we will get from the Board of Review and from this revenue proposition in November. We cannot gamble. Our function is the efficient management and administration of the school system, and for that we must have more money. There is no other way out. If you will grant permission—that is all, not a recommendation, but permission for us to ask the people of Chicago as to what they are going to do with the schools, we will try to do the rest.

If we are defeated there, then that is all there is to it. It has been a fair field and no favors. We have done the best we can do. I hope your Honorable Body will take under consideration these tremendous questions our official body is up against, and do what you can to help us as you did before.

Miss Haley: Mr. Chairman, the Board members are leaving and there are some unanswered questions in this financial statement, about which I want to ask before Mr. Greenebaum goes, because he seems to be familiar with the figures. May I ask a question that is not clear from the statement?

Chairman Brieske: Certainly.

Miss Haley: Is there included in the contemplated expenditures in this report for the year 1926, a consideration of an increase in the teachers' salaries under a new salary schedule, for any part of 1926? I see down at the bottom of this statement, "New salary schedule, first year, $1,750,000." What year does that first year men? Does it mean 1926, and is it in this? Mr. Ellicott, it appears in his statement, says it is.

Alderman Mills: It is included above in the Proposed Expenditures. * * *

Miss Haley: What is that, $1,750,000?

Mr. Greenebaum: That is if the new salary schedule is adopted, the $1,750,000 will be added to the other increased expenses.

Miss Haley: That is just what I wanted to know. You could not tell whether there are some new teachers in there—whether that is an estimate for new teachers or the new salary schedule.

Digitized by Google

Mr. Greenebaum: That means new teachers' salary schedule, not salary schedule for new teachers.

Miss Haley: That is what we did not know. You could not tell whether this was an allowance for new teachers.

Mr. Greenebaum: No.

Miss Haley: Mr. Chairman, if that is what is meant, I would like to ask someone who knows, what new salary schedule is referred to? Of course, there must have been some salary schedule on which to base an estimate. Is it that salary schedule that was rescinded by this Board, or what new salary schedule was this estimate made on?

Mr. Greenebaum: Based on that one that is before us.

Miss Haley: That is the question we would like to have answered. We never have had it answered. We thought that new salary schedule was dead and buried. Now it seems as if it is to be resurrected; and if that same new salary schedule then, is what is meant for the second year, $3,000,000 extra, that is a salary schedule that cuts off the young teachers at the beginning and piles it on at the top, the high salaried people, and makes it a guess all through the system.

The same thing for the third year. There is a large amount added.

I want to say on behalf of the teachers I represent, and there are six thousand of them in the Federation, they were not in favor of the new salary schedule in the first place; and in the second place, Mr. Chairman, they have opposed for two years the consideration of any salary increase for teachers with the condition of the school revenues. They felt it was a fatal error, whoever made it. The present Superintendent was not two months in Chicago when he wrote a letter to the Chairman of the Elementary Teachers' Council and to the Chairman of the High School Teachers' Council, asking them to send committees to formulate salary schedules. If he knew the condition of the finances, he did it in spite of that; if he did not know, we think he should have known before he started; and that agitation has been going on for two years, and the teachers feel that that agitation for a new salary schedule has been the greatest possible detriment to securing this increase in the tax rate, if it becomes necessary to ask it; and they will feel they are handicapped now by bringing this report in today and including a salary increase in the face of that deficit that Mr. Ellicott pointed out. * * *

Mr. Greenebaum: Miss Haley, I think the whole question of salary schedule is beside the point.

Miss Haley: True, but—

Mr. Greenebaum: That is one of the incidental features of this whole proposition. We need the tax levy increase, whether or not the teachers' salaries are raised, or whether they are left as they were, or whether they are changed. That is not before the Board. That is not before this Body at this time.

Miss Haley: It is brought in here as part of this report.

Mr. Greenebaum: That is put down there as a separate part of the report.

Miss Haley: That is exactly what I say. Now, the teachers are asked to go out—and the newspapers today will carry this, and why shouldn't they, as it is in this report—the newspapers will carry the statement that the teachers are asking for this tax rate increase to get an increase in salaries. Why was not that left out? Why was that not left out until the question of tax rate was settled?

They have been given orders,—there have been orders given, Mr. Chairman, and I don't know whether these Board members know it or not but a secret document was sent out by the Superintendent of Schools, of which there are only five copies in existence, and these five copies were placed in the hands of the assistant superintendents, who read it to the district superintendents and to the principals, and would not allow them to have copies, but they were allowed to make notes, and the principals are to pass the information on to the teachers, or pass as much as is wise in their judgment.

That thirty-page document is a message from the Superintendent of Schools to send these teachers out and insist on their going out and demanding this tax rate increase.

I submit, Mr. Chairman, that if that is to be done, that the Board of Education should have kept out of this matter any reference to any increase in salaries, or any reference to a schedule of salaries, about which there has been so much discussion, and difference of opinion. I submit it is unfair, this morning, to come in with this statement and bring it into this committee, and I think the state-

Digitized by Google

ment ought to be revised, that they ought to be requested to revise it, and that the statement in regard to salaries should be omitted from it; and then find out what the borrowing power of the Board would be for the periods mentioned in this report, without any consideration of that salary matter.

I think it is unfair to the teachers.

The teachers went out, Mr. Chairman, and they asked the children to go out to work for that increase in the tax rate for the Building Fund. The Board did not do it; the Teachers did it and paid the bill. The Board did not pay the bill. We paid the bill, $8,000, our Teachers' Federation paid for the printed matter.

Not a single scrap of printed matter was paid for or sent out by the Board. The Teachers' Federation paid $8000 for the printing, cartage and postage and for films to get that tax rate increase over for the Building Fund.

The Board adopted a letter written by the then president, and we went ahead and printed it. The teachers did that and they were willing to do it; they told the children at that time to tell their parents that not a dollar of that was for increases in teachers' salaries; and the supposition was that the teachers were not going to come to the people and ask them to increase the tax rate under existing conditions to get an increase in their salary.

I say, Mr. Chairman, we ought to have that element left out of this presentation this morning, and I regret sincerely that it is in here. I regret it because of the unfair, unjust position it puts the teachers in. It predicates this tax rate increase on that miserable salary schedule that created so much discussion.

If this tax rate increase is granted, all these people that defended that salary schedule have to do is to say to the people, "This was granted on the strength of this salary increase or salary schedule." I think that is a most unfair proposition and I hope this will be sent back and that the Board will be asked, in justice to the teachers, to eliminate that element of the salary schedule, so that the public will not have that in their minds. * * *

Mr. English: I was just going to say, Alderman, that Col. Ellicott is not here, to answer the charge made that these figures were submitted with the object of embarrassing the teachers—

Miss Haley: I did not say that.

Mr. English: That is the way I take it, Miss Haley.

Miss Haley. No, no, I did not say that.

Mr. English: The object of Col. Ellicott in submitting this financial report was to place everything before this committee so that there could be no mistake as to what the problems of the Board were. So far as that new teachers' salary schedule is concerned, I think that is more of a figure of speech than a concrete proposition. As you know, the present Board reconsidered the salary schedule after it was passed by the old Board, and no action was taken on it since that time; and as I take it, the reference to new teachers' salary schedule is not a specific salary schedule, but to contemplate in some degree an increase in the salaries of teachers which all members of the Board of Education think the teaching force deserves; and that was the object in placing this matter in here.

It is not to create an impression that the request for an increase in the tax rate is based upon the payment of this new salary schedule; and if that goes forth, it will be because the gentlemen of the press do not get this properly this morning.

The object of the Board has not been to cover up a thing. It has been to try to bring these matters before your attention, and refer it to your attention because we really thought, finally the responsibility is yours; and I cannot see where the reference to an increase in salary, whether it is a new salary schedule or an old salary schedule, affects the proposition of opening up 36 new schools with an increased expenditure of $3,810,000, not predicated on any salary schedule but the present one.

Alderman Nelson: Mr. English, the way I got the situation from the question asked by Miss Haley was, what salary schedule—that is the question directed to Mr. Greenebaum, as I understand it—are the figures given here predicated on? Is it the salary schedule that was adopted once by the Board and then rescinded by this new Board; and he answered yes.

Miss Haley: Yes, he answered yes.

Alderman Nelson: And then as he makes the statement, after getting that answer,—then Miss Haley makes this statement, that if this council committee permitted this to

Digitized by Google

go on the ballot and this tax increase was granted, that then the Board could very conscientiously say that the people ratified that salary schedule because it was in the estimate here. Was that the—

Miss Haley: Yes, but, Mr. Chairman, Mr. English seems to think there isn't any new salary schedule expenditure for 1926, for new salary schedule involved in this calculation; but Mr. Greenebaum says that that $1,750,000 is for increases in teachers' salaries due to the new salary schedule.

Mr. Greenebaum: If and when adopted.

Miss Haley: It is in your calculation.

Mr. Greenebaum: You have to base it on something, Miss Haley.

Alderman Mills: Mr. Chairman, may I ask the Board members present, as Col. Ellicott has gone: Do we infer from this that if the question is submitted and carried, that then that salary schedule will be re-enacted?

Mr. Greenebaum: There is nothing definite as far as the salary schedule is concerned, Alderman Mills. We undoubtedly would consider the question of teachers' salaries, adjustment of teachers' salaries.

Alderman Cronson: Mr. Greenebaum, you must have it in mind or you would not have it in there, would you?

Mr. Greenebaum: That is what I say, that undoubtedly we will consider the question of teachers' salaries, but whether it is a new schedule or old, has nothing to do with it.

Alderman Cronson: Yes, but you are carrying in the new schedule here, aren't you?

Mr. Greenebaum: We have to base it on something so the old figures were used. We do not maintain that salary schedule is going to be adopted. We do say that in order to properly administer the schools, the question of adjustment of teachers' salaries will have to be taken up and that is why that point is considered in here.

Alderman Cronson: Isn't this estimate correct of what you need?

Mr. Greenebaum: It is correct, except that it is an estimate—

Alderman Cronson: Yes.

Mr. Greenebaum: —as to what it is going to mean to adjust the teachers' salaries.

Alderman Cronson: When you figure an estimate, you figure that is what you are going to do, don't you? That is what you are going to spend?

Mr. Greenebaum: It very probably will be some such sum. We cannot tell to the dollar.

Mr. English: Subtract that and you still have four millions.

Alderman Mills: I want to get clear on this. There is no question but what there is a crisis here.

Miss Haley: Just a minute. Mr. Greenebaum has not answered that question fully. Isn't this estimate based on that new salary schedule? That is the question you wanted, isn't it, Alderman?

Alderman Nelson: He has answered yes.

Alderman Clark: The estimate itself shows it is.

Alderman Nelson: He said "Yes" because it is the only one they could base it on. They do not say they are going to pass that one. That is what I understand the answer is.

Mr. English: I think we ought to get that clear, Alderman, and each member of the Board should answer that for himself.

Alderman Cronson: Is there some member of the Board, Mr. Chairman, that can tell this committee whether that estimate should be in there or should not be in there, or just what the item means?

Mrs. Hefferan: Mr. Chairman, the item should be in there. * * *

Alderman Nelson: Now, the thought that has been developed in the committee this morning is, as has been stated by Alderman Clark, Alderman Mills and practically every member who has spoken, that if this went over until November, we would have an opportunity to see what the Assessors have done and what the Board of Review has done. * * *

Mrs. Hefferan: That is a gamble, Mr. Nelson. When we see what these people do—

* * * * *

Alderman Nelson: And suppose now, Mr. Mullenbach, that everybody that has talked is correct in their statement that we have not been very successful in getting equitable valuations, but on account of this crisis in the Board of Education and on account of the crisis in the municipal affairs in our city —and by that I mean the paving of streets and alleys and all the other things that come out of the corporate funds here—everybody is aroused to the necessity of doing something, and we have some reason to believe that there is going to be a substantial increase in valuations; and if they do not, insofar as I can, and I take it many others like

Digitized by Google

me, we are going to place the responsibility somewhere; but if we patch, continually patch as we are doing and vote a dollar tax now and the school crisis is met, and children continue on in school, and then nobody is aroused to do something about this, it is the small tax payer who will be grumbling, but he cannot focus his attention as to where the responsibility rests. * * *

Mr. Henry: Let me reiterate one statement President Ellicott made, Alderman—if you exhaust your borrowing power with your December payrolls and December bills, as we will if we use up that $2,300,000, you understand then you have absolutely nothing in January. The Board may borrow on the 1927 tax levy or on the taxes collectible in 1927 after the Council has approved the Board's appropriation.

You might not do that until February 1st, and sometimes you do not.

Alderman Nelson: Well, we could do it. If that is the only thing that would keep the schools from closing down, we could convene here on January 2nd and pass—

Mr. Henry: You would be willing to do that?

Alderman Nelson: No doubt about it, rather than see the schools closed.

Mr. Henry: That is the only point involved in the statement.

Alderman Nelson: If that is the only point involved, we can well afford to wait.

Alderman Clark: Mr. Chairman, the only argument against this program, of course, is the fact that Chicago is not being assessed at what it should be assessed in real property and personal property. Mr. Ellicott made a statement here, and I am sorry he is not here. He said we never have been able in the past to put additional valuations on the books, and I think at that time I agreed with him; but in doing so I was in error, because there are only two times I know of that an organized effort was made to put additional tax assessments on the books.

One time was a crisis something like this, 25 years ago, when I think the Teachers' Federation of Chicago were the cause of putting several hundred million dollars of valuations on the books. The teachers' salaries were cut and they went to the Board of Assessors and Board of Review and didn't get any place, and they went to court with a mandamus suit and forced those valuations on the books.

Now, this year we had a kind of a small attempt, you may say, by the Firemen's Association of Chicago. They did not have any amount of money to spend, but they went before the Board of Review and they had the Board of Review enter complaints there and caused $18,000,000 of capital stock valuations to be put on the books. That was this year.

Those are the only two times I know of, it has been tried, and it has been tried really without funds and they have succeeded.

The City Council has appropriated $46,000 and we are going to make a survey of Chicago, we are going to try and uncover personal property that is not being taxed; we are going to try to have real estate assessed, especially large properties that are now escaping taxation, have it assessed at what it should be assessed. If that is done, there isn't any question about enough money being here.

Miss Haley: The building permits, right in the records in this building, show about $240,000,000 of building permits on an average for the last four years; $978,000,000 of building permits in four years.

Alderman Mills: And the permits are low.

Alderman Clark: Very low.

Miss Haley: Every time one of those buildings is put up, the value of the land in the neighborhood is increased. At the corner just south of Madison, near Ogden Avenue, on Ashland Avenue, when that new department store was built, Weiboldt's, the increase in the value of one of those old homes a block away on Ashland avenue, now used as a boarding house, jumped to $50,000. The woman who occupies this home could have bought it for $15,000 a few years ago; it was bought over her head this winter for $50,000.

I have a record here of the valuations of property on Wacker Drive which were sold in 1925. The assessments for the year 1925 on these same lands compared with the sale values, as shown by the record of transfers in 1925, are outrageous. Here is one that sold for Two Million Dollars; the full value fixed by the assessors is One Million Dollars, assessed value is one half of that or $500,000. It therefore pays taxes on only 25 per cent of its sale value and a whole million dollars of value is escaping its lawful taxes.

One hundred pieces of property, homes valued at $10,000 apiece, will bear the burden this one piece of Wacker Drive property escapes and, of one thing you may be sure, these one hundred homes will get on the tax books.

Register Or You Cannot Vote April 13.

Digitized by Google

Sidelights on Business Control of the Schools and Immigration

Startling Conclusions Reached by Educators in Bending the Twig

Following are three significant expressions from three significant authorities on popular educational conceptions:

When immigration to the United States grows less, our educational ideas will have to undergo some decided changes to meet the demands of housework and of manual labor. As it is now, native-born Americans are always trying to get the higher positions, and are counting on the foreigners to do the drudgery.

Fifty years ago, the Irish dug our ditches, built our streets, carried the hod; but now we have made them the mayors of our cities, the ward bosses. The Italians are taking their turn at making pavements, and doing the dirty work that nobody else will do. All this makes it quite clear that if immigration ceases, our educational system will at once have to assume new obligations.

FREDERICK WILLIAM ROMAN in
"The Industrial and Commercial Schools of the United States and Germany." September, 1914.

"DELIVERED BEFORE HOWLAND CLUB"

Originally an educator, with fifteen years' experience in that field, education still continues a large part of my work, although I have for the past twelve years been a banker. Education can never stop. We have to carry on with our 300 bank employees from the point where the schools stopped; they must keep growing. Yes, I am still a school man.

I maintain that many of us in later life forget most that we learned as children. I claim that certain things should, therefore, be so stressed that they cannot be forgotten. This amount of knowledge is comparatively small and is, for the most part, found in the curriculum below the seventh grade. These few facts and processes, we need to have reviewed and emphasized through all the remaining grades,—high school included.

The percentage marking system employed in the schools gives the youngster false concepts with which to begin his business or professional career. The 90% which in school he has been taught to consider excellent, is unacceptable in life. A 10% mistake in receiving a deposit, or cashing a check, or figuring interest on a note, whether the mistake be in favor of the customer or the bank, simply won't stand. ANYTHING LESS THAN PERFECTION IS FAILURE. In the arithmetic of life, there are only two percentages—100 and 0.

The average boy beginning work in a Chicago bank is not accurate enough in simple computations, nor does he have the requisite speed; strange to say, the two seem to go together. When he has completed a problem, he is prone to leave it without asking himself the question:

About how much should my answer be?

Is my answer reasonable?

Through experience on the job, he has to learn that he must be accurate, speedy and reasonable. Some employees just naturally set down figures in a neat, orderly way; others don't. Boys and girls seem to be born to do the thing one way or the other. I wonder whether all could be taught to do this simple task acceptably.

From observation in the education world and the business world and through my knowledge of human nature, I arrive at the conclusion that our course of study, surely in the elementary school and possibly in the high school, ought to be clearly divided into two parts:—the mechanical memoriter side and the theory side. The former should be drilled thoroughly into every child and should be the basis of promotion; the latter should be offered to all children but can be thoroughly and completely grasped by only a portion of them. Review and drill upon the lower grade mechanical processes must be kept up in succeeding grades if the youngster when he leaves school and tackles life is to be as adept as he ought to be in handling figures.

We forget most that we learn. It is all important then that the things we remember, be the right things, the practical things, the usable things. Why can't the school authorities set up an irreducible minimum of these essentials and insist that every child come with 100%. I would apply this principle in English instruction too, stressing correct usage habits; to Geography, emphasizing locations very largely; to History, teaching over and over that WHAT and the WHEN in relation to other WHENS; and to a comparatively small list of spelling words (the dictionary can be used for the words met only infrequently). I would remember, even in the High School, that speedy, legible penmanship is a requirement of the business world and that getting a position may depend upon ability to meet this requirement.

If our boys and girls only knew how much ATTITUDE has to do with their success! Attitude toward others in positions of authority, attitude toward the public, attitude toward pleasure, attitude toward work, attitude toward self,—each might be the subject of an article. We, of the business world, judge our workers, praise or condemn them, reward them, largely on the basis of their attitudes. We try not to confuse ATTITUDE with POSE, and as a rule it is easy to differentiate.

The product of our schools is a lot better than it used to be. I believe that if we will admit that ALL PUPILS CAN AND MUST DO SOME THINGS, while ONLY A FEW CAN DO AND UNDERSTAND ALL THINGS and will make our course of study conform to this principle, that we can improve even more the results of our teaching process. The business world wants concrete results—it wants the college graduate and the high school graduate to handle, from the start, work involving detail, as well at least, as does the grammar school graduate.

FREDERIC S. POPE,
Vice-President of the Chicago Trust Co.
—Chicago Principals' Club Reporter, December, 1925.

Sidelights on Business

Out in Hawaii there is a man who understands the menace of education. His name is John Hind and, retiring as president of the Hawaiian Sugar Planters' Association, he discussed the labor problem, the tariff, soil conditions, taxation, and education. People, he said, were getting too much education, and it was a mistake to let teachers instead of business men plan the courses of study. We quote from the text of his address, as reprinted in the Honolulu *Star-Bulletin:*

Why blindly continue (he asks) a ruinous system that keeps a boy or girl in school at the taxpayers' expense long after they have mastered more than sufficient learning for all ordinary purposes, simply to enlighten them on subjects of questionable value. . . .

The present elaborate and idealistic school system . . . will in the end, I fear, produce a generation of impractical men and women who, believing . . . manual labor is beneath them, will bring about a condition of stunted or retarded development under which it may be found impossible to raise but a fraction of the amount of taxes which we are today called upon to pay. . . .

The solution, as I see it, is that the taxpayer be relieved of further responsibility after the

Digitized by Google

Pension Board Raises Annuity to $800 for 25 Years; $1000 for 35

Present as Well as Future Annuitants to be Beneficiaries

The Pension Board at its February meeting raised the annuity to the maximum permitted by law. The new schedule will be effective for the month of April, 1926, and present annuitants as well as future applicants will be paid on the new schedule. This new schedule provides an $800 annuity for 25 years of service with an additional $20 for each year of service beyond 25 years up to a maximum of $1,000 for 35 years of service.

The Annual Statement of the Pension Board shows that during the year ending August 31, 1925, the Reserve Fund was increased by over $800,000; that is, more than 60 per cent of the total income of the Fund was placed in the Reserve Fund.

The invested fund has passed three and three-quarter million dollars. If the Board should invest each year only the maturities and the interest the fund would reach five million by 1934, even if the new investment is at the rate of only 4 per cent. The fund now yields over 5 per cent on the face value of the bonds. Three million dollars at 5 per cent yield $150,000 in interest each year. This amount makes a good balance wheel and seems sufficient to take care of any ordinary fluctuation in expenditures. The Reserve Fund on December 31, 1925, was $3,794,775, and the cash on hand on the same date was $228,616.59, making a total of over four million dollars.

The Pension Board granted 31 annuities and one disability annuity.

SIDELIGHTS ON BUSINESS

(Continued from page 236)

pupil has mastered the sixth grade, or possibly the eighth grade in a modified form.

To effect the necessary change, Mr. Hind feels, will require the co-operation of "some of our practical conservative business men" where hitherto we have trusted to mere educators who "by their training and devotion to learning have become unduly idealistic and hence extravagant." Education must be looked upon "in the light of a business matter."

This is an excrescence of Coolidge-economy philosophy which we may expect to see break out elsewhere than in the cane-fields of the mid-Pacific. Mr. Hind is concerned with two things—low taxes and cheap labor, wherein he resembles many of the props of the republic on the mainland, and his logic is far better than his grammar. The present American system of giving every child as much schooling as he will swallow is costly; and it produces young men and women who do not care to work, either on sugar plantations or in steel mills, for twelve hours a day. Elsewhere in his address Mr. Hind praises the Hawaiian bureau of labor for its success in importing, during a recent strike, large numbers of Filipino laborers whose standard of living was still lower than that prevailing in the gardens of Eden (as the tourist literature describes them) about Mauna Loa.

Whatever its other faults, American education cannot be accused of fostering a sporific contentment with plain living. The product of the American public school wants a telephone, a Ford car, and a radio set, and he expects his education to enable him to earn them. Mr. Hind will have to pay more than a dollar a day for sugar workers if he is to hire public-school graduates; and if our present immigration policy continues there will soon be none but public-school graduates to hire.

Education—even pretty poor and formalistic education—undoubtedly does produce, as Mr. Hind says, "visionary highbrows" who are not content to work as their fathers worked. It creates discontent. If the half-baked school-boys of China had known either more or less they would never have awakened a sleeping continent. In Pittsburgh, Oahu, and Shanghai a little knowledge is still a dangerous thing. Fortunately.

—The Nation, Dec. 23, 1925.

SUBSCRIPTION

to

MARGARET HALEY'S BULLETIN

Name.....

Address .....

(Street and Number)

..... City

Subscription price—$2.00 per year.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago, Telephone Central 3904.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago

Phone Central 3904

A Bargain

An ancient car chugged painfully up to the gate of the races. The gate keeper demanding the usual fee for automobiles, called:

"A dollar for the car."

The owner looked up with a pathetic smile of relief and said, "Sold." —Bison.

Register Or You Cannot Vote April 13.

Digitized by Google

TOURS

EUROPE

Select parties now being formed

JUNE AND JULY

How to Go and Why

We offer only the best of our 14 years of actual travel experience in Europe. We are sending no one abroad merely for an ocean voyage, travel on trains and a number of "free days." We command the best in Europe, get it and pass it on to our friends.

Beale Travel Service

No crowds—small, select parties. We limit our numbers and maintain our standard of constant, personal service. Our tours are never "sold out" to other agencies. Each group directed by a widely experienced, practical educated member of our staff, one who knows Europe well.

EUROPEAN SERVICE: Our hotels are actually first class, not merely "good," or "comfortable" or "moderately" priced. We will not use Pensions. We will not use street cars or busses for sight-seeing. Our train accommodations are the best, always especially reserved cars.

COMPREHENSIVE ITINERARIES: Our itineraries are the result of years of actual experience. With us no extensions will be necessary. Our rates are compatible with wholesome travel.

Our Travel Literature

Send, write or call for our 1926 TOUR ANNOUNCEMENT. If you are interested in the BEST IN EUROPE, send also for our BLUE BOOK OF TRAVEL, free on request. Our Blue Book is an unusual publication and will prove most helpful.

BEALE TOURS

112 West Adams Street, Chicago. Randolph 1770

European Tours

All expenses—limited parties

$395 to $2,100

For reservations and booklet—

AMERICAN TRAVEL BUREAU, Inc.

715-717 Straus Bldg., Chicago



EUROPE $275—29 Days

All Expense Tour

Other Tours $315 to $925

Steamship Reservations on all Lines

No charge for making reservation

HAYES TRAVEL SERVICE

1316-A North American Bldg., 36 South State St., Randolph 3471. Chicago, Ill.

(Substitute Teachers Wanted for Part Time Work)

SEE EUROPE THRU MENTOR TOURS

England, Holland, Belgium, The Rhine, Switzerland, Italian Lakes, Italy (Including Naples) the Riviera and France.

$595 for 58 Days

Other trips arranged for.
Address inquiries to

MRS. B. FRANK BROWN

955 West Grand Avenue Chicago

WOULD YOU

Like to see England and Scotland by motor?

If so, write for information.

JULIA C. BRANNAN

Hayes Hotel Chicago, Ill.

THE IDLE HOUR

"The best of all ways to lengthen our days

Is to steal a few hours from the night, my dear."

—From an old Irish Song.

"The Miracle" surely is a miracle of organization, of detail carried out on a colossal order, of picturesqueness and of splendor and is a pageant which every teacher in Chicago might well see.

The whole Auditorium theater itself forms the setting of the stage and every person in the audience becomes a part of the spectacle. The music alone, is well worth the price of admission. From beginning to end there is an almost constant succession of melodies given forth by the orchestra or by the big pipe organ and chorus, transplanting the audience for the moment to a cathedral where amidst the most elaborate settings, is enacted an intense drama of action and beauty.

To have missed "The Miracle," which is here for a limited engagement, is to have missed one of the biggest artistic treats which has come to Chicago. The opinion of dramatic critics has been substantiated by teachers who have seen it and who have recommended it strongly to their co-workers. Don't be late to "The Miracle." Be there ten minutes early, for there is much in the atmosphere preceding the beginning of the drama.

The Forum announces the coming of S. K. Ratcliffe, famous English journalist for March 7. His subject will be, "Race and Color—The Crucial Problem of Civilization."

Valuable

After the epidemic had been checked an old Negress protested vigorously when the health officers started to take down the sign they had put up on her house.

"Why don't you want us to take it down?" one of the officers asked.

" 'Ere ain't be'n a bill collectah neah dis house sence dat sign was nailed up. You-all please let it alone."

—People's Home Journal.

Be Sure To Register March 23.

Digitized by Google

It Is to Laugh

Good Physiology

Youngster (aged 10): "We have a dumb girl in school. The teacher in hygiene asked her where digestion took place and she said in the Panama Canal."

Father: "Well, where does it take place?"

Youngster: "Why, in the complementary canal."—Exchange.

And Codgers

Teacher (junior geography class)—"What are the principal agricultural products of Cape Cod?"

Charles—"Cod liver oil and codfish balls."—Selected.

Canine Literati

"Lay down, pup. Lay down. That's a good doggie. Lay down, I tell you."

"Mister, you'll have to say, 'Lie down.' He's a Boston terrier."—Contributed.

Their Poor Choice

Little Pearl—"Mamma, if I get married, will I have a husband like papa?"

Mother—"Yes, dear."

Pearl—"An' if I don't marry, must I be an old maid like Aunt Jane?"

Mother—"Yes, dear."

Pearl — "Mamma, we women don't get many chances in this world, do we?"

Sounded That Way

Anthony: "Where's Cleopatra tonight?"

Maid: "Oh, sir, she's at home with tonsilitis."

Anthony: "Another of those Greeks, I suppose!"

No Chance

Brother: "Run upstairs and get my watch."

Pledge: "Oh, wait awhile and it'll run down."

Brother: "No, it won't. Ours is a winding staircase."

Figure It Out

Tim: "I attended a wooden wedding today."

Eddie: "Who got married?"

Tim: "Two Poles."

HENRICI'S is famous no less for the enduring and deep friendships it has won than for the quality of the foods it serves and for the great volume of its patronage. Of a Saturday, before the matinee, it is the great central meeting place.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets

Bluebird Cottage

BLUEBIRD COTTAGE in the Rocky Mountains at Boulder, Colorado, is open this winter to any Chicago teacher for rest and recuperation in the pure air and sunshine of Colorado.

Reservations may be made in Chicago at 1515 Capitol Building

TEACHERS!!—SEE AMERICA FIRST

THE CRESCENT INN, Ennis, Montana

On direct route to Yellowstone National Park, 65 miles from west entrance. Spend your vacation in the shadow of the Rockies. Most delightful sport in the world. Phone our representative at Hyde Park 5110 any day from 9 A. M. to 1 P. M. and you will get literature with all information—including references. Make your reservation NOW. SPECIAL RATES TO TEACHERS

The Personal Services of

META MARIE SCHMIDT

Are Offered for the Removal of

SUPERFLUOUS HAIR

WARTS AND MOLES

Multiple or Single Needle

741 State-Lake Bldg. Dearborn 3965

190 N. State St. Established 17 years

PHONE STATE 7698 G. Finch, Prop.

HOGAN SHOE REPAIR SHOP

Shoe Repairing of the Better Class

Work Done While You Wait

26 W. Washington St., 5th Floor

Register Or You Cannot Vote April 13.

Digitized by Google

EDUCATIONAL EDUCATIONAL

SHORTHAND COACH SCHOOL

TEACHERS

You are cordially invited to refer your students to us for beginning or review work in

SHORTHAND · TYPEWRITING · BOOKKEEPING

Private Instructions by Competent Teachers

A personal inspection of our school will be convincing

As a teacher, you are often called upon to shoulder the responsibility of recommending a school to your students. We sincerely believe that a visit to this school will convince you that you can unhesitatingly send your students to us. You will find our courses intensive throughout, and rapid in their preparation for positions.

PREPARE YOURSELF FOR HIGH SCHOOL WORK

We can prepare you during the Summer months to instruct in Shorthand, Typewriting or Bookkeeping. Our correspondence course taken in the winter months will prepare you so well, that much better results will be obtained, with less physical strain, when you come to us in the Summer.

SHORTHAND COACH SCHOOL -- Myrtle M. Voss

101-3-4-5 Auditorium Building. Tenth Floor 431 South Wabash Avenue

Wabash 3732 Harrison 1995

When referring students to us—kindly ask them to give us your name, and the name of the school in which you teach.

Mandel Brothers

Teachers and their pupils are invited to attend the lectures on important dressmaking subjects given by

Willa Wilcox Krum

at 10:30 a. m. and 2:30 p. m. of the week beginning March 8th to Saturday, March 13th, inclusive, which is designated as our

Spring Fabric Week

Mannequins will promenade the aisles each day wearing garments made up from Ladies Home Journal Patterns.

Mrs. Krum will assist you, also, with your dressmaking problems. The lectures are gratis.

Second floor, State

2001 STRAUS BUILDING TELEPHONE HARRISON 0204

LAURA MAE HAYWARD

Educational Adviser

A PERSONAL SERVICE,
PLACING GIRLS AND BOYS IN SCHOOLS AND CAMPS ADAPTED TO THEIR INDIVIDUAL REQUIREMENTS

THIS SERVICE IS WITHOUT CHARGE

MACLEAN COLLEGE of Music, Dramatic and Speech Arts

"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.

A perfectly equipped miniature theatre for practical work

Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers.

DR. J. C. MACLEAN, Director Music Dept.
M. CATHERINE LYONS, Director Speech Arts Dept.
2835 S. Michigan Ave. Phone Victory 7514 CHICAGO

Shoes That Intrigue the Eye

Shoes That Intrigue the Eye

Few shoes but Arnold Glove-Grips have such refinement of line, and no others can bring you their marvelous comfort.

Glove-Grips hug the arch and support the foot. Truly, you can't know how comfortable a shoe can be until you try Glove Grips! We shall be delighted to show you our complete line. Come in today.



$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP

Room 206 6 N. Michigan Ave. Chicago, Ill.

Large Stock on hand



O. R. May Fur Co.

Remodeling and Repairing
New Coats Made to Order

501 Capitol Building
State and Randolph
Central 6049
Established 1897

CLASS PINS
RINGS ::: TROPHIES

CHAS. A. WINSHIP & CO.

707 Capitol Bldg.

159 No. State St. Central 1380

Scientific and Permanent

Janus Method

Of Reducing and Rejuvenating, Inc.

Suite 313-316 Venetian Bldg., 15 E. Washington St.
Dearborn 2005

Rejuvenation of Face and Body

EDYTH DIEDRICH CHICAGO

TAXI CAB SERVICE

We will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.

ATLAS LIVERY ASSOCIATION

The Oldest Cab Company In Chicago

Calumet 3500 7 W. Cullerton St.

Digitized by Google

U. S. POSTAGE
1½c. PAID
CHICAGO, ILLINOIS
PERMIT No. 3663

VOL. III

Margaret Haley's BULLETIN

NO. 13

Chicago, Ill. 28 March 17, 1926

Angelo Patri Says

"IF the child has made an honest effort to accomplish his task, smile upon him and go ahead. Don't wait for the 100 per cent. There is no such thing anyway. Take the honest effort and go ahead."

—Chicago Daily News
March 3, 1926

Digitized by Google

D S KOMISS & CO

Announcing Our

Spring Opening

A Presentation of the Spring Mode Emphasizing Vogue and Value

Springtime, in terms of line and color, holds sway at Komiss'. The smart things of the moment in clothes . . . advance notes of fashion which particular women are quick to see and appreciate . . . this Komiss provides. You are cordially invited to attend our Spring Opening.

Spring Coats, $33
Spring Suits, $29.75
Spring Frocks, $25

A DISCOUNT OF 10% ALLOWED TO SCHOOL TEACHERS

Shoes That Intrigue the Eye

Few shoes but Arnold Glove-Grips have such refinement of line, and no others can bring you their marvelous comfort.

Glove-Grips hug the arch and support the foot. Truly, you can't know how comfortable a shoe can be until you try Glove Grips! We shall be delighted to show you our complete line. Come in today.



$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP
Room 206 6 N. Michigan Ave. Chicago, Ill.

Briefs, Records, Trust Deeds
Confidential Reports

BARNARD & MILLER
Law & Commercial Printers
172 N. LA SALLE STREET -- CHICAGO
Telephone FRAnklin 0562

Booklets, Catalogs, Circulars, Folders
Price Lists

Another Concession For the Federation

ARRANGEMENTS have been completed with one of Chicago's leading wholesalers, whereby members of The Chicago Teachers' Federation may receive the wholesale purchase privilege on a wide variety of merchandise in everyday use.

Inasmuch as such items as Silverware, Household and Electrical Equipment, Jewelry, Watches and Diamonds as well as Leather and Traveling Goods and all sorts of Sporting goods and equipment are sold by this firm, you can easily realize your saving on many items which you buy frequently. You may now buy them at dealer's prices.

Within a few days, Federation members will be notified by letter as to the necessary procedure to follow in making their purchases.

A committee of teachers representing the Federation has visited this wholesale house, inspected its stock and reported favorably on it. At the Federation meeting February 13, action was taken to accept the proposition made by the firm to give to Federation members this reduced rate.

Score another one for the Federation!

CHICAGO TEACHERS' FEDERATION

Be Sure To Register March 23.

Digitized by Google

MARGARET HALEY'S BULLETIN

VOL. 3. No. 13 March 17, 1926 Page 243

City Council Resolution Asks Teachers to Co-operate

Chicago Teachers' Federation May Aid in Equitable Taxation Efforts

The Chicago Teachers' Federation is included in a resolution asking certain civic organizations to co-operate with the City Council in having under-assessed and unassessed property placed on the tax books, in order that there may be more equitable assessment of property for taxation in the City of Chicago.

At the meeting of the City Council, March 3, 1926, Alderman Oscar F. Nelson (46th ward) presented a resolution directing the co-operation of the City Council with various organizations in the work of obtaining additional revenue for the City through the equitable assessment of property.

Alderman Nelson called for a reference of the resolution to the Committee on Schools, Fire and Civil Service, and Alderman Anderson called for its reference to the Committee on Finance. When the question was put to the Council for decision, it was referred to the Committee on Finance.

On motion of Alderman Nelson the Committee on Finance was directed to invite the members of the Committee on Schools, Fire and Civil Service to attend the meetings at which the resolution is to be considered.

Following is the resolution:

RESOLUTION

WHEREAS, the City Council, on February 3rd, 1926, appropriated and levied $46,000.00 to be expended by the Finance Committee "for the services of valuators, appraisers, attorneys and clerks for checking on assessed valuations, and presenting information thereto to the Board of Assessors and Board of Review," this appropriation being for the purpose of securing revenue for the City of Chicago through equitable assessments of the property of Chicago, and

WHEREAS, the records of the City of Chicago show that building permits issued in this city for the year 1921 to 1924, inclusive, were $978,568,000, or an average of about $245,000,000 a year, while the increase of full assessed value of all real and personal property of Chicago as found by the Board of Assessors and the Board of Review for the year 1924 was only about $100,000,000 beyond the full assessed value of 1921, or an average yearly increase of $25,000,000; and

WHEREAS, the schools and all departments of the city government are suffering for lack of revenue, while the small taxpayers, home owners, renters and small business men are bearing an unjust share of the burden of taxation through the failure of the tax assessing boards to make just, fair and equitable assessments, now therefore,

BE IT RESOLVED, That the City Council ask the cooperation with the Finance Committee in this work of securing equitable assessments, of the Board of Education, the Library Board and other public officials who are administering public funds that are inadequate for the public needs, and

BE IT FURTHER RESOLVED, That the Council also invite and request the civic organizations, the Chicago Teachers' Federation, the Firemen's Association, the Patrolmen's Club, Municipal Employes' Association and other organizations that are actively interested in the work of securing fair, just, and equitable assessments of property in Chicago for taxation purposes, to cooperate with the Finance Committee of the City Council in this work.

Register Or You Cannot Vote April 13.

Digitized by Google

From the Masthead
by The LookOut



Who said—

"Let George Do It"?

To the Teachers of Chicago:

Among the "Funnies" that have reached my desk recently is a questionnaire from the Chicago Tribune asking me what part of the World's Greatest Newspaper I read with the greatest interest. Needless to say it is "between the lines."

President Ellicott was the peg on which the Tribune hung its Sunday school-story and the St. Patrick's Day editorial on that Sunday school-story was inspired by the Tribune's fear that the Chicago teachers would ***become*** demoralized. Both Tribune articles are printed here on the next page.

The Tribune's "gaff" about demoralizing Chicago teachers listens like McNamara's statement to the Schools Committee of the City Council last week. Referring to the proposed tax-rate increase, he said, "Ninety-eight per cent of the teachers are for it, the vote they took showed that, and if the vote was taken today it would be 50 per cent more than it was when it was taken a month ago."

Having heard President Ellicott tell the Council Committee on Schools on February 18th that—

The Board of Education will carry over into January, 1927, $2,300,000 of borrowing power in the educational fund;

Having read in the Tribune's Sunday school-story that—

The Board's borrowing power, however, will be exhausted before January, 1927;

I called on the Auditor of the Board of Education Monday morning, March 15th, to "check and prove". The check up proved that Mr. Ellicott's statements agreed with the records of the Auditor of the Board of Education.

I also learned from the Auditor that the Educational Fund of the Board of Education will receive $1,568,000 more revenue from taxation in 1926 than was estimated in the budget; that this increase is due to the increased assessment in 1925 amounting to $90,000,000 over that of the previous year. This unprecedented increase, except in quadrennial years, is admitted to be the result of the activities of the firemen, Board of Education and teachers in stimulating the assessing bodies to activity in 1925.

In the stenographic report of the meeting of March 3, of the Schools Committee of the Council, printed here, is the undated communication which the principals received from the President of the Principals' Club, Mr. George A. Beers, the day before that meeting. It was read to the Committee by one of the Aldermen.

In this communication, Mr. Beers asked the principals to get to their Parent-Teachers' Association that day (March 2nd), the information contained in the printed Bulletin, the "Principals' Club Service Bulletin No. 5", sent with his letter. One paragraph of this printed bulletin, also printed here, was read to the Committee. In this Mr. Beers informed the principals, and asked that this information be passed along to parents, that if the proposition to increase the tax-rate was not put on the ballot until November, there would be no *increase* in revenue available in the Educational Fund until 1928.

Mr. Beers was present at the meeting of the Schools Committee of the Council on February 18th when that same statement was made

Be Sure To Register March 23.

Digitized by Google

in the Committee and he heard it challenged, and contrary information given.

Freedom from necessity to "check and prove" seems to be not only the exclusive but the perpetual privilege of "the power of authority of position" in the reorganized Chicago school system.

Beers' Bulletin of March 2 was "checked" at the meeting of the Council Committee on Schools on March 3, and proved to be in error, as the stenographic report of that meeting here printed shows, page 249.

Yet George Beers bobbed up serenely on March 8th with another Bulletin to principals urging them to get the information therein contained to their Parent Teachers' Associations before the meeting of the City Council on March 10 when the Council was to vote and did vote on the tax rate increase proposition.

This March 8th Bulletin was in the hands of the Aldermen before that Council meeting on March 10th. "That is an altogether lousy document" was the comment of one keen, informed newspaper reporter as he grabbed the report of the City Comptroller of Chicago and vehemently pointed out two obvious *errors totaling $16,000,000* in *two items only* in that March 8th Beers' Bulletin; and these errors were not typographical errors either, nor were they errors in any of the four fundamental, mechanical, arithmetical processes. They were errors that showed utter ignorance, or utter disregard, of fundamental facts on the subject matter dealt with in that Bulletin of George Beers.

There are many who do not have opportunity to make first hand investigations and have a right to have authentic, official information of the facts and who do not know the gambler's chance they take when they "Let George do it."

Margaret A. Haley

ELLICOTT FEARS BOARD MAY CUT TEACHERS' WAGE

SAYS SCHOOLS MUST HAVE MORE REVENUE

Chicago's public school teachers may have their salary cut 8 to 10 per cent, beginning Sept. 1, to avert a financial crisis, it was learned yesterday.

While school officials would not say such a cut was being considered, it was admitted an insufficient educational fund might make such a step necessary.

Should the city fail to get added revenue by increasing property valuations, the board will be in a serious predicament, President Edward B. Ellicott said yesterday. The board then would have to appeal to the city council to place the proposal to increase the tax rate, for educational purposes, from $1.92 to $2.92 before the people at the November election.

MUST REDUCE EXPENSES

To be able to carry on the schools and pay salaries after Jan. 1 the board must reduce its expenditures for this year approximately $3,500,000 so a surplus will be available to meet next January's pay rolls. Ordinarily funds have been obtained at that time by borrowing on tax anticipation warrants. The board's borrowing power, however, will be exhausted before January, 1927.

"There are only three things to do," Mr. Ellicott said, "reduce teachers' salaries, curtail school activities or shorten the school year."

School officials are of the opinion that not much of a dent can be made in expenditures by reducing activities, while shortening the school year would reduce the earning power of the teachers.

"Would you consider reducing teachers' salaries?" Mr. Ellicott was asked.

"What else is there to do?" he replied. "Of course we will try to economize in every other way before we would consider such a move."

HARD TO AVOID PAY CUTS

The difficulty in paring expenditures $3,500,000, without cutting salaries of board employes and teachers, Mr. Ellicott pointed out, is due to the fact that salaries constitute 91.9 per cent of the money spent for educational purposes.

In 1926, approximately $39,000,000 was appropriated by the board from the educational fund. Of that amount teachers' salaries constituted 78.5 per cent; special teachers' salaries, 2.4 per cent, and salaries for civil service employes, 11 per cent. Light and fuel amounted to 2.9 per cent, leaving only 2.9 per cent of the fund available for all other educational purposes.

The school board will join with the city and other agencies in an effort to bring about increased property valuations.

—Chicago Tribune, Sunday, March 14, 1926.

TEACHERS' PAY

There is talk of a reduction in teachers' salaries beginning next Sept. 1 to enable the board of education to balance its budget. Unless income is increased, expenditures from the educational fund, according to President Ellicott of the board, will have to be reduced $3,500,000 this year to enable the schools to carry on after Jan. 1, 1927. More than 80 per cent of the educational funds goes to the teachers. The easiest way to save money, therefore, is to reduce the teachers' pay.

We cannot believe that the proposal to reduce salaries is being entertained seriously. It would demoralize the teaching force. Chicago wants good teachers in its public schools and it cannot get them by paying them even less than they are now getting. The salaries of teachers should be the last, not the first item to be considered in the attempt to balance the budget.

—Editorial, Chicago Tribune, Wednesday, March 17, 1926.

Register Or You Cannot Vote April 13.

Digitized by Google

Federation Asks Investigation of Misleading Information

Sends Letter to Mayor Requesting Open Hearings on Subject

At the meeting of the Chicago Teachers' Federation Saturday, March 13, the Federation voted unanimously to co-operate with the City Council and its Finance Committee in their work of obtaining needed revenue through equitable assessments and voted so to notify the Mayor.

Following is the letter sent to Mayor Dever as a result of action taken at Saturday's meeting:

March 17, 1926.

Hon. William E. Dever,
Mayor City Hall, Chicago.
Dear Mayor Dever:

Statements not in accordance with the facts, as shown by official records, are being circulated in regard to the financial resources and obligations of the Educational Fund of the Board of Education.

These misleading statements have been given to the public generally through the press and through printed material sent to the principals of the Chicago schools to be presented to the parents and teachers of the school children.

Appearing to have official sanction, these statements give the impression that school activities must be curtailed, schools closed, or teachers' salaries cut, because the City Council persists in its declared policy of obtaining needed revenue for the city and schools by demanding fair and equitable assessments of property now entirely omitted, or grossly under-assessed.

Inasmuch as the City Council, on January 16, appropriated $46,000 to be used by the Finance Committee in pushing this program, and, on March 3, referred to the Finance Committee a resolution requesting official and civic bodies, including the Board of Education and the Chicago Teachers' Federation, to co-operate with the Finance Committee of the Council in this work, the effect of these statements on the whole program is very pernicious at this time.

The Chicago Teachers' Federation, at its meeting last Saturday, March 13, voted unanimously to co-operate with the City Council and its Finance Committee, as requested, and instructed its officers so to notify the Mayor and the City Council. The Federation also authorized its officers to take such action in regard to the misleading statements herein referred to as these officers deemed necessary in order to get before the public official authentic information in regard to the matters concerning which these misleading statements have been made.

Acting on this authority, the officers of the Federation, because of the mis-information that is being disseminated, respectfully request the Mayor to refer the statements, herewith submitted, to the Finance Committee of the Council for immediate investigation and finding on the facts. The public should be officially and reliably informed whether these statements threatening the curtailment of school activities, closing of schools, or cutting of teachers' salaries are warranted by the facts, and whether the Council's program of equitable assessments of property threatens the schools and the tax-payers as charged in these statements.

The Federation further respectfully requests that the Mayor ask that the meetings of the Finance Committee to consider these statements be open to the public and that full opportunity be given at these meetings for the Federation to present, through its authorized representatives, the Federation's information from official sources which establishes our charge that the statements now being circulated, copies of which are submitted herewith, are not in accordance with the official records. An early reply will be greatly appreciated.

Respectfully submitted,

CHICAGO TEACHERS' FEDERATION.

(Signed) Mary M. Abbe,
President.

(Signed) Frances E. Harden,
Cor. Secretary.

Be Sure To Register March 23.

Digitized by Google

City Council Places on File Request for Increased Tax Rate

Does Not Grant Board Petition to Place Question on April Ballot

At its meeting Wednesday, March 10, the City Council took action on the report of its Committee on Schools, Fire and Civil Service and placed on file, by unanimous vote, the request of the Board of Education to put on the ballot at the April primary the proposition to increase the tax rate for the educational fund from $1.92 to $2.92 for each $100 assessed valuation. It will not be on April ballot.

The Council Committee on Schools held several meetings preceding the action taken by the City Council. The President and members of the Board of Education, the Business Representative of the Chicago Teachers' Federation, Mr. George A. Beers, president of the Principals' Club, Mr. John L. McNamara, the chairman of the Legislative Committee of the School Engineers' Union, and others, had appeared at these meetings and were heard.

The report of the Committee, that the City Council do not concur in the request of the Board of Education, was adopted by the Committee at its meeting March 3 by a vote of 7 to 2, after two hours of discussion, the chairman not voting and Aldermen Arvey and Boutell voting "no." This report was presented to the City Council that afternoon and the Council deferred action on the report until its next meeting, March 10.

Following are excerpts from the stenographic report of the Council Committee meeting of March 3, indicating the position taken by aldermen, members of the Committee, and by Mr. McNamara:

Stenographic report of meeting of COMMITTEE ON SCHOOLS, FIRE AND CIVIL SERVICE OF THE CITY COUNCIL of the City of Chicago, held on Wednesday, March 3, 1926, at 10:30 o'clock a. m.

The meeting was called to order by Alderman Brieske (at 11:10 a. m.), who presided.

Roll call by the Secretary, Mr. Harragh, showed the following members of the Committee present: Aldermen Brieske, Cronson, Fick, Arvey, Clark, Mills, Bowler, Nelson, Hoellen, Boutell.

There were also present: Mrs. Hefferan, member Board of Education; Mr. English, member Board of Education; Mrs. Gregg, member Board of Education; Mr. John E. Byrnes, business manager, Board of Education; Mr. Nelson B. Henry, secretary Finance Committee, Board of Education; Mr. John L. McNamara, Chairman Legislative Committee, Public School Engineers, and Miss Margaret A. Haley, Business Representative, Chicago Teachers' Federation.

The Secretary: A quorum present.

Alderman Cronson: Mr. Chairman, before we start, there is just one thing I would like to get straight in my mind. It seems to me that at the last meeting of the Committee, the statement was made by the President of the Board of Education and by the Secretary of the Finance Committee that the schools had enough money to run this year on. Wasn't that statement made here?

The Chairman: Yes.

Alderman Cronson: I want to know why the principals of this city, and especially the principals of the school in my Ward, are calling the parents of pupils that are going to schools in my ward and telling them that if they do not see their Alderman to have this thing put on the ballot today, penny lunches, kindergartens and other activities will be curtailed, starting the 15th of this month. I would like to find out from somebody who is responsible for the propaganda that is going out of that kind. If this thing is right, they don't have to start out with that kind of propaganda and send that kind of propaganda around town.

Alderman Bowler: Mr. Chairman.

The Chairman: Alderman Bowler.

Alderman Bowler: Another thing I would like to find out, whether it is the Parent Teachers' Association, or who it is that is pulling this stuff around Chicago. In my Ward on last Friday night there was a meeting called at a school; handbills were sent out throughout the district saying that Mayor Dever and the Aldermen were going to be at this school to talk on this question. Neither Mayor Dever nor myself knew anything about it.

I was called up the night before last by the principal of the school, who said they were going to have a meeting on Friday night and would I be there. I said I could not be there. "Well, would you mind us putting your name on the handbills?" Who is paying for the handbills and what right have they got to send

Digitized by Google

and have a meeting, to call these people in and find out what the influence is that they have, in line with the statement made by Alderman Bowler.

Alderman Cronson: The reason I am making this motion is that people in my Ward have been told, as I said, that if this does not go into effect immediately, the penny lunches and kindergartens and a lot of other activities are going to be curtailed. They also made the statement that if it does not go on the ballot they have to wait another year. They are getting that from somebody. It certainly is not the fact. That statement is contradicted by what the President of the Board said at the last meeting, that they have had enough money to run this year. As Alderman Nelson pointed out, if we voted for the tax levy for them early in January, they could certainly get enough money to run the year on. The Secretary of the Finance Committee of the Board of Education, who seems to be the man they all relied upon for their facts and figures, has made the same statement. I think it is an unfair thing. I think it is the wrong thing to send out to the people of Chicago, to the parents of Chicago, to the Principals' organization, to alarm them over a situation that is contradicted by the officers of the Board of Education.

* * * * * * * *

Alderman Mills: I do think some inquiry ought to be made. The newspapers have given editorial praise to the present Superintendent because he was attempting to take the schools out of politics. I have been quite familiar with the school system of Chicago for the past twenty years. I was a member of the Board beginning July, 1906. This is the rankest politics that I ever heard of. I am perfectly amazed at what has been stated here this morning. I am frank to say that while I have had a few calls, they have been nothing of the kind stated by Alderman Cronson, Alderman Bowler and others, in my Ward that I know of.

I stated very frankly, as Alderman Nelson said, that I do not think a referendum at this time would have a ghost of a chance to carry, and as I stated in the Committee, I did not think that it was fair to put such a question on a ballot at a primary election.

One other thing I would like to say in that connection, and that is that the Board of Education needs a good deal of money in the building fund as well as in the educational fund, and getting the additional needed revenue by an increase of the assessments will help the building fund as well as the educational fund, and will also help the corporate fund of the city of Chicago, and every man around the table knows that the employees of the city are much worse paid than the teachers and we must get additional revenue and we must get it in the proper way.

* * * * * * * *

Alderman Nelson: I move you, Mr. Chairman, that this Committee on Schools, Fire and Civil Service recommend to the Council at this afternoon's meeting non-concurrence in the request of the Board of Education for submission of this tax rate increase for the Educational Fund.

* * * * * * * *

The Chairman: There is a gentleman who wants to be heard and it is up to the Committee. Mr. McNamara.

* * * * * * * *

Mr. John L. McNamara: Mr. Chairman and Gentlemen of the Committee: I just want to say it is apparent here that you propose to put this motion through without giving the delegation of the representatives of the schools, the Board members, a chance to say a word.

The Chairman: No, just a moment. Don't get that in the record. The Board members have been given a hearing.

Alderman Arvey: Mr. Chairman, you have given the gentleman a right to speak and he ought to be able to speak without interruption.

Alderman Cronson: Just a minute, Mr. Administration, just a minute. We have been at these meetings. Every member of the Board has had an opportunity to be heard.

Alderman Arvey: I do not care anything about that. You just voted to give him a right to speak. Let him speak. You should have denied him the privilege if you did not want him to have it.

Alderman Cronson: Yes, but we have a right to correct a statement that was made.

* * * * * * * *

Mr. McNamara: I do not have to be told what has happened. It is apparent here what is going on. I just want to say, Mr. Chairman and Gentlemen of the Committee, that there are people here who are members of the Board of Education, that I feel, out of courtesy to them, they should be given a chance to say a word before this motion is put——

Alderman Nelson: Mr. Chairman, if this man wants to be heard on this, I suggest that he present his argument. He comes here as a spokesman evidently, but I do not know who

Digitized by Google

has appointed him for the Board of Education. He is not familiar with the fact that the members of the Board have had a hearing. He says he is, but he is not. The records show that every member of the Board of Education was invited to be here and the majority of them were at the hearing last meeting. If he has an argument to present, I suggest that he confine himself to presenting that argument.

Alderman Mills: Courteously.

Alderman Hoellen: I might add to that, the members of the Board who are present here today were heard at the last meeting. I recognize all of them here.

* * * * * * * *

Mr. McNamara: Was Mr. English heard?

Alderman Hoellen: Yes, they were all heard, Mrs. Hefferan and Mrs. Gregg, too.

* * * * * * * * * * * *

The Chairman: Your full name, please.

Mr. McNamara: My name is John L. McNamara.

The Chairman: Your address?

Mr. McNamara: My address is 8443 South Elizabeth.

The Chairman: Whom do you represent?

Mr. McNamara: I am the Chairman of the Legislative Committee of the Public School Engineers' organization, and I am here, Mr. Chairman and Gentlemen of the Committee, to speak for three hundred and eighty organized men, one hundred per cent organized, who are employed in the Board of Education.

Alderman Nelson: Were you instructed by that organization to appear here?

Mr. McNamara: I most certainly was.

Alderman Arvey: Mr. Chairman, that is not a fair question.

Mr. McNamara: Now the thing is to put it on the ballot on the 12th of April. The question arises, why in a hurry? I am told that if it does not go on, on the 12th of April, if it is held over until November, that it means a year from that time before it comes in force and effect. That being true, there isn't any dodging the issue. There won't be finances to run the schools. That is all there is to it.

* * * * * * * *

Mr. McNamara: And I will say to you now, ninety-eight per cent of the teachers are for this thing.

Miss Haley: They are not.

Mr. McNamara: Absolutely, they are for it, and I say to you the vote they took showed that, and if the vote was taken today, it would be fifty per cent more than it was when it was held a month ago.

Mr. McNamara: Now I know I am standing fairly and squarely on the fact when I say that the person who comes in here and says to you she represents the teachers, does not represent the teachers in this case.

Alderman Clark: Mr. Chairman, I am going to object to the gentleman's statement. He is representing the engineers and not the teachers.

Mr. McNamara: I am in contact with the teachers.

Alderman Clark: If he wants to confine his remarks to the organization he says he represents, it is all right for him to talk, but if he does not, I am going to make a motion that he cease.

Alderman Clark: He is taking in too many organizations for me to listen to it.

* * * * * * * * * * * *

Mr. McNamara: All right.

Alderman Hoellen: You made a statement there that this Committee has had but two meetings.

Mr. McNamara: I said that as I understood it, yes, Alderman.

Alderman Hoellen: As you understood it? At both meetings there was not a quorum present. Now for your own information, there was but one meeting held, at which time there was no quorum. Other meetings were held, there was a quorum and there was a full meeting and a full attendance, so that the members of this Committee have given this due consideration.

You also made the statement that you want the members of this Committee to know where the responsibility lies on this vote. Now, in putting this on the ballot in April, every one of the members of this Committee feels and realizes that a certain amount of responsibility rests on their shoulders as Aldermen representing the city of Chicago, and I have listened to the members of the Board of Education; I have listened to the several members of the Principals' organization at one of our meetings; I, as one member of this Committee, feel that the action taken by the Finance Committee in appropriating $46,000 to make an investigation on the taxation is the right thing to do, is to get the money that way, and I think it is the duty of this Committee to find ways and means of raising the funds without increasing the tax rate itself.

The attorneys for the Board of Education themselves, through an investigation, find that on the assessed valuations, the small property

(Continued on page 254)

Register Or You Cannot Vote April 13.

Digitized by Google

Superintendent Proposes to Change System of Marking Teachers

Asks "Hand-Picked Conference" for "Recommendations"

The Superintendent has submitted for discussion to his so-called "Chicago Public School Teachers' Council" (his "hand-picked conference," as Mr. Mullenbach called it,) a proposal to change the system of marking teachers and principals again. The reason the Superintendent gives for this his third change in thirteen months, is in order that "the Superintendent may be informed which teachers are above the general average and therefore worthy to be considered for promotion." The Superintendent's call is dated February 24, 1926, and is addressed to twelve persons who are asked to come prepared to make recommendations. No time is named in the call when they are to come.

There were thirteen persons named in the Superintendent's call of June 6, 1926, for the first meeting of his so-called "Chicago Public School Teachers' Council," which was held on June 15, 1925. The name of Mr. George A. Beers, President of the Principals' Club, the thirteenth in that original call, is omitted from this February 24th call. Mr. Beers was made a high school principal in February, 1926. Mr. Albert Evans' name appears on this call of February 24 in place of Mr. James E. Armstrong (now in Emeritus service), whose name appeared on the call for the first meeting as the representative of the High School Principals' Club. These are the only changes from the call for the first meeting.

The representative of the Elementary Teachers' Manual Training Club, Mr. Lahann, continues to appear on the Superintendent's call, though the officers of the Club have informed us that the Superintendent has been notified that the Club has withdrawn its representation in his Council.

The Superintendent's first call notifying of the June, 1925, meeting, gave the names of the persons and the name of the organization or group each represented. This call was printed in the Bulletin of September 30, 1925, page 34. As this last notice of February 24th does not show what organization or group the persons addressed represent, a check up has been made with the first call and the names of the groups represented respectively by the twelve persons addressed in the February call, in the order in which they appear are as follows:

1. High School Principals' Association. (Mr. Evans.)
2. Assistants to Principals. (Miss Benson.)
3. Chicago Public School Kindergarten Association. (Mrs. Blodgett.)
4. Truant Officers' Federation. (Mr. Burke.)
5. Chicago High School Teachers' Club. (Mr. Cantwell.)
6. Physical Educators' Club. (Mr. Strass.)
7. Special Teachers' Club. (Mrs. Hilsabeck.)
8. Assistant Superintendents. (Mr. Hogge.)
9. Elementary Manual Training Teachers' Club. (Mr. Lahann.)
10. District Superintendents. (Mr. Lowry.)
11. Teachers' League. (Miss Mull.)
12. Household Arts Club. (Miss O'Sullivan.)

Following is the Superintendents' call:

BOARD OF EDUCATION
City of Chicago
February 24, 1926.

Subject: GRADES OF RATING THE TEACHERS AND PRINCIPALS

Mr. Albert W. Evans,
Tilden Technical High School.

Miss Lucy A. Benson,
260 W. 66th Street.

Mrs. Mary M. Blodgett,
128 North Hamlin.

Mr. Wm. D. Burke,
460 South State St.

Mr. T. Olin Cantwell,
1601 Wilson Avenue.

Mr. Max Strass,
Lane Technical High School.

Mrs. Emily L. Hilsabeck,
1418 E. Marquette Road.

Mr. Morgan G. Hogge,
Assistant Superintendent.

(Continued on next page)

Be Sure To Register March 23.

Digitized by Google

Emeritus Service Rule Amended By Board

Twenty Years Changed to Ten in New Action

Three changes in the Emeritus Service rule are contained in an amendment to it recommended by the Joint Committee on Rules and School Administration and adopted by the Board of Education.

By the rule as originally passed by the Board of Education on December 9, 1925, those persons transferred to Emeritus Service must have had 20 years' consecutive service. By the terms of the amendment "20 years' consecutive service" has been changed to "ten years." The word "consecutive" is left out and "shall" has been changed to "should."

Following is the rule as amended and adopted by the Board of Education Wednesday, March 10:

14041—EMERITUS SERVICE—AMEND RULE

Amend and Adopt

TO THE BOARD OF EDUCATION
OF THE CITY OF CHICAGO:

THE SPECIAL COMMITTEE ON RULES AND SCHOOL ADMINISTRATION REPORTS:

that it has carefully considered report No. 13892 in reference to Emeritus Service—amend rule—and recommends that the report be amended by substituting the following:

"Section 1. There is hereby created a branch of the educational service of the Board of Education which shall be known as Emeritus Service, to which all members of the teaching force, including teachers, principals, supervisors, directors, district superintendents, assistant superintendents, superintendents (other than the Superintendent of Schools), and examiners, except as hereinafter provided shall be assigned when they have respectively reached the age of 70 years. Provided, however, such assignment shall be made only in cases where said persons have been in service in the public schools of the City of Chicago for at least TEN YEARS prior to such Assignment. Hereafter no member of the teaching force shall be continued in classroom or supervising duties who shall be more than 70 years of age."

"Section 2. It shall be the duty of the Superintendent of Schools on the first day of January and the first day of July in each year or as soon thereafter as possible, to report to the Board of Education in writing the names of all persons of the teaching force who have or will have attained the age of 70 years on the first day of February or August next ensuing, and he shall recommend (unless he is of the opinion that charges SHOULD be preferred against such persons in accordance with the Statute and Rules in such cases made and provided), that such persons WHO HAVE BEEN IN SERVICE IN THE PUBLIC SCHOOLS OF THE CITY OF CHICAGO FOR AT LEAST TEN YEARS shall be TRANSFERRED from regular classroom or supervisory service and shall be assigned to the class of service known as Emeritus Service and be subject to the call of the Superintendent of Schools or the Board of Education for consultation, advice, and such other service as may from time to time be required."

THE COMMITTEE RECOMMENDS that the amendment presented herewith be adopted.

CHAIRMAN, JOINT COMMITTEE ON RULES AND SCHOOL ADMINISTRATION.

Mr. Paul H. Lahann,
4654 N. Springfield.

Mr. Charles D. Lowry,
1621 Wabansia Avenue.

Miss Cora E. Mull,
4151 Berkeley Avenue.

Miss Teresa O'Sullivan,
2500 E. 74th St.

Ladies and Gentlemen:

Another matter has come up since I sent you a list of subjects for discussion at your next meeting. It is the following proposition:

"TO THE BOARD OF EDUCATION—CHICAGO.

RECOMMENDED that beginning with June, 1926, the efficiency ratings of teachers in the Chicago Public Schools be 'Superior, Satisfactory, and Unsatisfactory,' instead of 'Superior, Excellent, Satisfactory, Unsatisfactory, and Inefficient.'

REASONS: The efficiency ratings filed in the office of the Superintendent of Schools are for administrative purpose only. The information which the Superintendent desires to secure from these ratings is whether the teacher is satisfactory in the position which she is occupying, whether she is unsatisfactory or whether she is above the average and therefore worthy of promotion in the system.

The state law provides that 'promotion of teachers, principals, and other educational employes shall be made for merit only.' In order to carry out this provision of the law, it is necessary for the superintendent to be informed which teachers are above the general average and therefore, worthy to be considered for promotion. The mark of 'Superior' indicates this and the additional mark of 'Excellent' can indicate no more. Furthermore, the two marks of 'Excellent' and 'Superior' tend to create dissension and rivalry between teachers in the system.

The law further provides that the service of teachers must be satisfactory. Any efficiency rating lower than a grade of 'Satisfactory' plainly shows that the teacher does not meet the requirements set up by the law of Illinois. The grade of 'Unsatisfactory' shows this and the additional grade of 'Inefficient' is both confusing and misleading."

Please talk this over with those whom you represent and come prepared to make recommendations.

Signed. Wm. McAndrew.

Register Or You Cannot Vote April 13.

Digitized by Google

With
EASTER
Just around the corner
DU BROCK
offers a most unusual display of
Spring Attire



Kasha Cloth, $49.75
Other Ensembles, $39.75 to $59.75
Dresses, $16.75 to $39.75

Made in our own shops according to the latest dictates of fashion authorities of Paris, London and New York. Materials that are now in vogue and colors that are most in demand.

Good values are assured by our "Maker-To-Wearer" Policy

Our garments are made to your order from models on display. You may even actually SEE the dresses in the making. This, of course, eliminates the middleman's profit. Teachers may buy here at the same prices the retail stores pay the manufacturers. Many teachers are now patrons. We invite more.

HUGO DU BROCK & CO.
Established 1901
23 E. Jackson Blvd.—4th Floor

BERTHA OTT *Announces the following* **CONCERTS and RECITALS**
under her management

Mischa Elman, violinist, recital, **Orchestra Hall,** Sunday afternoon, March 21st, at 3:30. Seats, $1.10, $1.65, $2.20, $2.75, tax included, at box office now.

Mischa Levitzki, pianist, recital, **Studebaker Theater,** Sunday afternoon, March 21st, at 3:30. Seats, $1.10, $1.65, $2.20, tax included, at box office now.

Howard Goding, pianist, recital, **Princess Theater,** Sunday afternoon, March 21st, at 3:30. Seats, $1.10, $1.65, tax included, at box office now.

Richard Crooks, tenor, recital, **Studebaker Theater,** Sunday afternoon, March 28th, at 3:30. Seats, $1.10, $1.65, $2.20, tax included. Mail orders now.

William Bachaus, pianist, recital, **Princess Theater,** Sunday afternoon, March 28th, at 3:30. Seats, $1.10, $1.65, $2.20, tax included. Mail orders now.

RETURN ENGAGEMENT—Amelia Galli Curci, prima donna soprano, recital, **Orchestra Hall,** Tuesday evening, March 30th, at 8:15. Seats, $1.10, $2.20, $2.75, $3.30, tax included. Mail orders now.

Myra Hess, pianiste, recital, benefit Scholarship Fund, Gamma Chapter, Sigma Alpha Iota Sorority, **Studebaker Theater,** Sunday afternoon, April 4th, at 3:30. Seats $2.00, $1.50 and $1.00. No tax. Mail orders now.

Rudolph Reuter, pianist, and **Jacques Gordon,** violinist, joint recital, **Princess Theater,** Sunday afternoon, April 4, at 3:30.

Tickets can be secured by addressing
BERTHA OTT, 1522 Blum Bldg., 624 So. Michigan Ave.

The Most Satisfactory
PERMANENT WAVE
Guaranteed to Please
PAUL MUNTZING, 162 N. State St.

CITY COUNCIL FILES

(Continued from page 251)

owner is paying anywhere from thirty-five to seventy-five per cent of the true valuation; where the large property owner is paying but twenty per cent. Now, that is through the members of the Board of Education themselves; that is their finding, so that I believe the proper thing to do is to hold this over until November, in view of the fact that—

* * * *

Alderman Hoellen: Mr. McNamara just a minute, let me get this to you: The Finance Committee of the City of Chicago has appropriated $46,000 to investigate taxation—

Alderman Cronson: Increased revenue.

Aldeman Hoellen: Yes, increased revenue. They want to find ways and means of raising the revenue for the City of Chicago as well as the Board of Education. Every member of the City Council is heart and soul with the Board of Education in their work in improving the school facilities for the City of Chicago. We are with them; but we do not want to take the wrong step in raising this money. We want to find the right, businesslike method in getting the money. We realize we must have more revenue and we want to get it in a businesslike way in raising the revenue. That is why this $46,000 has been appropriated, to find ways and means of bringing the large property owner to pay his just share of taxation, and the Board of Education will get part of it.

* * * *

Alderman Cronson: You made the statement the schools cannot function, they are going to close some schools. What is the authority for that statement?

Mr. McNamara: I simply took that from the statement made by Colonel Ellicott.

Alderman Cronson: Where was that statement made?

Mr. McNamara: I have it in print, I think.

* * * *

Alderman Cronson: Just a minute. Colonel Ellicott was present at the last meeting we had, in which he said there was enough money to run the schools and they would not have to curtail anything.

Mr. McNamara: For this year?

Alderman Cronson: For this year, yes, and if the City Council met in January and passed

(Continued on page 256)

Be Sure To Register March 23.

Digitized by Google

AN EXPLANATION

In the January issue of the Bulletin, in the article reporting the election by the Board of Education on January 27, of 41 new elementary principals, the name of Miss Vangie Morrisey erroneously appears as one of the principals referred to by a Board member on the floor of the Board, when he said that 30 of the 41 principals named had not had a day's experience as a teacher in the elementary schools.

In this article Miss Morrisey's name appears in a separate paragraph in which her long experience as teacher in the Chicago Parental school is noted and the statement is made that Miss Morrisey had no experience in the Chicago elementary schools. This statement is an injustice to Miss Morrisey and we regret sincerely that it appeared. It was an oversight for which we apologize to Miss Morrisey.

Miss Morrisey made no complaint herself but one of her many friends called our attention to this injustice and the management of the Bulletin hopes that Miss Morrisey and her friends accept our apology.

(Signed) MARGARET A. HALEY.

HENRICI'S is famous no less for the enduring and deep friendships it has won than for the quality of the foods it serves and for the great volume of its patronage. Of a Saturday, before the matinee, it is the great central meeting place.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets

Alterations FREE

Don't forget — no charge for alterations at Harveys.

HARVEY & CO

135-137 S. STATE ST.

Special 10% Discount to Teachers Only

You'll Appreciete the HARVEY Display of

DRESSES and COATS

Season after season, the Harvey display emphasizes the Harvey leadership in variety, style and value! This Easter season, as never before, we present an array of garments destined to meet the approval of the most fastidious shoppers.

Dainty, indeed, are the DRESSES - - - - - $18.75 up

Paris-inspired, daintily cut and trimmed, of the most desired materials in the newest shades of Spring. Priced to prove that HARVEY values are greatest.

Conforming to Newest Modes COATS - - - - - - $29.50 up

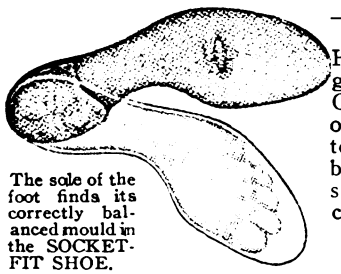
Splendidly tailored of velvety-soft materials, in all of the prevailing Spring shades and tints. Nowhere but at HARVEY'S are such values displayed.

All Merchandise Marked in Plain Figures

10% DISCOUNT TO TEACHERS ONLY

Digitized by Google

If Your Feet Hurt
—"See Me"



The sole of the foot finds its correctly balanced mould in the SOCKET-FIT SHOE.

Here, our one aim is to give you foot comfort. Our shoes, as well as our service, are designed toward that end. Our business thrives on the satisfaction we give comfort lovers.

D. C. LOCKE'S

In the Lobby of the Shops Bldg.

SOCKET-FIT SHOE-STORE

17 North Wabash Ave. Chicago, Ill.

Formerly the College Boot Shop

How would you like

Your Felt or Straw Hats
Reblocked

into **up-to-date styles?** Bobbed hair or conservative styles. Small or extremely large headsizes. We have them. We are manufacturers of the finest hats and our Reblocking Department has access to the best shapes. A trial will convince you of our efficient service.

Chicago Hat Mfg. & Bleaching Co.
12 North Michigan Ave. 8th floor Ward Bldg.

Save BY MAKING YOUR OWN CLOTHES
WE MAKE IT EASY

Upon Cutting and Fitting depends the ultimate success in the making of the garment—and that intricate task, we perform for you—then pin and baste it. Your own ideas are followed—or you may select from our style books. All you do is the actual sewing!! Then, too, we have a

Partial and Complete Finishing Service

—doing part of the sewing—or the complete making of the garment. Appointments for fitting may be made by telephone.

THE GOODRICH SHOP
1107 Stevens Bldg. Dear. 7015

5,000 Satisfied Users in Chicago

HEADACHES AND THAT TIRED FEELING
are the natural result of
CONGESTED BLOOD

—as are many other ailments. If YOUR school day wears on you—if you are tired, or nervous, or have sore and stiff muscles, or if you cannot sleep well—permit us to demonstrate the

ELECTREAT

You use it yourself—and it relieves in from two to twenty minutes. NOT A MEDICINE.

Teachers who mail this advertisement will be given a free demonstration at home—no obligation

ELECTREAT CO.
39 W. Adams St. Wab. 0598

CITY COUNCIL FILES

(Continued from page 254)

the tax levy, they could get along the early part of next year if they did not get an increase in revenue. If they got an increase in revenue, it would not curtail any of the different activities of the schools. What I am trying to find out, is your information any different from our information? You say it is going to seriously interfere with the functioning of the schools. The President of the Board of Education, the Secretary of the Finance committee, say it is not going to interfere with the functioning of the schools. Who is right on it?

Mr. McNamara: I assume the Board of Education knows what they are talking about, and when Colonel Ellicott made the statement, it would curtail some of the activities of the schools—

Alderman Cronson: When did he make that statement?

Alderman Nelson: Did you read that statement?

Mr. McNamara: Yes, I read it.

Alderman Nelson: Where did you read it?

Mr. McNamara: In the press.

Alderman Nelson: In the press?

Mr. McNamara: Yes.

Alderman Nelson: I have not read that statement in the press and the official record is here; he never made that statement; he said "unless we get relief next year"—

Mr. McNamara: That is what I am saying.

Alderman Cronson: What are you talking about? Next year or this year?

SPRING OPENING
Kittner Fashion Shop
Now presenting a variety of compelling styles for Spring, in
COATS, SUITS and DRESSES
in all leading fashions.
Dearborn 3467
914-916 Venetian Bldg., 15 E. Washington St.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Be Sure To Register March 23.

Digitized by Google

THE RIME OF ANY OLD TEACHER

With (no) apoligies to Sammie Coleridge,
for this is lots better than his'n.

—1—

It is a worried teacher,
And she faceth fifty-three,
By thy adding and thy proving true,
Cinch a hundred mark, saith she.

—2—

The fifty-three sat horrified,
For they were very dumb,
The sun is set, but the proof is yet
A thing that fails to come.

—3—

"What plagues you, pesky teacher?"
Think the kids, all of one mind,
"Why don't you teach the Charleston,
And not this tiresome grind?"

—4—

She quells them with her wild black eye,
She quells the fifty-three,
They add and prove and prove and add,
And wish that they were free.

—5—

Figures, figures everywhere,
And all the brains did shrink,
Figures, figures everywhere,
And never a child could think.

—6—

The very room did reek with them,
O Heck! that this should be,
And still the glum old teacher glared
At the hapless fifty-three.

—7—

They added up, they added down,
Then half way up went they,
They counted on their finger tips,
Until at last they say:

—8—

"See! See (they cry) with work we're done,
This darn stuff makes us sore,
We've got the sum, but the proof is bum,
So now we'll add no more."

—9—

The kids were here, the kids were there,
The kids were all around,
The teacher, though, was not all there
For she fell in a swound.

—Contributed by a Teacher.

WANTED: Three teachers with car to share cottage Long Lake, May and June. Paved road, good trains. Emma L. Lee, 3213 Altgeld St., Chicago.

Exclusive—but not Expensive

Murray Black Co.

21 N. Wabash Ave.
Ground Floor
Between Madison and Washington

A Discount of **10%** Allowed to School Teachers

Spring Apparel
During the Fall and Winter months it was our pleasure to sell scores of Chicago Teachers their complete outfits, including many fine fur coats.
We have no doubt that these same patrons will come to us for their Spring Apparel—for they have come to know that MURRAY-BLACK offers the utmost in style and quality, at purse-appealing prices. And we invite new patrons among the teachers to take advantage of our 10% discount offer.

Dresses, $20 up
For work-a-day, dinner and evening, in the newest styles and colors, of materials most in demand this season. A wide selection, gathered from the Nation's foremost manufacturers.

Suits & Coats, $25 up
Two and three piece, in a wide variety of color, pattern, style and cloth. Every one at a most moderate price—and then an additional 10% off to teachers!



Sizes for Misses, Women and Stouts

MURRAY-BLACK CO.
21 N. Wabash Ave.
Between Madison and Washington

MARINELLO
Approved Beauty Shop
Everything in Beauty Culture
Permanent Waving and Expert Hair Cutting by Licensed Man Operator
Suite 602 Stewart Bldg. Opposite Fields
108 N. State CENtral 3877

Superfluous Hair
Can positively be forever destroyed
I have been in business for many years—and I guarantee my work
Martha B. Dowdy
Dearborn 5397 No Apprentices
Mallers Bldg., 5 S. Wabash Not a Beauty School

Large Stock on hand



O. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

JUST WHAT YOU WANT
—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember, it's the—
ALL-ARTS MAGAZINE
Published by All-Arts Company, Inc.
63 E. Adams St., Dept. M **Chicago, Illinois**

Register Or You Cannot Vote April 13.

Digitized by Google

TEACHERS!! Let Me Attend You Before Vacation
SUPERFLUOUS HAIR
Removed by Multiple Electrolysis
GUARANTEED PERMANENT AND SATISFACTORY
LOUISE B. EVERETT
Personal Service
17 N. State Street—Dearborn 5277



56 Years In The Fur Business!! I KNOW FUR
Why take chances with moths each Summer. OurFur Storage Vaults, of special construction, have been designed to eliminate every possible worry.
F. RANKE FUR CO.
Second floor Capitol Bldg.
159 N. State St. Dearborn 5831

CHICAGO TRUNK & LEATHER GOODS CO.
MANUFACTURERS OF
KWALITY Baggage
LUGGAGE OF EVERY DESCRIPTION
526 SOUTH WABASH AVENUE
CHICAGO, ILL.
Wholesale Prices to School Teachers

If You Want a Good Shingle Bob
or
Permanent Marcel Wave
Come in and see us!
JOSEPH P. MARTIN
1016 Stevens Bldg.
CENT. 1216 DEAR. 6542



Dear Miss Teacher:
Have you been going without corsets and find yourself spreading? If so, you will be sorry. Let us mold you back into shapely lines with either our flexible lightly boned Corset, or our "Dream" Girdle-brassiere Figuremold. They are "comfy" yet they control. Discount to you of 10%. We invite a call.
Mrs. L. M. MacPherson
(*Corset Specialist*)
517 Venetian Bldg., 15 E. Washington St.

This Advertisement and Entitles Any Chicago School Teacher to a **New Permanent Wave** $9.50
THE WENZEL WAY
Satisfaction Guaranteed or Money Back
WENZEL, 177 North State Street
State 1887

Phones Central 2551-2552 Res. Park Ridge 1842
JOHN J. McCORMICK
SHORTHAND REPORTER
1105 Ashland Block - - - - - Chicago
SPECIALIZING IN VERBATIM SHORTHAND, REPORTING OF CLUBS AND MEETINGS.

THE IDLE HOUR

"The best of all ways to lengthen our days

Is to steal a few hours from the night, my dear."

—From an Old Irish Song.

A Debate, "Resolved: that Military Training in Schools and Colleges Should Be Abolished," is scheduled for the Chicago Forum Sunday, March 21 at 3 o'clock in the Olympic Theater. Representing the affirmative will be Dr. Irving Maurer, President of Beloit College. Frank Comerford, Chicago attorney, will speak on the negative.

Scott Nearing, lecturer at the New School of Social Research, New York, will be the speaker at Hull House, Saturday night, March 20 at 8 o'clock. His subject will be, "Recent Educational Development in Russia." Mr. Nearing has just returned from two months intensive study in Russia. A special invitation has been extended to teachers to attend the lecture.

Dallas Lore Sharp will lecture Saturday morning, April 17, at 10:30 o'clock in the Studebaker theater, according to an announcement of the Chicago Division, Illinois State Teachers' Association. His subject will be, "Five Days and An Education."

Galli Curci will appear in a return engagement recital Tuesday night, March 30, in Orchestra Hall. The prima donna soprano sang in Chicago several weeks ago.

A little child was asked—"How old is your brother?"

The child replied—"He aint old he's new."

SUBSCRIPTION
to
MARGARET HALEY'S BULLETIN
Name.....
Address.....
(Street and Number)
.....City
Subscription price—$2.00 per year.
MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago. Tel. Central 3904.

Be Sure To Register March 23.

Digitized by Google

TOURS

"SWEDEN WELCOMES YOU"

Visit Scandinavia, the home of the Vikings. Spend your Summer Vacation in the wonderful Northlands! Enjoy their invigorating Summer Climate, their beautiful nature; learn to know their old culture and glorious history. SPECIAL TOURS THIS SUMMER FOR STUDENTS AND TEACHERS with **the new Motorliner "GRIPSHOLM."** "The last word in Ocean travel."
Only eight days from New York direct to Gothenburg, Sweden.

Special Tourist Third Cabin **Round Trip Rate, $197.00.**
For sailings, rates and particulars apply

SWEDISH AMERICAN LINE

181 N. Michigan Ave. Chicago, Illinois

Send for our booklets

"The Capitals of Northern Europe," "Student Tours to the North Cape," "Sweden Welcomes You."

LET AN EXPERT PLAN YOUR TRIP
IT WILL COST YOU LESS

TENNESSEE RIVER TRIP APRIL 24th, $65.00
EUROPE JUNE 17th-25th, JULY 1st-8th-16th
HAWAIIAN ISLANDS via CANADIAN ROCKIES JUNE 25th
ALASKA VIA CANADIAN ROCKIES JULY 5th, AUGUST 10th
CUBA-PANAMA-CENTRAL AMERICA CRUISE AUGUST 3rd
YELLOWSTONE-GLACIER, JULY & AUGUST

MARNELL'S INTERNATIONAL TOURS

1439 Straus Building 310 So. Michigan Ave.
Telephone Har. 6020 Chicago Illinois

Open All Day Saturday

French Line

Now you cannot afford *not* to go to Europe
Tourist III Cabin Round Trip Rate $177
Company's Office 109 N. Dearborn St.

AN IDEAL EUROPEAN TOUR

58 Days—$595

Visiting England, Holland, Belgium, The Rhine, Switzerland, Italy (includ. Naples), Riviera and France
Full particulars

Mrs. Florence B. Blair

5218 Dorchester Avenue CHICAGO
Fairfax 5147

European Tours

All expenses—limited parties
$395 to $2,100

For reservations and booklet—
AMERICAN TRAVEL BUREAU, Inc.
715-717 Straus Bldg., Chicago

VACATIONS

Pacific Northwest—Alaska Tour, July 31st.
College Tours to Europe, Mediterranean—North Cape.
National Parks—Independent-Conducted Schedules.
Many other offerings—REGISTER EARLY.

Baker Travel Service
1547 Marquette Bldg., Dearborn-Adams
Randolph 3105 — Chicago

TOURS

EUROPE

(June and July—1926)

In Selecting Your Tour

If you are certain

1—That the Agency is Personally Experienced.
2—That the Party is Limited in Numbers.
3—That your Itinerary covers the Best of Europe.
4—That your TOUR is not merely an Ocean Voyage.
5—That you will be given the Best of Hotels.
6—That a Personal Service will always be accorded you.
7—That a Quality Service will always Obtain.

It Follows

That Your Trip Will Be Delightfully Profitable

OUR TRAVEL LITERATURE

Send, write or call for our
1926 Tour Announcement (Seven Tours)
Our "BLUE BOOK OF TRAVEL" (Free)
"WHILE EN ROUTE" (Now in Publication)

BEALE TOURS

112 W. Adams St. Chicago, Ill.
Randolph 1770

(We Acquaint You with the Untouched, Untravelled Portions of Europe)

Insured INDESTRUCTO Trunks

INDESTRUCTO TRUNKS AND LUGGAGE

Built to last and to Satisfy

CHICAGO SALES ROOM
20 E. Jackson Blvd. HARRison 8123
R. W. OWEN, Representative

TEACHERS!! — SEE AMERICA FIRST

THE CRESCENT INN, Ennis, Montana

On direct route to Yellowstone National Park, 65 miles from west entrance. Spend your vacation in the shadow of the Rockies. Most delightful sport in the world. Phone our representative at Hyde Park 5110 any day from 9 A. M. to 1 P. M. and you will get literature with all information—including references. Make your reservation NOW. **SPECIAL RATES TO TEACHERS.**

DO NOT MISS IT

— Let —

MRS. B. FRANK BROWN

advise you on Mentor Student Tours through Europe. Other trips of Mentor excellence can be provided.

We recommend 58 days for $595
Seeing England, Holland, Belgium, The Rhine, Switzerland, Italian Lakes, Italy (including Naples), the Riviera and France.
Address inquiries to 955 W. Grand Ave., Chicago

Bluebird Cottage

BLUEBIRD COTTAGE in the Rocky Mountains at Boulder, Colorado, is open this winter to any Chicago teacher for rest and recuperation in the pure air and sunshine of Colorado.

Reservations may be made in Chicago at
1515 Capitol Building

Digitized by Google

Digitized by Google

CAP 5 28

Stirred ap. 22/26.

VOL. III

Margaret Haley's BULLETIN

NO. 14

Chicago, Ill. 28 March 31, 1926

Christ Shall Rise

High hopes that burned like stars sublime
Go down in the heavens of freedom,
And true hearts perish in the time
We bitterliest need 'em;
Yet never sit we down and say
There's nothing left but sorrow;
The powers of hell are strong today,
But Christ shall rise tomorrow!

—Gerald Massey.

Digitized by Google

TOUR FLORIDA
This Spring Vacation
CHICAGO TEACHERS' EXCURSION
April 24th to May 1st

A delightful, comfortable, restful and instructive vacation at an astonishingly low cost—which includes rail and motor bus fares, meals accommodation and entertainment en route and in Florida.

Florida—always the land of sunshine—will be at its best about May 1st. The orange trees will be in full bloom. The most beautiful flowers, shrubs and trees you have ever seen, will great your eye. Gentle ocean breezes will lull you to sleep.

You will return to your duties on May 3rd, refreshed and rested, and with an added fund of first-hand information about the most talked-of state in the Union.

Here is an opportunity of enjoying a delightful, restful, instructive and profitable vacation at a small cost. Call, write or telephone for full particulars.

TOM D. COSTELLO
332 S. Michigan Avenue - - CHICAGO
Tel. Wabash 1897

Nowhere sun shines quite so bright as
down in Florida.
Nowhere birds sing quite so sweet,
For Heaven and Earth both seem to meet
Right down in Florida.

Luncheon
Candies
Rich Ice Creams

Much as though you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room
JULIA KING'S
118-22 NORTH DEARBORN ST.
Near Randolph St.

Save BY MAKING YOUR OWN CLOTHES
WE MAKE IT EASY

Upon Cutting and Fitting depends the ultimate success in the making of the garment—and that intricate task, we perform for you—then pin and baste it. Your own ideas are followed—or you may select from our style books. All you do is the actual sewing!! Then, too, we have a

Partial and Complete Finishing Service

—doing part of the sewing—or the complete making of the garment. Appointments for fitting may be made by telephone.

THE GOODRICH SHOP
1107 Stevens Bldg. Dear. 7015

Instant Response to Concession Offered the Federation

SINCE the March 17th issue of The Bulletin, in which this space was used to announce arrangements which had been made with one of Chicago's leading wholesalers, we have received a great many compliments on the accomplishment which will result in a saving on many household necessities and personal items such as diamonds, watches, other jewelry, leather purses, etc., and on sporting goods which members may now purchase at dealer's cost.

The notice sent to all members of the Federation has explained fully to you the location of this concern, as well as the requirements for allowing the dealer's discount — namely — PRESENTATION OF YOUR FEDERATION MEMBERSHIP CARD.

Inasmuch as this privilege of buying at a discount has been extended to the Federation, your appreciation of it can best be expressed by calling on the firm which offers you, on presentation of your Federation Membership Card, such unusual opportunities.

YOUR CARD IS BECOMING MORE VALUABLE EVERY DAY.

THE CHICAGO TEACHERS' FEDERATION

Be Sure to Vote April 13

Digitized by Google

MARGARET HALEY'S BULLETIN

VOL. 3. No. 14 March 31, 1926 Page 263

"In a Republic, Government Can Be Maintained Only by Justice"

—*Altgeld*

The whole office holding class is getting to be a cowardly hanging on class, which always is careful to see how the wind blows before daring either to have or to express an opinion, and the result is it is a negative class. They do not lead in public opinion or in the formation of a public sentiment on any question * * * Taking the whole office holding class together, it is difficult to point out wherein it does anything that can be regarded as raising the standard of public morals, creating a healthy public sentiment, or solving in a proper manner any of the great questions, both economic and social, that are calling for solution. On the contrary the whole office holding fraternity simply follows the public band wagon.

* * *

I would rather have it chiseled upon my tombstone, "He helped to break up boodleism in Illinois," than to have it said, "He served fifty years in the United States Senate." Let me add another word here: Office hunting has for many years been a mania, like money-getting, and it has lowered character. It has weakened manhood, it has created an army of neutral men, of wire-pullers, of straddlers, and of tricksters, an army of men who are incapable of doing anything great for their country and who have become a curse to this republic. Nothing in the end makes a man look more contemptible or will more certainly win him the scorn of manhood than to hold high office and be too weak or too corrupt to meet the highest demands of his country.

* * *

Never before did the world call so loudly and so earnestly for men who will make honor the pole star of conduct. Never before did this republic call so loudly for men who love free institutions and are willing to die for them. Never before did the country call so loudly for leaders as it does today.

* * *

There will be a mighty struggle, but do not forget that the cause of humanity has always triumphed in the end. But we must be in earnest. When a century ago men faced the gallows by declaring for liberty they were in earnest. When the Continental troops traversed the ice-covered hills with bare feet and wrote their cause in letters of blood, they were in earnest.

* * *

In a monarchy, government can be maintained for a time by brute force, but in a republic, government can be maintained only by justice. Those men and those policies which beget injustice are mortal enemies of republican institutions. No government was ever overthrown by the poor, and we have nothing to fear from that source. It is the greedy and the powerful who pull down the pillars of state. Greed, corruption and pharisaism are today sapping the foundations of government. It is the criminal rich and their hangers-on who are the real anarchists of our time. They rely on fraud and brute force. They use government as a convenience and make justice the handmaid of wrong. We are developing a kind of carbonated patriotism which seems to derive its most sparkling qualities from respectable boodleism. Our country has great vitality, but these conditions must be arrested or else we are lost. Only those nations grow which correct abuses, make reforms and listen to the voice of the struggling masses. * * *

From "Live Questions" by John P. Altgeld.

Be Sure to Vote April 13

Digitized by Google

From the Masthead
by The Lookout



God made the world—and rested;
God made man—and rested:
Then God made woman.
Since then neither God nor
man has rested.

To the Teachers of Chicago:

Teachers, you will be vitally affected by the coming Primary election April 13!

Your salaries will be cut unless more school revenue is obtained. The salary "cut" will undoubtedly be an "under-cover" cut, effected under the guise of efficiency, by basing the salaries on "marks," as teachers' salaries are now based in Gary, Indiana.

In Gary only "very superior" teachers, that is, those "marked" from 98 to 100, are allowed to get the maximum salary, $2,400. And, "for salary purposes" not more than 25 per cent of the whole teaching force in Gary is marked from 98 to 100. Gary is the model which the Chicago schools are slavishly following. For nearly two years the play-ground instructors in Chicago have had every year of their salary schedule based on "marks."

Coming events cast their shadows before. Watch that dark shadow, that last marking scheme of the Superintendent which he has submitted for recommendations to his "hand-picked conference," as Mr. Mullenbach called it. That scheme was printed in the last issue of the Bulletin.

The additional school revenue necessary to prevent the impending "under-cover" cut in teachers' salaries must come through more equitable and fair assessment of property by the tax-assessing boards, instead of through an increase in the school tax rate.

Candidates for Board of Assessors and Board of Review will be nominated on April 13 for six-year terms. The horde of tax-fixers and their beneficiaries will go to the polls early on April 13 to vote and work for their candidates for the Assessing Boards. They will stay till the last vote is counted—or stolen, if they can steal it.

The twelve thousand teachers and their many times twelve thousand friends should work, both before and on April 13, for candidates pledged to honest, equitable assessments of property for taxation. They should go to the polls on April 13, and stay until the last vote is counted to see that every vote is counted ***as the voter intended.***

There is not a teacher who can not get from ten to twenty citizens to get out and vote and work for the candidates who are pledged to a fair and equitable assessment platform, and to honest enforcement of the election laws.

There are two paramount issues in the Primary election on April 13. The first is control of the tax-assessing Boards of Cook County; the second is control of the election machinery through the election of a County Judge. Every newspaper in the city has warned the people that there is a dangerous bi-partisan alliance of Democratic and Republican bosses for control of these offices.

By the terms of the law, the Judge of the County Court is required to appoint the 12,500 judges and clerks of election who supervise the voting and count the ballots cast at the precinct polling places in Chicago.

The members of this army of election officials are responsible solely to the County Judge.

Not only will the next County Judge appoint these 12,500 election officials, but during his term of office, two of the three members of the Board of Review will be elected; the next Mayor of Chicago will be elected; the next Governor of Illinois will be elected; the entire City Council of 50 members will be elected and the majority of the members of the Board of Assessors will be elected, all of

Be Sure to Vote April 13

Digitized by Google

which makes it doubly important for the people to nominate on both tickets fit candidates for County Judge.

Honest Elections Are at Stake. Unless the bi-partisans have a friendly judge in the county court they cannot remain in business. The will of the decent majority will prevail in honestly conducted elections, and any gangsters will be thrown out.

The fact that judges and clerks of election are chosen from members of the two major parties is supposed to be a safeguard of honest elections. With factions of the two parties forming one combination for the nomination of a friendly county judge this supposed safeguard ceases to exist.

If the scheme of the bi-partisans succeeds the supervision of voting and the counting of ballots in this community will be in the hands of a close corporation, all of whose members have the same political interests, with no political responsibility to the people.

Turn to the pink sheet—the four middle pages of this bulletin—and lift the sheet out. On one side is a specimen Republican Primary Ballot, and on the other a specimen Democratic Primary Ballot. At the right of each specimen ballot is a list of candidates not supported by the bi-partisan combine. These names will all be found on their respective specimen ballots. The candidates for the County Judge, Board of Review, and Board of Assessors, recommended by the Chicago Teachers' Federation will be found in this outer, right-hand column, with a cross in the squares before their names.

These candidates are:

County Judge

Judge Edmund K. Jarecki (Incumbent), Democrat.

Judge Daniel P. Trude, Republican.

Of these two candidates for County Judge the Chicago Evening Post, on March 1, 1926, said: "If the voters in November have choice between Judge Jarecki on the Democratic ticket and Judge Trude on the Republican ticket, they will be fortunately situated in relation to this most important position."

For Board of Review

Robert Jerome Dunne, Democrat.

Oscar Wolff, Republican.

Photographic reproductions of the platform of these two candidates will be found on the next two pages of this bulletin. The bi-partisan candidate against Dunne, on the Democratic ticket, is Harry Kohl, boiler inspector in the city hall, who, like Charles V. Barrett, the bi-partisan candidate on the Republican ticket, has been silent on the question of equitable assessments. (See pp. 276-7.) Mr. Barrett has been a member of the Board of Review for six years.

It is a matter of common knowledge, every newspaper is shouting it, that it is a part of the bi-partisan deal of the Crowe-Barrett-Brennan alliance to nominate Kohl and Barrett, Kohl as a "place-filler" on the ballot, and Barrett to be elected by the political "combine" next fall. Barrett and Kohl should both be defeated on April 13. Robert Jerome Dunne, son of ex-Governor and ex-Mayor Edward F. Dunne, and Oscar Wolff, the present coroner, should both be nominated. The voters will then have a choice in November between Dunne and Wolff, instead of between Barrett and Kohl.

For Board of Assessor

Wm. Sterling Maxwell, Democrat.

Edward Cohen, Democrat.

Frank C. Haeger, Republican.

Ernest B. Graham, Republican.

Thomas A. Boyer, Republican.

Statements of Mr. Maxwell and Mr. Cohen appear here on page 266.

No candidate has been nominated on the Democratic ticket for the third member of the Board who must, under the law, be elected from Cook County outside of Chicago. The Republican candidates, Haeger, Graham and Boyer have endorsed the statement of platform here submitted by Mr. Wolff.

On April 13 voters are free to vote the ticket of their choice, irrespective of previous choice; the choice of Republican or Democratic Primary ballot at this time will, however, restrict the voter for the next two years to the choice made at this time.

You are advised to fill out this specimen ballot of the party of your choice and take it to the polls with you. The real ballot will be a yard long. It is important that you have a marked ballot with you.

Twenty-five years' experience outside of the school room, spent in the service of the Chicago teachers, working to get revenue for the schools and other public needs through equitable and fair assessments of property, is behind the recommendations here presented for the coming April Primary.

Margaret A. Haley

Digitized by Google

Dunne Platform Includes Equitable Assessment

Candidates for Assessors on Protest Ticket Declare Themselves

(Photographic Reproduction)

WILLIAM L. O'CONNELL, CHAIRMAN
MORRIS WILSON, SECRETARY

DEMOCRACY OF ILLINOIS

Headquarters, MORRISON HOTEL
TEL. DEARBORN 2189
CHICAGO, ILL.

March 30, 1926.

To the Citizens and Taxpayers of Cook County:

The appraisal of real estate values is the keystone of the industrial and financial world. Real Estate constitutes from 2/3 to 4/5 of the local revenues in the United States. Its taxation is the most important element of the tax system of the State.

The assessment of Real Estate in Cook County has been given little or no scientific consideration by public tax assessing bodies.

Their method of ascertaining real estate values is mysterious or unknown. It results in over-valuation in the case of the cottage owner and under valuation of an enormous amount of other property.

A year round bureau should be organized to scientifically ascertain fair values and to keep track of changing values, improvements or depreciation of real estate. If this be done, proportionate and equitable taxation and reduction of tax levies will follow.

Steadily mounting tax rates demand the institution and vigorous enforcement of this reform which we whole-heartedly commit ourselves to.

Robert Jerome Dunne
Candidate for Board of Review

Edward Cohen
Candidate for Board of Assessors

W. S. Maxwell
Candidate for Board of Assessors

Be Sure to Vote April 13

Digitized by Google

Wolff Pledges Fair Assessments if Elected to Board of Review

Makes Following Statement to Citizens of Chicago

(Photographic Reproduction)

FORM 34. 5534

COOK COUNTY

Coroner's Office

ILLINOIS

COUNTY COURT HOUSE

OSCAR WOLFF.
CORONER
A. HERRMANN.
CHIEF DEPUTY CORONER

CHICAGO, March 30, 1926.

To the Citizens and Tax Payers of Cook County:

As a candidate for the Republican nomination for the Board of Review, I wish to state my position clearly and without reservations as to the necessity for revising and reforming the present system under which taxes are assessed and collected in this County.

I am firmly of the belief that there ought to be no favoritism shown due to political friendships or for any other consideration to one class of tax payers above another. It is my fixed opinion that the present system of appraising values and of determining assessments is unfair and inequitable. It not only results in overvaluation where the small home owner is concerned, leads to high rents in the case of the apartment dweller, but also permits some owners of large properties to escape their just share of the tax burden.

My attention has been called to the effort that the Chicago Teachers Federation is making to bring about uniformity in tax assessment and a scientific system of fixing values. I have no hesitancy in pledging myself to that or any other sane intelligent program for revising the present tax law.

Only under such a revised system of assessment which would take into account changing values, improvements and depreciation of property values will the big and little tax payer bear their shares of the burden in just proportion.

If, under existing legislation it should be found possible to organize a permanent bureau, the functioning of which would be to keep track of property values to ascertain the fair appraisal of property by blocks as improvements or depreciation occurs, then I shall favor the organization of such a bureau and will give it my personal attention if nominated and elected to the Cook County Board of Review.

Yours very truly,

Oscar Wolff

Candidate for Board of Review.

Be Sure to Vote April 13

Digitized by Google

"Let Anny One Vote, but Let Me Count the Ballot," Says Mr. Dooley

Vote for Candidates for County Judge Who Will Insure an Honest Count of Your Ballots

The Bulletin herewith presents the opinion of two Chicago newspapers on the candidacy of Judge Jarecki and Judge Trude, candidates respectively on the Democratic and Republican tickets, whom we earnestly recommend to the voters at the coming Primary, April 13:

CHICAGO EVENING POST

In calling attention to the importance of the office of county judge, because of its relation to the machinery of elections, Judge Daniel P. Trude, the Deneen candidate for nomination for county judge, has touched upon the most important issue at stake in the primary fight.

Election fraud has been rife in Cook County for years. Under Judge Jarecki a vigorous effort was made by the board of election commissioners to hold in check the corrupt elements, represented in both parties and all factions. Notwithstanding this, fraud was widely and bodly perpetrated, and the judge is in disfavor with certain of his own party because he had the courage to impose penalties on some officers of election who were convicted in his court.

It is no uncommon practice for votes of one candidate to be brazenly called off as cast for another; the short pencil is still doing its thievish work; the repeater is still earning his reward by multiple voting.

In a close contest the stealing of an election is not a difficult matter; the proving of the theft is hedged by many difficulties. With a complacent county judge and complacent board of election commissioners the casting of ballots becomes a perfunctory exercise of the voter's privilege. He is at the mercy of election officials, chosen from names furnished by the party bosses.

Experience, character and courage are needed in the office of county judge. These qualifications Judge Trude possesses. He is an outstanding man among the few fit who are to be found in the lists of primary candidates. If the voters in November have choice between Judge Jarecki on the Democratic ticket, and Judge Trude on the Republican ticket, they will be fortunately situated in relation to this most important position.

Chicago Evening Post, March 1, 1926.

In a full-page article on the Bipartisan Alliance of the Brennan Democrats and the C-B-T (Crowe, Barrett, Thompson) Republicans, The Daily News of March 30 says of Joseph Savage, the C-B-T candidate for County Judge:

THE DAILY NEWS

To the evidence revealed in the proceedings of the sanitary district, south park and county boards, Deneen Republicans add the fact that Joseph P. Savage, the C-B-T candidate for County Judge, has been a solicitor for the Chicago agency of the United States Fidelity and Guaranty company of Baltimore, of which "Boss" Brennan is head. That fact, they say, looks like conclusive proof of a bipartisan agreement to "divvy" the more important county offices at the approaching election.

Brennan's story is this:

Joe Savage became a solicitor for the agency before the war. He was then a democrat, "but that had nothing to do with it," according to the "boss." During the war Savage became acquainted with Marshall Field III. in a southern training camp. Upon his return to civil life he was invited by Field to join the organization that was working for the nomination of Gen. Leonard Wood as the Republican candidate for president.

"He asked me for my advice," says Brennan, "and I advised him to go ahead. I told him, though, that he'd better hurry if he wanted to get on the Wood band wagon. He did."

Afterward Savage obtained appointment as an assistant state's attorney under Crowe. He retained his desk in Brennan's office. There he was just one of seventy-five solicitors, according to the "boss." He still held the desk space when the C-B-T faction picked him as its candidate for the county judgeship, which carries with it control of the election machinery of the county.

The Daily News, March 30, 1926.

Be Sure to Vote April 13

Digitized by Google

Verily, Verily, Politics Make Strange Bed-Fellows

The Brennan-Crowe Bi-Partisan Candidate for County Judge Barks Up Two Trees

CHICAGO HERALD AND EXAMINER, JANUARY 30, 1926.

THE MAGICIAN

(Copyright, 1926, by The Chicago Herald and Examiner.)



Ladies and gentlemen, you see here two animals representing your ticket and your neighbor's ticket.



I place them on this stand, cast over them the veil of manipulation, repeat the mystic formula known only to myself, and—



Presto, the two small animals have disappeared, and in their place is a hybrid known as "my ticket!"

CHICAGO HERALD AND EXAMINER, JANUARY 17, 1926.

The Chicago voter is about to be handed the smoothest bi-partisan double-cross, relative to nominating the county tickets, that has ever been administered to an unsuspecting public.

The Crowe combination has reached a very satisfactory agreement with George E. Brennan, the Democratic boss, as to the county judgeship; a situation that explains the apparent willingness of Brennan to allow County Judge Edmund K. Jarecki to be renominated by the Democrats. Jarecki probably will be given the nomination by the Democratic organization with the express purpose of defeating him at the polls, and here is where the interesting phase of the situation develops: The Crowe combination has announced that Joseph P. Savage, now an assistant state's attorney, is its choice for county judge.

For some weeks there was a lot of inquiry as to why this organization should select a Democrat for county judge and to insist so persistently on his nomination. A glance at the telephone book and the former record of Joseph P. Savage furnish a very mute but convincing expression of these political manipulations. The telephone book gives the business address of Joseph P. Savage at 231 South La Salle street, telephone number State 1445 (page 1037). Turning then to the name of George E. Brennan in the same telephone book you will find his address as 231 South La Salle street, with telephone number State 1445 (page 142).

* * *

So while the good government leaguers and Citizens' Association and other public spirited forces are struggling to cleanse the election machinery in Cook County—they find hatched a bi-partisan combination to pick a Democrat satisfactory to the Brennan organization and nominate him on the Republican ticket for county judge.

* * *

To defeat the Brennan-Crowe bi-partisanship, which means political irresponsibility, to insure prosecution of vote frauds, vote for Judge Daniel P. Trude, a lifelong Republican, the only experienced Republican candidate for county judge.

Chicago Herald-Examiner, January 17, 1926.

* DESIGNATES PRIVATE BRA

BRENNAN—continued
Arthur 1246 SAshlandAv.ROO svlt-2559
Arthur G r 1811NKedzieBEL mont-4638
B G r 4737 Ellis Av . . ..DRE xl-4910
B J r 6425 S Halsted NOR ml-3285
Bernard
r 6112 S Massasoit REP ublic 2958
Bros auto bodies
2411 Milwke Av HUM bldt-7008
Fred W r 7522 Cornell Av.FAI rfx-7928
Fredk J r 840 Montrose. EDG wtr-6991
G A r 24 W 110th Pl PUL mn-0443
Garett M
r 5438 W Monroe COL umbs-0873
Geo r 2912 Bonfld LAF ayt-6613
Geo E ofc 231 S LaS .STA te-1445
r 3150 Sheridan Rd GRA clnd-1081
Geo E
r 5053 W Monroe COL umbs-4735
Geo F
r 5070 W Jackson Bl COL umbs-5665
Gertrude

BRENNAN
Jas C r
Jas E r
Jas F r
Jas G r
Jas H r
Jas J r
Jas J
r 112
Martin
Mary r
Mary r
Mary A
r 61
Mary A
r 11
Mary C
r 263
Mary V
Matilda
Matthew
Michael

FOR SUBURBAN SUBSCRIBERS NU

SAVAGE—continued
Jas T r 5625 Aberdeen WEN twth-2855
Jno r 809 W Garfld Bl ENG lwd-1684
Jno A rms 2323 W Adams SEE ly-5354
r 2302 W Jackson Bl. SEE ly-8738
Jno H r 3319 Park Av KED ze-2020
Jos P ins 231 S LaS STA te-1445
r 325 S Ashlnd Bl HAY mkt-4922
Kathryn
r 2731 Florence Av BUC knghm-1124
Louis r 5117 Kimbark Av FAI rfx-10541
Margaret Mrs r
5907 Oconto Av NEW casl-0117
Marion A
r 3444 W Jackson VAN buren-1266

SAVAS—
Euola T
Nelson
r 70
T H Jr
mfrs
r 14

SAVEY
Alma M
r 25
SAVI Flo
SAVIANO
Gennari
SAVICH
S L r 6
Steve r
Steve r

(Photographic Reproduction From Telephone Directory)

Be Sure to Vote April 13

Digitized by Google

Teachers' Secretary and Labor Board Show Records of Legislators

Announce Attitude of Solons on Educational and Labor Bills

Robert C. Moore, Secretary of the State Teachers' Association, and the Joint Labor Legislative Board have indicated the attitude of members of the Legislature, candidates for nomination for Senators and Representatives, as judged from their activity for educational and labor bills, respectively.

Based on roll calls, general attitude, helpfulness and activity for educational bills, the records of candidates have been marked by Mr. Moore, Excellent, Good, Fair, Neutral and Opposed.

Victor A. Olander, Secretary of the Illinois State Federation of Labor, in the Weekly News Letter of March 27, 1926, has printed the report of the Joint Labor Legislative Board showing that Board's view of the candidates from their action on labor bills. These recommendations are indicated by the words "Nominate" or "Defeat."

Senators are to be elected this year from odd numbered districts only. In the lists printed below, the names of Senators appear first and are in black type in each district, "R" standing for Republican and "D" for Democrat.

Following are the designations of Mr. Moore and the recommendations of the Joint Labor Legislative Board, marked according to the way each candidate has demonstrated his helpfulness in the passage of educational and labor bills:

	Record on Educational Bills	Recommendations of Labor
DISTRICT 1—		
Adolph Marks, R.	Fair	.....
Charles A. Griffin, R.	Good	.....
Sheadrick B. Turner, R.	Neutral	.....
John Griffin, D.	Excellent	.....
DISTRICT 2—		
(No election of Senator)		
Peter S. Krump, R.	Fair	Nominate
Frank Ryan, D.	Good	Nominate
Harry C. Van Norman, D.	Fair	Nominate
DISTRICT 3—		
Adelbert H. Roberts, R.	Good	
Warren B. Douglas, R.	Fair	Nominate
William E. King, R.	Good	Nominate
George G. Noonan, D.	Good	Nominate
DISTRICT 4—		
(No election of Senator)		
Arthur J. Rutshaw, R.	Neutral	Nominate
James P. Boyle, D.	Fair	Nominate
Thomas J. O'Grady, D.	Good	Nominate
DISTRICT 5—		
James E. MacMurray, R.	Opposed	Defeat
Roy C. Woods, R.	New	Nominate
George F. Fitzgerald, R.	New	
Katherine H. Goode, R.	Good	Nominate
Sidney Lyon, R.	Fair	Defeat
Michael L. Igoe, D.	Excellent	Nominate
DISTRICT 6—		
(No election of Senator)		
Ralph E. Church, R.	Poor	Defeat
John W. Gibson, R.	Fair	Nominate
Charles H. Weber, D.	Fair	Nominate
DISTRICT 7—		
Frederick B. Roos, R.	Good	
Howard P. Castle, R.	Poor	Defeat
Lewis B. Springer, R.	Fair	Defeat
Martin H. Finneran, D.	Good	Nominate
DISTRICT 8—		
(No election of Senator)		
Charles H. Francis, R.	Fair	Defeat
N. L. Jackson, R.	Neutral	Defeat
William F. Weiss, R.	Fair	Defeat
DISTRICT 9—		
Patrick J. Carroll, D.	Good	Nominate
David E. Shanahan, R.	Neutral	.....
William J. Gormley, D.	Good	Nominate
Joseph Placek, D.	Neutral	Nominate
DISTRICT 11—		
Henry J. Greune, R.	New	Nominate
William E. Ruhle, D.	New	Nominate
Walter R. Miller, R.	Good	Defeat
David I. Swanson, R.	Fair	Defeat
John M. Lee, D.	Excellent	Nominate
DISTRICT 13—		
Harry W. Starr, R.	New	Nominate
Elmer J. Schnackenberg	Fair	.....
Theo. D. Smith, R.	Fair	.....
William W. Powers, D.	Good	Nominate
DISTRICT 15—		
John J. Boehm, D.	Excellent	Nominate
Thomas Curran, R.	Neutral	Nominate
Matt Franz, D.	Fair	Nominate
Joseph Perina, D.	Good	Nominate

Be Sure to Vote April 13

Digitized by Google

	Record on Educational Bills	Recommendations of Labor
DISTRICT 17—		
Senator:		
No recommendation		
William V. Pacelli, R.	Fair	Nominate
Chas. Coia, D.	Poor	Nominate
Jacob W. Epstein, D.	Good	.....
DISTRICT 19—		
John T. Denvir, D.	Good	Nominate
Charles E. Marinier, R.	Good	.....
Harry I. Weisbrod, R.	Fair	Defeat
John R. McSweeny, D.	Good	Nominate
DISTRICT 14—		
Senator: No election		
Ralph H. Hoar, R.	Fair	Defeat
Frank A. McCarthy, R.	Excellent	Nominate
John M. Peffers, R.	Neutral	Defeat
DISTRICT 21—		
Edward J. Hughes, D.	Excellent	Nominate
Frederick J. Bippus, R.	Good	Nominate
Benjamin M. Mitchell, D.	Good	Nominate
Michael F. Maher, D.	Good	Nominate
DISTRICT 23—		
Lowell B. Mason, R.	Fair	
Edward M. Overland, R.	Neutral	Defeat
William G. Thon, R.	Fair	.....
Fred W. Hrdlicka, D.	Good	Nominate
DISTRICT 25—		
Daniel Webster, R.	Fair	Nominate
Mrs. Rena Elrod, R.	Fair	Nominate
Theodore R. Steinert, R.	Fair	Defeat
John G. Jacobson, D.	Good	Nominate
DISTRICT 27—		
John A. Piotrowski, D.	Neutral	Nominate
Albert Rostenkowski, R.	Neutral	Nominate
A. L. Auth, D.	Fair	Nominate
William Lipka, D.	Fair	Nominate
DISTRICT 29—		
John T. Joyce, R.	Good	
Michael R. Durso, R.	Good	Nominate
Ernest W. Turner, R.	Neutral	Nominate
Lawrence C. O'Brien, D.	Fair	Nominate
DISTRICT 31—		
Herman J. Haenisch, R.	Good	.....
George A. Williston, R.	Excellent	
James J. O'Toole, D.	Excellent	Nominate
DISTRICT 41—		
Richard J. Barr, R.	Excellent	Nominate
Lottie Holman O'Neill, R.	Excellent	Nominate
John L. Walker, R.	Good	.....
Michael F. Hennebry, D.	Fair	Nominate

CHICAGO DISTRICTS

District 1—Parts of Wards 1, 2 and 11.
District 2—Parts of Wards 25, 26, 27 and 28.
District 3—Parts of Wards 1, 2, 3, 11 and 13.
District 4—Ward 14 and Parts of 3, 12, 13, 15 and 17.
District 5—Wards 4 and 5, Parts of 3, 6, 8, 17.
District 6—Ward 45 and Parts of 43, 44, 46, 47, 48, 49 and 50 and Parts of Evanston.
District 9—Parts of Wards 1, 12, 13, 21, 22.
District 11—Wards 16 and 18 and Parts of 8, 15, 17, 19.
District 13—Wards 7, 9 and 10 and Parts of 6, 8 and 19 and Town of Calumet.
District 15—Parts of Wards 20, 21, 26.
District 17—Parts of Wards 20, 25, 26, 27.
District 19—Wards 23, 24, 29 and Parts of 21, 22, 23, 25, 28, 30, Towns of Berwyn, Riverside and Cicero.
District 21—Parts of Wards 28, 30, 31, 32, 37.
District 23—Parts of Wards 30, 32, 33, 34, 35, 36, 37 and Part of Cicero.
District 25—Wards 38, 39, 40 and Parts of 33, 34, 35, 36, 37, 41, 47, 50.
District 27—Parts of Wards 27, 31, 33.
District 29—Parts of Wards 42 and 43.
District 31—Parts of Wards 42, 43, 44, 46, 48, 49.

DISTRICTS NEAR CHICAGO

District 7—Comprising Forest Park, Barrington, Wilmette, Calumet City.
District 8—Lake Forest.
District 14—Harold C. Kessinger, R, Aurora.
District 41—Comprising Joliet, Downers Grove, Wilmington.

CANDIDATES FOR REPRESENTATIVES IN CONGRESS FROM CONGRESSIONAL DISTRICTS IN CHICAGO

(R for Republicans, D for Democrats)

DISTRICT 1—
Martin B. Madden, R., 3829 Michigan Ave.
P. W. Chavers, R., 527 E. 42nd Place.
James F. Doyle, D., 549 W. 31st St.

DISTRICT 2—
Morton D. Hull, R., 4855 Woodlawn Ave.
Michael C. Walsh, D., 5836 Prairie Ave.
Joseph Frank, D., 225 E. 55th Place.

DISTRICT 3—
Elliott W. Sproul, R., 9557 S. Hoyne Ave.
William W. Wilson, R., 354 Normal Parkway.
Edward J. Glackin, D., 10600 S. Seeley Ave.
Michael T. Kenny, D., 634 W. 68th St.

DISTRICT 4—
John J. Dever, R., 4025 S. Albany Ave.
Thomas A. Doyle, D., 3549 Lowe Ave.

DISTRICT 5—
Matt J. Vogel, R., 1955 W. 21st Place.
Joseph F. Harrast, R., 2101 W. 19th St.
Adolph J. Sabath, D., 2006 S. Ashland Ave.

DISTRICT 6—
John J. Gorman, R., 5077 W. Monroe St.
Willis McFeely, R., 721 N. Grove Ave., Oak Pk.
Miles A. Fuerst, R., 4143 W. 26th St.
Jerome S. Breakstone, R., 1515 W. Monroe St.
James T. Igoe, D., 5552 W. Adams St.
Charles W. Wulf, D., 2330 W. Madison St.

DISTRICT 7—
M. A. Michaelson, R., 3022 Palmer Square.
Thomas A. Brockmeyer, R., 1527 N. Irving Ave.
A. Jefferson Schultze, R., 3021 Logan Blvd.
Marcus Jorgensen, R., 2112 Humboldt Blvd.
John S. Hall, D., 2235 N. Kimball Ave.
Frank Buchanan, D., 3845 Addison St.

DISTRICT 8—
David S. Chesrow, R., 829 Miller St.
Wencel F. Hetman, R., 1635 N. Robey St.
Stanley Henry Kunz, D., 1916 Potomac Ave.

DISTRICT 9—
Fred A. Britten, R., 310 Belden Ave.
Bertha Bauer, R., 1511 Astor St.
Patrick J. H. Farrell, R., 1222 N. State St.
Raymond W. Moore, D., 2729 N. Halsted St.

DISTRICT 10—
Carl R. Chindblom, R., 5418 N. Paulina St.
Earl M. Waters, R., 4441 Magnolia Ave.
William Gaughrin, D., 3535 N. Irving Ave.
William X. Meyer, D., 7706 Eastlake Ter.

Be Sure to Vote April 13

Digitized by Google

Exclusive—but not Expensive

Murray-Black Co.

21 N. Wabash Ave.
Ground Floor
Between Madison and Washington

A Discount of **10%** Allowed to School Teachers



Spring Apparel

During the Fall and Winter months it was our pleasure to sell scores of Chicago Teachers their complete outfits, including many fine fur coats.
We have no doubt that these same patrons will come to us for their Spring Apparel—for they have come to know that MURRAY-BLACK offers the utmost in style and quality, at purse-appealing prices. And we invite new patrons among the teachers to take advantage of our 10% discount offer.

Dresses, $20 up

For work-a-day, dinner and evening, in the newest styles and colors, of materials most in demand this season. A wide selection, gathered from the Nation's foremost manufacturers.

Suits & Coats $25 up

Two and three piece, in a wide variety of color, pattern, style and cloth. Every one at a most moderate price—and then an additional 10% off to teachers!

Sizes for Misses, Women and Stouts

MURRAY-BLACK CO.
21 N. Wabash Ave.
Between Madison and Washington



DISTINCTIVE PERMANENT WAVING

Special Appointment Time Set Aside for Teachers

Anne Heathcote Studio
608 Republic Building—209 South State Street
Telephone Harrison 9060
FRANCES Specializes in Cutting Curly Hair

We Cheerfully Recommend

Mr. Victor A. Olander, Secretary of the Illinois State Federation of Labor, asks our support for Mr. Sylvester J. Konenkamp, a candidate for judge of the Municipal Court on the Republic ticket. We cheerfully recommend Mr. Konenkamp and also Miss Mary McEnerney, a vice-president of the Illinois State Federation of Labor, who is a candidate for County Commissioner on the Democratic ticket.

Miss McEnerney is an officer in the Bindery Girls' Union.

Mr. Greenacre recommends the renomination of Congressman Eliott W. Sproul, Republican candidate third Congressional District.

Edward J. Glackin, State Senator for many years, and one of the best and most helpful friends of the teachers, is Democratic candidate for Congress from the third Congressional District and should be nominated.

This space is reserved for

The Tax Platform of

HARRY KOHL

Democratic Candidate for The Board of Review

For a Six-Year Term

KOHL'S PLATFORM

Voters Take Notice:
Harry Kohl is the *DEMOCRATIC* Candidate of the Barrett-Crowe-Brennan Bi-Partisan Alliance.

Be Sure to Vote April 13

Digitized by Google

This space is reserved for

The Tax Platform of

CHARLES V. BARRETT

Republican Candidate for
The Board of Review

For a Six-Year Term

BARRETT'S PLATFORM

I Am Against
the World Court

Voters Take Notice:
Charles V. Barrett is the *REPUBLICAN* Candidate of the Barrett-Crowe-Brennan Bi-Partisan Alliance.

HENRICI'S is famous no less for the enduring and deep friendships it has won than for the quality of the foods it serves and for the great volume of its patronage. Of a Saturday, before the matinee, it is the great central meeting place.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

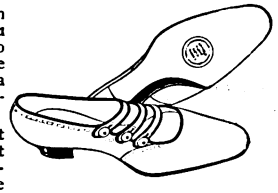
Between Dearborn and Clark Streets

In Choosing Your Spring Footwear

Remember "our shoes" are fashioned to the shape of the human foot.

The leather gives a gentle, firm support to the arch and you can walk, dance or enter into sports with a vim, because genuine comfort is yours in a pair of these naturally constructed shoes.

In appearance they are not freakish or odd—they are just good-looking. Super-construction and workmanship make the difference.



$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP

Room 206 6 N. Michigan Ave. Chicago, Ill.

Nestle Lanoil Permanent Wave $10.00

Marcel Wave 50 cents
Friday and Saturday 75 cents

Modern Beauty Shoppe's *Experienced Operators*

We Guarantee Our Work

Loop
Suite 610 Capitol Bldg.
159 N. State St.
Phone Dearborn 0317
Open Evenings, Mon., Tues., Fri.

West Side
1636 W. Van Buren St.
Phone West 3427
Open evenings Tuesday, Thur., Fri. and Sat.



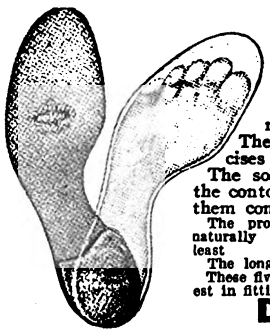
SCHMIDT
COSTUME
AND
WIG SHOP

REQUISITES FOR THE FANCY DRESS BALL AND AMATEUR STAGE

920 NORTH CLARK ST.
TEL. LINCOLN 5236
SHOP HOURS 8 TO 6

Be Sure to Vote April 13

Digitized by Google



Five points of interest, necessary for foot comfort, found in
SOCKET-FIT SHOES
A close-fitting instep, which, when laced up, forms a bandage about your arch to relieve all muscle strain—
The flexible construction which exercises and strengthens the muscles—
The soles which are moulded exactly to the contour of the sole of your foot making them comfortable without breaking in—
The proper balance which helps you to walk naturally and without strain—and last but not least
The long, hard wear.
These five points combined with a personal interest in fitting assures you foot comfort.

D. C. LOCKE'S

In the Lobby of the Shops Bldg.

SOCKET-FIT SHOE-STORE

17 North Wabash Ave., Chicago, Ill.

Formerly the College Boot Shop

BERTHA OTT *Announces the following* CONCERTS and RECITALS
under her management

Myra Hess, pianiste, recital, benefit Scholarship Fund, Gamma Chapter, Sigma Alpha Iota Sorority, **Studebaker Theater,** Sunday afternoon, April 4th, at 3:30. Seats $2.00, $1.50 and $1.00. No tax. At box office now.

Rudolph Reuter, pianist, and **Jacques Gordon,** violinist, joint recital, **Princess Theater,** Sunday afternoon, April 4, at 3:30. Seats $1.10 and $1.65, tax included, at box office now.

Hans Hess, cellist, recital, **Studebaker Theatre,** Sunday afternoon, April 11th, at 3:30. Seats $1.10 and $1.65 at box office now.

Guy Maier, pianist, assisted by **Lois Maier** in a "Recital for Young People," **Princess Theatre,** Sunday afternoon, April 11th, at 3:30. Seats $1.10, 75c and 50c; at box office now.

Three Historical Piano Recitals
WITH EXPLANATORY LECTURES BY

Moriz Rosenthal, Princess Theatre, Sunday afternoons, April 18, 25 and May 2. Programs, first: Bach, Mozart, Beethoven; second: Weber, Schubert, Schumann; third: Chopin and Liszt. Subscription tickets for the three recitals, $5.50, $4.40, $2.75; tax included. Subscriptions now being received.

Dora Furlong
Incorporated
624 So. Michigan Avenue
Blum Bldg. *Phone Wabash 2595*
Permanent waving by the most competent operators. We guarantee all permanent waving to be the very best that can be secured anywhere.
Entire Head $8.00

The Personal Services of
META MARIE SCHMIDT
Are Offered for the Removal of
SUPERFLUOUS HAIR
WARTS AND MOLES
Multiple or Single Needle
741 State-Lake Bldg. **190 N. State St.**
Dearborn 3965 **Established 17 years**

PHONE STATE 7698 G. Finch, Prop.
HOGAN SHOE REPAIR SHOP
Shoe Repairing of the Better Class
Work Done While You Wait
28 W. Washington St., 5th Floor

GEO. BOGOVIC Dr. of Surgical Chiropractory
FOOT SPECIALIST
Room 1406 Mentor Building **Phone Dearborn 5071**
39 South State Street **Hours 9 A. M. to 5 P. M.**

THE IDLE HOUR

"The best of all ways to lengthen our days
Is to steal a few hours from the night, my dear."

—From an Old Irish Song.

The Bluebird Club has secured the Goodman Theater, in Grant Park, across the Monroe street viaduct, east of Michigan avenue, and its company of professional players, who will present "Don Juan," by Moliere, and "The Man of Destiny," by Bernard Shaw, in a double bill Wednesday night, April 14, at 8:20 o'clock. Only 750 seats are available. Those desiring them have been asked to send a stamped, addressed envelope and remittance to Mrs. Vanderpoel, Chairman, Art Institute. Tickets may be obtained also from Mrs. Nydam, main entrance at the Art Institute, and from Bluebird members.

"Five Days and an Education" will be the subject of an address to be made by Dallas Lore Sharp, Saturday morning, April 17, at 10:30 o'clock, in the Studebaker Theater.

The Rev. John A. Ryan of Washington, D. C., director of the Social Action Department, National Catholic Welfare Council, will speak Easter Sunday afternoon on the Chicago Forum program in the Olympic Theater. His subject will be "The Decline of Liberty in the United States." The lecture is scheduled for 3 o'clock.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Be Sure to Vote April 13

Digitized by Google

SHORTHAND COACH SCHOOL TEACHERS

You are cordially invited to refer your students to us for beginning or review work in

SHORTHAND . TYPEWRITING . BOOKKEEPING

Private Instructions by Competent Teachers

As a teacher, you are often called upon to shoulder the responsibility of recommending a school to your students. We sincerely believe that a visit to this school will convince you that you can unhesitatingly send your students to us. You will find our courses intensive throughout, and rapid in their preparation for positions.

A personal inspection of our school will be convincing

PREPARE YOURSELF FOR HIGH SCHOOL WORK
We can prepare you during the Summer months to instruct in Shorthand, Typewriting or Bookkeeping. Our correspondence course taken in the winter months will prepare you so well that much better results will be obtained, with less physical strain, when you come to us in the Summer.

SHORTHAND COACH SCHOOL—Myrtle M. Voss
101-3-4-5 Auditorium Building. Tenth Floor **431 South Wabash Avenue**
Wabash 3732——Harrison 1995
When referring students to us—kindly ask them to give us your name, and the name of the school in which you teach.

2001 STRAUS BLDG. TELEPHONE HARRISON 0204

LAURA MAE HAYWARD

Educational Adviser

A PERSONAL SERVICE PLACING GIRLS AND BOYS IN SCHOOLS AND CAMPS ADAPTED TO THEIR INDIVIDUAL REQUIREMENTS
THIS SERVICE IS WITHOUT CHARGE

MACLEAN COLLEGE of Music, Dramatic and Speech Arts

"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.
A perfectly equipped miniature theater for practical work
Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers
DR. J. C. MACLEAN, Director Music Dept. — M. CATHERINE LYONS, Director Speech Arts Dept.
2835 S. Michigan Ave. Phone Victory 7514 CHICAGO

How would you like

Your Felt or Straw Hats *Reblocked*

into **up-to-date styles?** Bobbed hair or conservative styles. Small or extremely large headsizes. We have them. We are manufacturers of the finest hats and our Reblocking Department has access to the best shapes. A trial will convince you of our efficient service.

Chicago Hat Mfg. & Bleaching Co.
12 North Michigan Ave. **8th floor Ward Bldg.**

HAVE YOUR DIAMONDS RESET

CHAS. A. WINSHIP & CO.
707 Capitol Bldg. - 159 No. State St. - CHICAGO

Large Stock on hand



O. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

Scientific and Permanent

Janus Method

Of Reducing and Rejuvenating, Inc.
Suite 313-316 Venetian Bldg., 15 East Washington Street
Dearborn 2005
Rejuvenation of Face and Body
EDYTH DIEDRICH CHICAGO

Superfluous Hair

Can positively be forever destroyed
I have been in business for many years—and I guarantee my work

Martha B. Dowdy
Dearborn 5397 — Mallers Bldg., 5 S. Wabash
No Apprentices — Not a Beauty School

This Advertisement and Entitles Any Chicago School Teacher to a **New Permanent Wave** THE WENZEL WAY **$9.50**
Satisfaction Guaranteed or Money Back
WENZEL, 177 North State Street, State 1887

The Most Satisfactory

PERMANENT WAVE

Guaranteed to Please

PAUL MUNTZING, 162 N. State St.

TAXI CAB SERVICE

We Will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.

ATLAS LIVERY ASSOCIATION
The Oldest Cab Company In Chicago
Calumet 3500 — 7 W. Cullerton St.

FLOWERS FOR ALL OCCASIONS

Streiff & Dagobert FLORISTS

Expert Designer of Floral Art
Nevada 0217 — 3211 W. Madison St.

Be Sure to Vote April 13

Digitized by Google

TOURS

EUROPE

Verdict of Our Past Clientele Is

No Better Way to Europe Than

THE BEALE TOUR WAY

Write, Phone or Call for Literature if You Want the Best

BEALE TOURS

112 W. Adams St. : CHICAGO

Randolph 1770

French Line

Now you cannot afford *not* to go to Europe

Tourist III Cabin Round Trip Rate $177

Company's Office 109 N. Dearborn St.

***TEACHERS!!* — SEE AMERICA FIRST**

THE CRESCENT INN, Ennis, Montana

On direct route to Yellowstone National Park, 65 miles from west entrance. Spend your vacation in the shadow of the Rockies. Most delightful sport in the world. Phone our representative at Hyde Park 5110 any day from 9 A. M. to 1 P. M. and you will get literature with all information—including references. Make your reservation NOW. **SPECIAL RATES TO TEACHERS.**

Bluebird Cottage

BLUEBIRD COTTAGE in the Rocky Mountains at Boulder, Colorado, is open this winter to any Chicago teacher for rest and recuperation in the pure air and sunshine of Colorado.

Reservations may be made in Chicago at
1515 Capitol Building

VACATIONS

Pacific Northwest—Alaska Tour, July 31st.
College Tours to Europe, Mediterranean—North Cape.
National Parks—Independent-Conducted Schedules.
Many other offerings—REGISTER EARLY.

Baker Travel Service
1547 Marquette Bldg., Dearborn-Adams
Randolph 3105 — Chicago

TOURS

Convenient Sailings to EUROPE

TOURIST THIRD CABIN



LAPLAND • • • July 7
To Mediterranean ports
Madeira, Algiers, Naples, Venice
($120—$130)

MAJESTIC • • July 17
To England and France

MINNEKAHDA • July 24
To England and France
Entire ship devoted exclusively to Tourist Third Cabin

Reservations made only for students, teachers, professional men and women and similar vacationists.

Other sailings earlier and later from New York, Boston and Montreal.

$95 (up) Round Trip **$170** (up)

All-expense-inclusive Tours—
5 to 35 days in Europe. **$225** up.
Ask for special booklet.

WHITE STAR LINE

ATLANTIC TRANSPORT LINE · RED STAR LINE
INTERNATIONAL MERCANTILE MARINE COMPANY

127 S. State St., Chicago, Ill.

COLLEGE TOURS

Via White Star Line, Third-Cabin

Not an *experiment*, but a *fact*. Offer the choicest *companionship* and the best *investment*.

We are the *originators*. Travel under our direction, safe, sane, and satisfactory. Write for our *"Tours to Suit Your Taste, Time, and Purse."*

CHICAGO TOURIST AGENCY, Earl B. Hubbell, Mgr.
19 So. La Salle St., Chicago, Ill. Tel. Dearborn 3567

European Tours

All expenses—limited parties

$395 to $2,100

For reservations and booklet—
AMERICAN TRAVEL BUREAU, Inc.
715-717 Straus Bldg., Chicago

To Reach the Teachers with Touring Information

ADVERTISE IN

MARGARET HALEY'S BULLETIN

THEY ALL GET IT

127 N. Dearborn Central 3904

Be Sure to Vote April 13

Digitized by Google

VOL. III

Margaret Haley's BULLETIN

NO. 15

Chicago, Ill. 28 April 15, 1926

Apr 28 '26

A Teacher's Prayer

LET my heart find contentment in my work, and give me faith in the fulfilment of my efforts. Let my sympathies be universal, that I may deal gently with ignorance and have no scorn for stupidity. Teach me to become as a little child, that I may better understand my task. Make me to rejoice in the fancies of youth, that my sympathies may be warm and tender. Let me understand the rights of childhood and at all times pay homage to the Golden Rule. Give me wisdom to inspire and a warmth of heart that will make the world of childhood my friend. Forbid that I should mold others to my thought and will. Enable me to inspire others to their own possibilities. Give me grace to serve, fortitude to endure, and a smile that fadeth not in the face of adversity. Give me faith in humanity, and thus in myself, with patience to await the harvest.

M. L. Wright, in Journal of N. E. A., January, 1926

Digitized by Google

SHORTHAND COACH SCHOOL

TEACHERS

You are cordially invited to refer your students to us for beginning or review work in

SHORTHAND . TYPEWRITING . BOOKKEEPING

Private Instructions by Competent Teachers

As a teacher, you are often called upon to shoulder the responsibility of recommending a school to your students. We sincerely believe that a visit to this school will convince you that you can unhesitatingly send your students to us. You will find our courses intensive throughout, and rapid in their preparation for positions.

A personal inspection of our school will be convincing

PREPARE YOURSELF FOR HIGH SCHOOL WORK
We can prepare you during the Summer months to instruct in Shorthand, Typewriting or Bookkeeping. Our correspondence course taken in the winter months will prepare you so well that much better results will be obtained, with less physical strain, when you come to us in the Summer.

SHORTHAND COACH SCHOOL—Myrtle M. Voss

101-3-4-5 Auditorium Building. Tenth Floor **431 South Wabash Avenue**

Wabash 3732——Harrison 1995

When referring students to us—kindly ask them to give us your name, and the name of the school in which you teach.

SPARE TIME ART COURSES

Many of us do not realize what can be accomplished in SPARE TIME IN ART—do you? Monday—Wednesday—Friday evenings from 7 to 9:30, also Saturday and Sunday Classes in ART. Possibly we have just the course you have always longed to take. What is it—dress design, fashion, interior decoration, commercial art, illustration or?

Just Ask Us About Our Spare Time Courses
Descriptive Literature Gladly Mailed on Request

AMERICAN ACADEMY OF ART
306 S. Wabash Ave., Dept. M Chicago, Ill.
"America's Most Complete, Practical Art School"

MARIE VEATCH
SCHOOL OF THE DANCE

Ballet, Character, Clog, Soft Shoe and Charleston

After studying in Spain we are prepared to give the latest and most complete

SPANISH DANCES
AND CASTANETTING

Special Classes for Theatrical Preparation

An arrangement has been made by the Marie Veatch School whereby her pupils, after sufficient instruction, are placed on the

ORPHEUM CIRCUIT

Write for information

Downtown
Fine Arts Bldg.
Wab. 7432

South Side
5240 Harper Ave.
Hyde Park 6176

FINE ARTS BLDG. **CHICAGO**

JUST WHAT YOU WANT

—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember, it's the—

ALL-ARTS MAGAZINE
Published by All-Arts Company, Inc.
63 E. Adams St., Dept. M **Chicago, Illinois**

How would you like

Your Felt or Straw Hats
Reblocked

into **up-to-date styles?** Bobbed hair or conservative styles. Small or extremely large headsizes. We have them. We are manufacturers of the finest hats and our Reblocking Department has access to the best shapes. A trial will convince you of our efficient service.

Chicago Hat Mfg. & Bleaching Co.
12 North Michigan Ave. **8th floor Ward Bldg.**

K of C
RINGS-CHARMS-PINS

CHAS. A. WINSHIP & CO.
Manufacturers
707 Capital Bldg., 159 No. State St., Chicago, Ill.

MACLEAN COLLEGE

of Music, Dramatic and Speech Arts

"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.

A perfectly equipped miniature theater for practical work

Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers

DR. J. C. MACLEAN
Director Music Dept.
2835 S. Michigan Ave.

M. CATHERINE LYONS
Director Speech Arts Dept.
Phone Victory 7514 **CHICAGO**

The Most Satisfactory

PERMANENT WAVE

Guaranteed to Please

PAUL MUNTZING, 162 N. State St.

Phones Central 2551-2552 Res. Park Ridge 1842

JOHN J. McCORMICK
SHORTHAND REPORTER
1105 Ashland Block - - - - Chicago

SPECIALIZING IN VERBATIM SHORTHAND, REPORTING OF CLUBS AND MEETINGS.

This Advertisement and $9.50
Entitles Any Chicago School Teacher to a
New Permanent Wave
THE WENZEL WAY
Satisfaction Guaranteed or Money Back
WENZEL, **177 North State Street**
State 1887

Digitized by Google

MARGARET HALEY'S BULLETIN

VOL. 3. No. 15 April 15, 1926 Page 283

Page the Spirit of Horace Greeley!

In the light of the communication following, Horace Greeley, probably the best mind and worst penman of his generation, did not live too soon. Certainly he never would have been recommended for graduation from high school in the terms of the "Ayres' Measuring Scale for Handwriting."

It is written of Horace Greeley that in the halcyon days of his hectic journalistic career, there was but one newspaper compositor who could read his copy. For a jest, one day, fellow workers in the composing room, dipped the feet of a hen in printers' ink and drove the hen over pieces of copy paper on the composing room floor. Gathering up the sheets with the hen tracks on them, the foreman gave them to the unfailing compositor as Mr. Greeley's copy. The compositor set a paragraph or so of the hen tracks and then struck a "word" which he could not read. Taking the paper to Mr. Greeley, he said apologetically, "Here sir, is a word I cannot make out."

"You fool," Greeley is alleged to have replied. "That word is as plain as print. It's 'unconstitutional'."

Following is the handwriting bulletin received in Senior and Junior high schools on April 5, 1926:

BULLETIN No. 47

March 24, 1926.

TO PRINCIPALS OF SENIOR AND JUNIOR HIGH SCHOOLS:

The HANDWRITING USED IN THE SCHOOLS, the blackboard writing of teachers and the writing of pupils in notebooks and other written exercises, should have careful attention.

A copy of the AYRES' "MEASURING SCALE FOR HANDWRITING" placed in each division room will provide a helpful standard of attainment. The habitual handwriting of high school pupils should grade 70 or better on this scale. No one should be recommended for graduation from high school whose writing is below this grade.

Have your Senior Class teacher grade the habitual handwriting of prospective graduates NOW, using the AYRES' SCALE. Have a RECORD kept to be compared with the writing measured the FIRST WEEK IN JUNE.

Yours truly,

WILLIAM J. BOGAN,

Assistant Superintendent of Schools.

IF YOU STOP

"If you stop to consider the work you have done
And to boast what your labor is worth, dear,
Angels may come for you, Willie, my son,
But you'll never be wanted on Earth, dear."

—Kipling.

BACK TO THE ARMY AGAIN

"Back to 3 R's and Spelling, McAndrew's Plan."—Headline.

Isn't it tough on the little tads?
No more foibles and frills and fads!
How can we blame 'em if they kick
On reading, writing, and 'rithmetic?

—Chicago Daily News, December 18, 1925.

Woman's Rights

In a crowded street car a little girl crowded in—the mother with a baby in her arms—the father carrying a heavy basket of Christmas things—no room for the little girl—she was telling her story, or had started to tell it several times—about grandma, Santa Claus, dolly—every time any one came in they pushed and crowded her and she would start all over again—then some one came in and shook snow all over her—the little childish treble voice piped up "Any more mans aint goin' to step on my toes." That little girl was seen as well as heard and from that time on her toes were respected.

Digitized by Google

From the Masthead
by The Lookout



In Gary, Indiana, They Do Not Cut Down Teachers' Salaries They Just Keep Them Down

To the Teachers of Chicago:

Chicago teachers may judge what to expect unless additional revenue is provided by the Assessing Boards through more equitable assessment of property for taxation as demanded by the teachers, the Board of Education, and the City Council.

For the last three years the public school system of Gary, Indiana—the Steel Trust mushroom city—has furnished the model for the reorganization of the Chicago public school system.

Supplemental to the information contained in the Masthead report in the last Bulletin the teachers' salary schedule of the City of Gary is here presented for the consideration of the Chicago teachers. This is taken from the official Circular of Information issued by the Board of Education of Gary, Indiana, entitled "Information Concerning Work-Study-Play Schools, Gary, Indiana, 1925-26."

The circular states that by request of the teachers of Gary themselves the teachers' rating was tied up very closely with the salary schedule; the document shows that it is tied up very closely with the Platoon System.

It was not upon the request of the Chicago teachers nor even with their knowledge that their rating was first tied up very closely with the salary schedule. It was accomplished on July 9, 1902, while the teachers were off on their vacations and they had no hint that the Board contemplated such action before it was taken.

The so-called "Merit" system of salaries established in 1902, was presented by the Finance Committee of the Board as a necessary measure of economy.

When the Teachers' Councils were abolished two years ago Mr. Mullenbach said that after two weeks employment the poorest little button-hole maker in the sewing trades in Chicago has more to say about the conditions under which she works than the Chicago teachers have after twenty-five years teaching in the Chicago public schools.

It was on July 12, 1923, like lightning out of a clear sky, that the Chicago newspapers in screaming streamer headlines announced that the Chicago Board of Education was considering a nine-hour school day, a six-day school week and an all year-round school —the complete Gary program. The progress since then toward the complete Gary program in the Chicago schools has been marked, and at every step the official records show the reason for the reorganization was financial necessity.

Teachers who are at the maximum now seem to feel that basing salaries on "marks" would not affect them, it would affect only those in the lower salary group. It did not work that way in 1902.

A striking similarity exists between conditions in 1902 and in 1926. A salary schedule for elementary teachers had been adopted four years prior to 1902, with a maximum salary of $1,000. When the Board decided in 1902 it could not pay this maximum to all

Digitized by Google

teachers of ten years or more experience as provided, it decided to pay it to a selected few, the fewer the better, and a so-called "Merit" system of selecting the favored few was adopted.

The elementary teachers present maximum was increased from $2,000 to $2,500 four years ago. Now comes the threatened shortage in revenue with the same ominous signs in the educational sky that teachers in 1902 had not learned to read. That failure and its heart-breaking consequences should be a warning to Chicago teachers in 1926.

Excerpts from Circular of Information to Applicants for Teaching Positions issued by Board of Education, Gary, Indiana. The circular is entitled, "Information Concerning Work-Study-Play Schools, Gary, Indiana, 1925-26."

SALARY SCHEDULE

During the school year of 1924-25 the following schedule on the basis of a ten months' term has been in operation. Teachers in considering this schedule should keep in mind that it is the basal schedule and that there are possibilities of considerable increase above the salaries noted, by teaching in the Night School or Saturday School and in the Summer School.

Kindergarten and Grades One to Eight:

	Per Mo.
Initial salary, no experience	$100.00
Annual increase	15.00
Maximum with success rating of 90 to 93	100.00
Maximum with success rating of 93 to 95	150.00
Maximum with success rating of 95 to 98	180.00
Maximum with success rating of 98 or above	240.00
Junior High School:	
Initial salary, no experience	135.00
Annual increase	15.00
Maximum with success rating of 90 to 93	135.00
Maximum with success rating of 93 to 95	165.00
Maximum with success rating of 95 to 98	195.00
Maximum with success rating of 98	285.00
Senior High School:	
Initial salary, two years' experience	175.00
Annual increase	20.00
Maximum with success rating of 93 to 95	215.00
Maximum with success rating of 95 to 98	255.00
Maximum with success rating of 98	325.00

Head teachers receive ten dollars additional salary.

THE AVERAGE SALARY

The average salary in Gary during the school year of 1924-25 for kindergarten teachers is $1625; for elementary teachers is $1720.00; for high school teachers, $2410.00; and for special teachers, $2161.00. In computing this average only the actual contractual salary was considered. In other words, if the additional amounts paid to teachers for services in the Saturday School, the Night School and the Summer School were included, the average would be considerably higher.

CREDIT FOR EXPERIENCE ELSEWHERE

Teachers who have had teaching experience elsewhere will be given credit on the salary schedule within reasonable limits on an individual basis.

Persons who have had grade school experience will be given preference over those who have not had such experience.

THE INEXPERIENCED TEACHER

Teachers entering the organization with no experience other than that of practice teaching will, in so far as possible, be given a teaching day somewhat shorter than that of the teaching day of an experienced teacher. This shortened teaching day will in no wise change the initial salary. Her teaching will be constructively supervised by a training teacher and during the remaining portion of the school day her attention will be given to observation, planning and conferences with the training teacher.

ALL TEACHERS RATED

The Indiana State law requires that all public school teachers throughout the State be rated annually by giving them a success grade. In Gary, upon the request of the teachers themselves and in order to bring about a wider practical range in the salary schedule, the teachers' rating is tied up very closely with the salary schedule.

Each teacher is rated by the building principal and by one or more supervisors. The ratings are reviewed by the Assistant Superintendent and by the Superintendent. Preliminary ratings are usually issued about the first of February.

Teachers whose rating falls below 93.00 cannot advance beyond the initial salary on the salary schedule.

A rating ranging from 93.00 or above but less than 95.00 is regarded as satisfactory, especially for a beginning teacher.

A majority of the teachers are rated as entirely satisfactory with a range of from 95.00 or above to less than 98.00.

A teacher who receives a rating of 98.00 or above is regarded as a very superior teacher and for salary purposes not more than twenty-five per cent of the teachers are grouped in this class.

In salary computation, the salary of each teacher is advanced annually on the basis of the annual increment until she reaches the maximum within her particular rating division.

WHO SHOULD APPLY

The Work-Study-Play type of organization is at the present time one of the most outstanding and constructive experiments in the country. No part of the organization is static. Teachers with an open mind and a desire to be placed in an environment where a real service may be rendered should find here an exceptional opportunity. The present corps of teachers is decidedly superior and it is only that type of teacher in which the school is interested. The salaries are above the average of those in much of the adjacent territory and the opportunities are exceptional.

Any person who is not willing to throw himself whole-heartedly into this work, who does not desire hard work, who does not believe that the school is a social institution extending its activities into the community, and who is not particularly interested in the social welfare of its boys and girls should not apply.

Teachers who are forward looking, who are interested in themselves and their futures, who are ambitious to display initiative and who are willing to work to realize their ambitions, will find that their application is given very careful consideration.

Margaret A. Haley

Digitized by Google

Thirty-Page Document Seems to Have Sprung a Leak

Part of Mid-Year Prospectus Spilled by the Wayside?

The thirty page document, otherwise known as the "Mid-Year Prospectus," issued by the Superintendent, became the subject of discussion at a meeting of the Committee on Schools of the City Council, February 18, 1926.

At that meeting Mrs. Rueff, a principal, said that the information contained in the document, would be disseminated to the teachers by means of faculty meetings, being transmitted by word of mouth.

Herewith are printed extracts from the stenographic report of that meeting and of a subsequent meeting, March 3, 1926, when Mr. English, a member of the Board, brought the coveted document, but said he could not give it to the Committee, although he volunteered to read it to them.

How much of the original document was "spilled" by the wayside, may be gathered from the reading of the following excerpts from the stenographic report ***about*** the document and the purported complete document itself, a photographic reproduction of which is presented on the opposite and succeeding pages.

Some of the most startling statements in the Prospectus will be found here on pages 295, 296 and 297.

EXCERPTS FROM STENOGRAPHIC REPORT OF MEETING OF COMMITTEE ON SCHOOLS, FIRE AND CIVIL SERVICE OF THE CITY COUNCIL, FEBRUARY 18, 1926.

MISS HALEY: Mr. Chairman, will Mr. English undertake to secure a copy of that thirty-page document read by the five division superintendents to their district superintendents and principals in which they are told to sell this tax rate increase to the teachers, and they are told if they do not get this tax rate increase there are three propositions they will face—a seven months' school, cutting off all above the 8th grade and below the 1st grade, or a cut in the teachers' salaries. * * *

ALDERMAN MILLS: Mr. Chairman, I would like to ask Mr. Lang whether he has been present at any meetings of principals and district superintendents where division superintendents read a document a copy of which was not given to the principals and district superintendents. * * * Are any principals present who have been present at such a meeting?

MISS KATHERINE S. RUEFF: We were called to the meeting by the division superintendent, Mr. Wight, over at the Tilden High. The document to which I suppose Miss Haley referred is the one which Mr. Wight read to us. He put to us plainly the needs of the schools. I do not remember any reference such as Miss Haley referred to in which we were told we must sell this proposition. We were told that these are the needs of the school system; that they may have to close for a part of the year 1927 if their revenue is not forthcoming; that they might resort to taking off certain activities; and then the alternative of reducing teachers' salaries may come to them if the schools are to be kept running for 10 months.

ALDERMAN MILLS: That was stated by Mr. Wight, was it, or read?

MISS RUEFF: Yes. These were the alternatives against putting the referendum to the people * * *

ALDERMAN MILLS: Pardon me. Did Mr. Wight give any explanation as to why the principals were not furnished with copies of the document that was read to them?

MISS RUEFF: There was no question about it. We did not get those letters at all.

ALDERMAN NELSON: Mr. Chairman, I have one other question. In the event that this matter that came out in the document read by Mr. Wight to the district superintendents and principals in that division should not come out in a forthcoming bulletin, how will you get the information to the teachers?

MISS RUEFF: Through our teachers' meetings or faculty meetings. We hold faculty meetings every month.

MISS HALEY: By word of mouth?

MISS RUEFF: Yes, by word of mouth.

MISS HALEY: How much is spilled on the way?

MISS RUEFF: I don't know. You will have to trust us partially, I think.

MISS HALEY: Mr. Chairman, I would like to have the Committee ask Mr. English on behalf of the Board of Education if he will furnish that document.

MR. ENGLISH: I will ask for that document, Miss Haley.

MISS HALEY: Will you furnish it to this committee?

MR. MILLS: I would like to have it.

MR. ENGLISH: If the Committee wants to ask me, I shall request Mr. Wight or Mr. McAndrew, it doesn't make any difference, to furnish me with that secret document. If I get it I will turn it over to the Committee.

* * *

CHAIRMAN BRIESKE: The motion is that this Committee go on record as asking the superintendent

(*Continued on page* 295)

Digitized by Google

(Photographic Reproduction)

MID-YEAR PROSPECTUS

CHICAGO PUBLIC SCHOOLS

February 1, 1926.

To M.....

School.....

At the close of the first semester of the school year 1925-1926, the superintendent of schools addressed the division superintendents upon the condition of the schools. My division superintendent has caused me to read it. It emphasizes certain responsibilities upon him and me which so directly concerns you that I recommend it to your study, as it shows what we are to expect and how we may prepare to meet requirements.

District Superintendent.....

TO THE DIVISION SUPERINTENDENTS, CHICAGO PUBLIC SCHOOLS

January 25, 1926.

1. "THE PARTICULAR."

Solomon of Jerusalem, Pythogoras of Samos, and a long line of thinkers about management down to our own A. W. Shaw of Chicago tell us to consider what has been done well and to "intend the mind to particulars in what measure good may be made better." The "particular" of most moment is not the weekly meeting of the board of superintendents, nor the letters, callers, board reports nor office routine pouring over you in a bewildering stream, much of it useless. The essential thing is that the teaching in the schools of, each, your own divison, shall produce the most valuable outcome to the country in whose service we are.

2. ACKNOWLEDGMENT.

After this or that piece of work or important duty done by you I have taken the opportunity to advise you of the result. The fidelity to the city's interest shown by your industry and care has been noted in detail and acknowledged on many occasions. I told you no miracles were expected, no work of genius, only such a study and improvement of your divisions as you could crowd into the less important but more insistent demands which an almost chronic disease of office blight had developed here with a tendency to make routine business men out of persons elected because of their knowledge of teaching.

3. SUPERVISION OF INSTRUCTION.

In spite of no apparent diminution of routine business and supplementary demands, you, and the supervisory officers of your division have to a gratifying degree applied yourselves to guidance of the work of instruction. It has been no easy task. The period during and immediately following the war was generally marked by such various demands and difficulties that supervision was considerably relaxed with a consequent lowering of the training received by the classes. Along with this naturally came some indifference to the quality of the schools' output.

4. THE TESTS OF 1924.

In March, 5583 children of the last grade of the elementary schools, while not hurried in the test, attempted this sum—

89523
45988
83777
62000
726
89451
86712

Sixty-six per cent of the children secured the correct result. Ten per cent of pupils of the same grade ranked from good to perfect in a test of easy reading. Two percent wrote a good hand. This was discreditable to Chicago.

5. RESPONSE TO CORRECTION.

To be pleased at being shown our deficiencies is not a universal human trait. Therefore the general earnestness with which the Chicago schools responded to the requirement of better service does all of the respondents great credit.

6. LATER SHOWINGS.

(There follow in the superintendent's address various appraisals of results of teaching in the schools of each division superintendent, together with opinions that it is not good enough.)

7. THE WORK IS NOT EASY.

Any one who realizes how complex and varied a modern public school is with its different grades, its many subjects, its business side, involving the care of the property, the accounts, the records, its pressure from many sides, its demands from restless citizens, its obligation to consider the rapid influx of new research discoveries, and all that, must realize that principals are hard pressed to improve the teaching all along the line. This in fact is what schools in most localities are expected to do. We must analyze and simplify the problem if we are to keep up to a satisfactory standing.

8. CHICAGO HAS MORE DIFFICULTIES THAN USUAL.

It is a common observation of those who know different school systems that your task here is more difficult than is common. Your system has been characterized as having a powerful centrifugal trend, of showing a strong tendency to protest against supervision, of developing an explosive reaction under criticism, of protesting too much. Any diagnosis of poor teaching here has

Crane Tech High Print

Digitized by Google

for the past thirty years expected an indignant denial. A community fed with crime, stories, excitement, and exaggeration is assumed to prefer highly spiced accounts of its schools and school people rather than a plain study of needs and proposals of remedies. The situation produces so continuous a craving for quiet and harmony that not a few cautious advisers prefer you to let mediocrity rest rather than to put your divisions into excellent working order

9. FACTS AND FIRMNESS.

For this reason the system needs not so much the old-fashioned sort of theorizing and discussion as it wants steady scrutiny and recording of results accompanied by placing the responsibility squarely upon the principals of the individual schools for their successes and failures.

10. CHICAGO CAN FIND PEOPLE TO PUT AND KEEP THE TEACHING ON HIGH PLANE.

Your division has now demonstrated that the standard requirement as to arithmetic, spelling, writing, reading, lettering, hand work, cleanliness, civic conduct, can be done by some principals. That answers the opposition set up when you sent out these requirements. This gives you all the sanction you need for the next step; to make clear to any lagging principals that they are to put their schools upon the required footing or to give way to others who can. The results of the sampling-day tests and the records of your successful schools offset all arguments to show that the work can't be done. It is being done without damage to any child and teacher. The city is paying for this kind of work. You are put in charge of divisions for the purpose of getting it.

11. RESULTS ARE PERMANENT.

Our obligation to the city is not so much to be able to report that we are faithfully going through the proper forms of service as to deliver a human output which can, in the situations sure to come, perform adequately the tasks for which the school is organized to train. Saith the Koran: "As for him that looketh not to results, fortune shall not attend him."

12. GOING THROUGH THE MOTIONS.

John Wanamaker as a boy was one day left in charge of a store while the proprietor went on a long errand. John sprinkled and swept the floor, set the display out in front, received customers courteously, and answered all the questions asked. He felt blessed by the consciousness of duty faithfully done. In the afternoon the proprietor returned. "Well, John, how much did you sell?" The boy was nonplussed. He had sold nothing. It flashed upon him with a never-to-be-forgotten shock, that the main test of a salesman is his sales.

13. INDIFFERENCE TO RESULTS.

Satisfaction with going through the forms of teaching, indifferent to whether real power is gained by the children, is recognized as the weakness of public schools with tenure protection for the teachers. Your division is not safe from this weakness. Tenure is too valuable a condition in a school system to be endangered by an indifference to the results of teaching. My chief business is the "thorough and efficient" service required by law. I require it of you in the divisions assigned to you. There are few valid reasons why you should not secure it. The gains in different schools under your supervision show that good teaching is obtainable without injuring children, teachers, or principals. You are to see that the poor schools are brought up to grade.

14. THE PRINCIPAL IS THE DECISIVE FACTOR.

For every poor school in this city it is possible to cite a good school with teachers and children no differently endowed with intelligence than the others are. On the principal devolves the credit or the blame. Your principals have to guide the activities of the whole school. They haven't as much administrative assistance as is to be found in the schools I knew before I came here. Some of the principals have developed notable success in maintaining successful teaching. Some are spending too large a portion of school time on other than supervision of the class-room work in their own schools. Some know how to get a wasteful teacher into efficient service. Some do not seem to know what their schools are doing.

15. IT IS THE PRINCIPAL'S DUTY, NOT YOURS, TO SUPERVISE TEACHERS.

Over and over I hear suggestions that some one other than the principal should call the teachers together and tell them how to do this or that. Voluntary meetings of teachers to listen to some good lessons on teaching will probably always be of value in school systems but in the present situation are not the chief need. Your personal knowledge and that obtained by your district superintendents as to results, your principals' actual observations and encouragement of teachers' service are the main means of preserving good teaching. A loose charge that the system can not adequately show results, and is too content with mere assertion of its own excellence is a fallacy of a serious nature. But generalities about the condition of the schools of a district are being supplanted by measurable evidences of improvement. A large number of principals are showing by incontrovertible facts that they are producing high-grade results.

16. THOROUGH AND EFFICIENT.

Over and over again we are confronted with the demand of the state constitution that we maintain a "thorough and efficient" school system. In the words of one of our former superintendents "it is not enough that some of our schools are superior. The weaker schools must be brought to thoroughness and efficiency." No desire for personal popularity on the part of any of us, no dread

Digitized by Google

of being disliked, no pressure of secondary things such as office work, or addressing clubs, can be allowed to delay the putting of the entire teaching service on the "thorough and efficient" basis. Every day those who are being taught are growing older. The opportunities neglected by us are lost to them beyond recall.

17. ACCURACY AND RELIABILITY.

You have increased the value of exercises in arithmetic. Our canvass of taxpayers establish the fact that a large number of intelligent citizens are dissatisfied with the output of the schools in the matter of reliability. Over and again I hear "not only do the children miscalculate and misspell but they show no chagrin when their errors are discovered." This canvass refers to children who left school before you concentrated on curing these two defects. You have made a fine start. You have made clear that principals are to have their teachers discover the inaccurate computists and poor spellers, to analyze the specific defects, and to apply remedial measures. You have established in school, as has long been the rule in first class organizations out of school, that every computist must reach a correct result, and must himself know by his own proof that the "answer" is right. You need to investigate and correct in many schools a wasteful situation in which the teacher allows the rapid pupils who have worked and proved their problems to have nothing to do while waiting idly for the slow child who is hunting for his error. The notion that all the members of a class must be doing identical things simultaneously was exploded years ago. Set a proper period for arithmetic. Pass out enough work for the most rapid and see that each one does an amount adapted to his power, each one taking all the time necessary to do the work correctly, always, every time, and by some effective means or other shown that the correct completion is as essential as digestion is to eating.

18. NEGATIONS.

During the year you have heard old men say that you can't demand perfection of human beings. This is the cheapest kind of nonsense. I got perfect courtesy in the school I visited yesterday; I heard children spell words perfectly, little tots of seven added five and three and secured a perfect answer. You often hear perfect music, eat perfect meals, read perfect poems. The human heart hungers for perfection. To satisfy it in many school subjects is not only not impossible but nothing else will do. The Good Book doesn't mince words about it but says "Be thou therefore perfect." The longer anybody delays himself by objecting, the more ashamed he is when he hears his "can't be done" drowned out by the hurrahs of those who are doing it. You have here a form of holdback that is silly and childish; a tendency of some light-minded person to turn into a joke certain incompetences for which they should be ashamed. You find, for instance, stupidities in the teaching of arithmetic and you address yourself to their correction; you show how they may be removed. A few weeks later you attend a school dinner at which some would-be smart poet ridicules your suggestions while the auditors vociferously applaud. It has the same effect as church members telling profane stories about ministers: implies that the poetester and his audience are shirkers, content with poor workmanship and unable to take this most serious of all callings seriously. These are the folks who wreck salary adjustments and referendums. They set the pattern for the contempt which still hovers over teaching while the professionally-minded public servants are having their own work unnecessarily increased in their effort to give it dignity, value, and adequate pay.

19. MOTIVE.

In so many classes arithmetic has become an enjoyable exercise in hitting the mark that you can prove that the motive of self reliance, trustworthiness, persistence, and enjoyment of power, are essential in arithmetic work. You are justified in requiring these motives to be plainly evident in every arithmetic lesson in the public schools of your division. Where these inspiring motives are absent and the barren formalism of arithmetic is evident, the principal should be put to repairing the defect. The increase of time or of home work for arithmetic, the fatiguing of children by this subject, is unnecessary and a sign of of poor teaching. I have heard reports of these defects but have not found them in any of the numerous classes I have visited. On the contrary I have found the work decidedly entertaining to the children. If you can secure a general enjoyment of getting right results in arithmetic and the corresponding dissatisfaction in a wrong one, you have hit the right motive.

20. CHANGE OF EMPHASIS.

You have been in charge of your divisions under the reorganization for twenty-two months. Your office hours and stated conferences as a board of superintendents are as well known as they are likely to be. Your intent to maintain intimate contacts with the actual work of your divisions by personal inspections of the teaching and by purposive meetings with your supervisors and district superintendents has shown itself. This responsibility for the success of the teaching in your divisions is now understood and is to continue to show results. The advertisement of responsibility of principals, then of district superintendents to settle matters belonging to the school or district, has been printed often and long enough for your clerks to use the usual acknowledgment and transmission blank forwarding to principals, for settlement, letters from parents and teachers covering matters not previously referred to principals, and forwarding to district superintendents letters which appeal from principals' decisions. Your main value is now

Digitized by Google

improvers of the human output of the school. Your means of improving it depend on your knowing what it is and by what means the best of it has been made the best. This you are getting from your personal inspection and from the reports of your inspectors.

21. CAN'T PLAY SCHOOL ANY MORE.

When you and I as children left the elementary school, the open spaces, the free land, the dearth of educated competitors, gave us a much better chance of living than the public-school boy of today will have, unless he is better trained than too many of them are now. "Today the frontier is gone. We have passed the peak of productivity in several national resources; our riotious youth of squandering with a reckless hand is over. National middle age is upon us. We begin to look forward with an anxious eye to a time where we shall need to count the pennies as carefully as any European." The average output at our sampling day, the lack of spontaneous acclaim from our intelligent public, show that appreciation of the need of better teaching here has lagged. Burnham thinks the American school people have only played school so far.

22. BUSINESS MANAGEMENT.

It is thirty-six years since Mr. Bruce began issuing his school-board journal, insisting that public education is business and must be run on scientific business principles. Supervision has had many positive opponents. A review of the current educational books and periodicals shows emphasis on supervision, the adoption of the methods of successful business accepted as the important fact in improving school service. Our fear of being factorized, mechanized, and systematized is instinctive and a valuable safeguard—Liberty is cherished. Everyone of us who accepts public money gives up a portion of his liberty and binds himself to work not independently but co-operatively in a system which imposes restraints of various sorts as to conduct, employment of time, and obligation to directions from others. To try to work otherwise is as awkward as to go to Urbana without using the roads. The sensible thing to do is to employ, in reaching our objective, such applicable methods as other purposive organizations, hospitals, nurseries, libraries, etc., have employed. Mr. Shaw * has recently made a new study of progressive methods. "The greatest accomplishments of the first quarter of this century is the development of a scientific professional spirit, a higher morale, a spirit of service, co-operation. We have been learning to manage. We cannot get anywhere without the kind of management which extends from the smallest detail to the whole purpose of what you are about. With management all processes are part of the same function. Management is not something in an office building away from the product; it starts from the product and works back and uses supplementary details to make the product better. We all do many useless things through custom. Modern management rejects useless details no matter how customary they have become. A test is a method of discovering whether you have done your work well—whether you have managed right. When you find that the product is coming out right and the management which makes it right is continuing to manage, there is no use wasting time in testing. Management, unless its purpose be kept always in view, degenerates into red tape which does not manage at all. The private office with all of its paraphernalia is a good deal of a time-waster. Managers must know what is going on and not sit in an office waiting for some one to send in a written communication about what is happening. The best office for a manager is under his hat. Management is interlocking. Exclusive responsibility is undesirable. Instead of divided responsibilities, united responsibilities are needed. The business of management is to manage." That is a good analysis for an educational superintendent to study and to live up to. The time-eaters who waste the days of educational officials will be less wasteful of us if we are out in the plant where the work is being done. It is a good plan to keep account of the amount of time spent in the places where the contact of the minds of pupils and teachers is. Everything other than the teaching and learning processes is suplementary.

(*) A. W. Shaw, "The Underlying Trend."

23. YOUR RECORDS.

The accounts you keep of your divisions so as to save waste of sittings and assignments of teachers, to secure adequate and punctual attendance of workers and of pupils are essentials of management but all are supplementary to the main question whether the teaching is good or not. The same is true of the records of your district superintendents and supervisors. How "thorough and efficient" to use the words of the educational law is the teaching? To answer that for your division you need to devise and keep your most important records.

24. FOLLOW UP.

Every organization which is planned to secure results devotes its energies, not only to plans for maintaining and increasing efficiency, but to continuous follow-up of such plans to see that the efficiency comes to pass. Our business has a handicap from frequent protests against interference with academic freedom. We get it from universities. But a common weakness frequently cited against university practice is failure to find waste effort and neglect of thorough teaching. Follow-up methods are not condemnations of laziness and neglect. You know that your principals are not lazy and neglectful. Your staff meetings disclose a real intent of principals to devise and pursue methods of administration aimed at results. Follow-up is to keep the management and teaching concentrated upon the results which the law and the wishes of the community propose as requisites of school service,

Digitized by Google

Follow-up is necessary to educate new principals and teachers to the main purpose of the public schools, and to hold all principals to such a line unswerved by the multitudinous projects of educational writers. You need to concentrate upon most desirable effects rather than to scatter over the whole field of human endeavor.

25. MEETINGS.

You saw Ernest Horn show by his graphs the rapid disappearance of ideas from the mind in the course of a few days and heard him describe the methods by which essentials are kept in mind. Most of what I say here will evaporate in a few weeks unless revived from time to time with interest. I know of no efficient schooling that neglects staff meetings. It is advantageous to attend the district superintendents meetings and to help keep alive the large objectives and ideals. The principals use all methods of supervision: observation of teaching, giving model lessons, individual conferences, section meetings, staff meetings, bulletins, tests by teachers, tests by principals, inspection of written work, inspection of teachers' plans. What principals are so apologetic for their staff meetings that they hold them only in hastily snatched moments from the noon hour? What principals plan and conduct teachers' meetings with the productive results of the best "teachers institutes"? This is desirable information for you to have and to transmit to me

26. PLAN BOOKS.

It is time to look into the use of plan books in your division. We have not required any uniformity of style, size or shape. Some of them completely subserve the purpose of (a) an intelligent preparation (b) a record of accomplishment (c) a time saver in the hands of a substitute when the regular teacher is absent. Some are more elaborate than necessary, too wordy. Some principals are using up valuable energy by inspecting of plan books in their offices. I recommend this use: Let the principal visit the class room and ask for the plan book and use it as a guide for an acquaintance with the progress of the children by asking them questions. This is much more interesting than his fatiguing inspection of written plans in the absence of teacher and children. It lifts a plan book out of the formalism into which it easily falls.

27. INSPECTION OF COMPLETED WORK.

The requirement of regular submission of pupils' written work, drawings, sewing, etc., almost universally employed by principals does tend to keep penmanship, arithmetic, etc., to a higher standard. The examination and rating of such specimens all by one's self is severely fatiguing. But a checking of such work in the presence of the children or the teachers is much less wearing. I recall a school from which the principal permitted teachers to take no papers home to mark. There was a good-sized room with tables at which what marking of papers as was necessary was done by companies of teachers in a few minutes after the close of school. He had a less wearied corps of teachers as a result. You have read accounts of studies made as to the small results obtainable from elaborate marking of numerous papers. "Better a fresh teacher and enthusiasm than completeness withal".

28. SPEED.

In our conferences looking toward habitual accuracy in every computation, we suggested that speed be not urged at the expense of correctness. Horn holds that speed in reading improves it. I observe much surprising slowness in getting to work, finding the page, finding the word in the dictionary. Can you get your people to discriminate where speed is helpful and where, as in certain situations requiring thought, comparison of ideas, reflection, selection, speed is subversive?

29. INSPECTION OF A SCHOOL.

Your conferences have developed a type of inspection procedure which is designed not only to give you the facts but to help the principal. The inspector reports himself to the principal and registers in the book. He makes note of the names of teachers whose work the principal wishes appraised. He observes, examines records, and tests work of these teachers and of others here and there throughout the grades, so as to get a sampling of the school. He does not teach the teachers nor make reports to them. His conference is with the principal whose management he appraises on the basis of results. Some schoolmasters get excellent results with very little visible machinery. Some are good at making plans but so remiss at follow-up that the plans do not ripen. The main purpose of school inspection is to observe and record the effects of the teaching as disclosed by measurement tests. The records of these should be transmitted speedily to the principals concerned and used for encouragement and correction of teaching. You should get away from the idea that those who inspect are teachers of teachers—that is the function of the principal. Inspection by one outside the school is to supply you and the principal with facts from which to determine the efficiency of management and to better it.

30. MUSIC.

I wish you would see that your principals are supplied with the formulation of what the National Association of Public-School Music teachers say the pupils in the public schools should be able to do. After the Cincinnati convention of Superintendents, Feb., 1925, some of our principals expressed the desire of wresting the musical supremacy from the schools of that city. Chicago, outside of school, is certainly blessed with a musical atmosphere. The special teachers of music are well prepared. The principals more generally should follow up the music teaching to keep the children on a footing comparable with the time

Digitized by Google

and money we spend on music. The number of children in the upper grades unable to render simple selections, afraid of their own voices, is amazing. Correct it.

31. COURAGE.

In some of your schools if you ask a child to let the assembly hear how a given melody goes he will render it naturally and without nervousness. If you say to him tell the school what you know about Wacker drive, he will speak clearly, naturally and as a matter of course, girls even more readily than boys, but the number who fail to rise to such a situation is unjustifiably large. Public schooling, without destroying the charming modesty of youth, should give our boys and girls enough courage and self reliance to be able to control fear and nervousness in such situations as you can easily specify in your communication to your divisions. A public-school graduate must have self-reliance and courage.

32. BABYING.

The affection shown by your teachers to their chilldren is one of the most admired characteristics of present-day schools. When it takes the form of assuming so much of a child's thinking and doing that he gets insufficient exercise to develop his mind and will, this grandmothering is smothering. You, your district superintendents, report it over and over. You set a task before a class; it is a good stiff project and what children of that age should be able to perform; the good-natured gentlewoman in charge of the children takes all the vigor out of the task by her kindly help. Try to increase the exercises in which the youngsters rely on their own resources at the moment. This "at the moment" is important; it means while the teacher is present; it certainly does not mean the old game of sending children without sufficient guidance to hunt donkey feathers through some library or putting the schools into bad repute by complaints of parents that the teacher refuses help of all kinds. When you find a school that keeps too many swaddle bands on its young hopefuls get the principal to devise more exercises to put responsibilities on pupils.

33. WINDOW BREAKING.

The recommendations of a selected group of principals who have practical ideas on the education of young citizens to protect their city's property are now available. Your schools should be listed and kept track of as to success in this line. You, through district superintendents, should push this reform

34. FORMALISM.

We suggested that ability to put hand-lettered headings at the top of written work, etc., is a worth-while accomplishment but some, even 8-A teachers, so late as the fourth month of the term, require their children to use ruler and guide lines for what by this time should be free-hand work. The guide lines could be suggested for the poorest letterers until they can do well enough without lines. The ability to do hand-lettering has been listed among the accomplishments of Chicago schools for years. But if it is worth teaching it is worth using. Therefore, use it in such situations as in headings, diagrams, and maps. Get it as a free-hand rapid habit and have it done reasonably well. Don't make a ceremony of it.

35. REPETITION OF GRADES.

You need to get the facts as to what principals and teachers are failing to prepare the pupils for steady promotion. The reason more money is paid for teaching than needs be paid for giving out lessons is that "teaching ability" commands a higher price than mere tallying. By teaching ability is meant that power of securing application and success in pupils which will entitle them to promotion. You are obligated to employ teachers with this ability and to dispense with those who fail to show it. If a principal is unable with a reasonable share of his time from other duites to show a teacher how to acquire teaching ability he must take steps to secure for the teacher freedom to enter other employment. To permit the waste of the lives of children and of the community's money through poor teaching is not only the worst of management but a negligent dishonesty that is scandalous. There has grown up here a fallacy that the schools should be run to give employment to us, and in the case of doubt the benefit of it should be given us, the employees. No private school, no public service, runs on that basis. It is an absurdity. Don't tolerate it in your divisions. Be fair to your children and their parents. If you try to take over into the school system the function of the public charity agencies you do damage to both.

36. FREEDOM.

With a more definite formulation of what is to be secured, the way of securing it can properly be left to the principals, who in turn, recognize that in teachers' methods there is much variety which is an advantage rather than otherwise. But freedom in teaching is not an end in itself. We are not permitted freedom in the results of grammar or spelling, or mathematics or science. A method of teaching which almost universally has failed to secure as good results as some other method can not be permitted to continue because it is a teacher's favorite. The principal must avoid letting the pupils' minds be wasted by discarded processes. On the other hand if a teacher gets good results by her own method why bother her?

37. TEACHER PARTICIPATION.

Chicago has a great deal of discussion about councils. Every principal's staff meeting can be a council. Every principal who has discussed his meetings with me has indicated that the opinions of teachers are vital and valuable. But every

Digitized by Google

principal knows that common sense and the rules of the Board hold him responsible for the conduct of his school. If he, as the majority of them do, organizes committees of teachers and thereby improves school service, so much the better, but that is his affair. He can not evade responsibility by passing it over to a council. The school is the accepted unit in our system. The responsibility which must be placed on the principal must be paralleled by adequate authority. If you persuade a principal to use more of the participating council idea than he is now using, you may be doing him a benefit. But to require him, or to let a majority vote of principals, or to have a rule of the Board of Education, require him to have a council manage his school seems to me to invite a dispersal of responsibility in so scattered a spread as to contravene experience and to prevent the service for which the school funds are raised.

38. PROFESSIONAL ADVANCEMENT IN SERVICE.

The situation has been somewhat beclouded here in times past by advertisement of pretended cross-purposes between supervisors and "the teachers." Every teacher I have met is fully as desirous as supervisors are to give to Chicago the ablest human output the schools can deliver. Some of the newspapers are fond of suggesting that "the teachers" are rebellious. You found only two in the past school year and none in the past semester. Here and there an ancient and honorable has been professionally asleep for many years like the one who told you the only professional book known to her was Page's Theory and Practice, 1847. But the encouragement of study which principals are affording by the circulating educational libraries for teachers in the schools, if you extend it through the schools of your division, will advance us toward the condition of physicians and engineers who would not dare to confess ignorance of the current books and periodicals of their callings. Many school systems now require reports from all their members on a designated number of professional books per annum. I doubt whether the laggards in this respect are more than a handful. You can't, after electrifying your lines continue to run horse cars on the tracks. It holds back too many people.

39. CROWDING TOO FAST.

There have been a few, not ill-natured, expressions from the principals that I am expecting them to step ahead somewhat more rapidly than they have been accustomed to. You have some excellent schools whose principals take to heart every urge to speed up, yet who are already ahead of other good schools, and, in some cases, working too hard. Let them know that you do not include them in any general urge you may express as the results of your observation of Sampling Day, January 23, 1923. And continue to invite and graciously to receive specific criticisms from your divisions as to any requirements you make. The danger of driving too hard will not be real if you can impress upon your people the great truth told by Hammerton, "Weariness comes from drudgery; produce what is worth while and you'll not be tired." Remember the observation of the rector of the College de France, "They are young who work hard and have a good time."

40. OBSTACLES.

Your path is obstructed by hindrances peculiar to the locality. Opposition to improving the teaching is more vocal here than elsewhere; there is less help from the public; the local press is not unanimous in a policy of support for good schooling. Principals resent the tendency of some newspaper writers to twist, ridicule, and lie about school affairs. School people have asked that reporters be excluded on this account from school meetings. Suggestion of fighting, protesting, disagreements, etc., exaggerated to make a "story" are so little benefit to the town or the school that a large number of members in your division have abandoned the idea of working for publicity. It is a common remark among citizens that publicity of the brand which is current here and the favorite with the purveyors of it hurts the schools more than it helps. If you want to give out news you are, of course, free to do so. Newspapers generally have repudiated "publicity" material. You can't impose it on the editors; they don't want it.

41. CRITICISM.

You should be thankful for the abundance of ready critics concerning themselves with school affairs. They make it impossible for you to go wrong. With so many persons carrying search lights, lanterns, candles, and matches, your route is illuminated. On the whole, it is a good protection.

42. INTERRUPTIONS.

You have steadied attendance upon the main duty in the schools. Be sure the temptations to leave the chief task in order to work for referendum and other good things do not justify slackening the advancement. You must not stop the trains for the purpose of mining coal. The passengers must be served.

43. COMPLIMENT.

Your prompt recognition of successful effort on the part of this or that member of your division has proved good pyschology. The Creator himself saw that his work was good. To feed a whole army on indiscriminate praise is disastrous, as Gravelotte, Metz and Sedan plainly proved. Our calling has been given a great deal of sentimental praise to balance the poor pay given it. Apparently, teachers and principals welcome the change. The committee of principals which made their report on ratings was positive

Digitized by Google

that we need less subjective and more factual standards.

44. CAUTION.

After all, the problem resolves itself into the proper use of time. The measure of success in school management is what can be done in terms of ninety-eight days, without excitement, worry, or interference with the calm and orderly conduct of life. Drives, revivals, spurts, are out of the question. Twelve years of public schooling should overwork no child. A hundred ninety six days a year required service in the presence of classes with adequate outside preparation for it is not, as work goes, an unusual strain on children or teachers. The community has the right to demand of us that we keep ourselves in good trim, cheerful, industrious, recreated, and refreshed, not overloading our children, but forming in them and in ourselves habits and skills of benefit to the community which we serve.

45. THE SORROWFUL.

Chicago, according to the testimony of those who have known it long, has one of the most well rehearsed anvil choruses of any school system in the world. Small in numbers though it be, it has tired out the patience even of experienced newspaper editors. It attempts to inject a minor dirge into what is naturally the merriest and most interesting of callings. It is unfortunate that the ever-ready letter writer of this sort advertises to the public that our men and women are protesters, complainers and whiners, when a trip through the schools show the prevailing note to be that of cheerful desire to serve the public. These unhappy ones alienate the citizens on whom the schools must depend for the adjustment of funds essential for carrying on. No other organization would risk retaining such debilitating elements when so many more willing applicants are seeking admission. Give them warning and if they continue their deleterious injection of grief and woe into a service whose success depends on good-natured cooperation, bring them before the Board to determine their value.

46. MERIT.

A good way to show that complaining and lagging doesn't belong in public school service is to make your recommendations for promotions in the department depend on success in the essential fundamental results. Be able to show by facts who your productive school workers are and recommend them to me with the demontrable reasons. This should help disabuse any who hold it, of the suspicion that the word of an influential friend will avail in securing advancement. Put the merit system into inevitable practice.

47. MEASURES NOT MEN.

You have done well in breaking down much of the old monarchial tradition that led to feeding a superintendent a Canute diet of allegation of importance. There is still discoverable a tendency to pretend that a superintendent of schools wants to be made a personage and have his picture in the paper. This is despised by real schoolmasters. They know that educational measures are devised and perfected by conference, mutual assistance, cooperation. To hitch any one name to an emeritus rule or a salary schedule or to any other cooperative project is to hark back to the old colony days when we all lived under the king. Break it up as much as you can. This is OUR school system, not yours nor mine. The bulk of the important work is done by teachers. It is absurd to put the credit for advance so as to omit mention of them. This isn't buncombe; it's common knowledge. In following directions it should be because the ends to be attained are desirable not because "The superintendent wants you" to do this or that. New York used to abound with "Mayor Hylan's committees" on every conceivable subject. Most of us lost a good deal of enthusiasm for whatever good cause a committee sponsored if the European style of naming the committee after a personage was adopted. The "plague of personality" should be exorcised. Push a thing because it's good not to give the credit to some person.

48. PLANNING.

I wish you would jot down a working scheme for an immediate beginning of such of these projects as are most needed in your division and get such of your principals as do not record their agenda to do so. It is almost universal practice of people who hold responsible positions involving the management of others. It is one of the best aids to managing one's professional affairs and a safeguard against being managed by details instead of managing them.

49. SUMMARY.

Here, then, is the program for the immediate future. Hold on to the gains that you have made in reliable arithmetic, habitual penmanship, and good spelling. Push your intelligent reading-and-thinking exercises. Perfect your civic teaching, stop window smashing, suppport your definite music-teaching practice. Promote exercises for self-reliance in pupils, encourage definite plans by principals, follow up, record results of teaching in separate schools, fix responsibility, reduce repeaters, bring your poor schools up to your best, and keep yourselves and everybody fit. This does not overload anybody. It is not adding new things. It is doing the old things effectively. It is not removing anybody's initiative or regimenting his thought. It permits any method that teaches results. Anaximander of Miletus left many maxims, none more suited to the present circumstances than this one. They say that when he sang some children laughed at him, whereat, instead of becoming angry or ceasing to sing, he said: "We must then sing better for the sake of the children."

W. McANDREW

Digitized by Google

Thirty-Page Document

(*Continued from page* 286)

for a copy of that document. All those in favor of that motion say aye. Motion carried. * * *

CHAIRMAN BRIESKE: Shall we address a letter to the Board of Education or by word of mouth?

MR. ENGLISH: I think it would be wise in addition to this verbal request to address a letter to us.

THE SECRETARY: To whom?

MR. ENGLISH: You address a letter to me and address one to Mrs. Greggs, the only members here.

WHEREUPON the meeting adjourned.

EXCERPTS FROM STENOGRAPHIC REPORT OF MEETING OF COMMITTEE ON SCHOOLS, FIRE AND CIVIL SERVICE OF THE CITY COUNCIL, MARCH 3, 1926.

The meeting was called to order at 11:10 o'clock by Chairman Brieske, 11 Aldermen present.

* * *

Following is the record of proceedings, which took place just before adjournment at one o'clock.

THE CHAIRMAN: Mr. English, have you that document that we requested?

MR. ENGLISH: Yes, I have it, Mr. Chairman. I suppose it does not come up at this time until this motion is disposed of.

THE CHAIRMAN: Well, I just thought that it would be all right to turn it over to the Committee.

MR. ENGLISH: No, I cannot turn it over to you, Alderman, until after the meeting of the Board of Education this afternoon, but if you want to listen to it, I will read every word.

ALDERMAN NELSON: Let it come up under the motion Alderman Cronson is going to make.

THE CHAIRMAN: Very well.

ALDERMAN NELSON: Now do you want to make that motion, Alderman Cronson?

ALDERMAN CRONSON: Yes, I want to make my motion.

ALDERMAN MILLS: I second the motion.

ALDERMAN NELSON: What is the motion?

ALDERMAN MILLS: The motion was made.

ALDERMAN CRONSON: Let the Secretary read it.

THE SECRETARY: The motion I have was that the Committee set a date to invite the Superintendent of Schools and the officers of the Principals' Club to go before the Committee and go into this and have a full hearing on the subject of the information which they are giving out to the people.

ALDERMAN CRONSON: That the schools will immediately have to close if this does not go on the ballot. On the objection of Alderman Arvey that the motion was out of order it was withdrawn.

ALDERMAN NELSON: Let me say this to Alderman Arvey and Alderman Cronson, that if these activities and manipulations do not cease now, I will bring in a resolution on the floor of the council.

[The Meeting adjourned at 1 o'clock. The 30-page document was not read nor presented to the Committee.]

(*Continued on page* 296)



HENRICI'S is famous no less for the enduring and deep friendships it has won than for the quality of the foods it serves and for the great volume of its patronage. Of a Saturday, before the matinee, it is the great central meeting place.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets

Now Showing NEW SPRING MATERIALS

Chicago's Only Exclusive Upstairs Silk and Woolen Store

Adler ESTABLISHED 1900 INCORPORATED EXCLUSIVE SILKS WOOLENS VELVETS

Eleventh Floor :: Stevens Building
No Connection with Any Other Store of Similar Name

SPRING OPENING
Kittner Fashion Shop
Now presenting a variety of compelling styles for Spring, in
COATS, SUITS and DRESSES
in all leading fashions.
Dearborn 3467
914-916 Venetian Bldg. 15 E. Washington St.



MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Digitized by Google

FOR TEACHERS

2 Delightful All-Expense Tours

April 23rd—May 2nd

RAIL-WATER TOUR

TO

Savannah, New York and Niagara Falls via St. Louis and Birmingham

2000 Mile Rail Trip - 63 Restful Hours at Sea

$139.00 from Chicago

Provides for one person in lower berth and includes sightseeing trips and all necessary expenses; charge for two persons in lower berth, each $12.00 less and other accommodations in proportion.

SPRING VACATION TOUR

to the Beautiful

Mississippi Gulf Coast and New Orleans

2000 Miles through the Charming "Old South"

$108.35 from Chicago

Charge for one person in lower berth; two persons in lower berth, each $12.00 less — proportionate charges for other accommodations. Includes nine meals, sightseeing trips, and all other expenses.

For circular outlining complete details of each tour phone or address

W. G. FERSTEL, District Passenger Agent
Illinois Central Railroad, 208 So. La Salle St.
Phones: Wabash 1164, 1165, 1166, 1167, Chicago, Ill.

Illinois Central

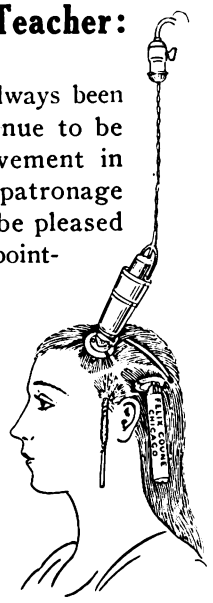
THE ROAD OF TRAVEL LUXURY

To Any Chicago School Teacher:

Dear Madam:

Quality and Service have always been our MOTTO and shall continue to be so, with all possible improvement in Permanent Waving. Your patronage is appreciated, and we shall be pleased to save you any time by appointment.

The Felix Coune System of Permanent Waving gives Natural Lasting Waves. Steadfast, Faithful Service since 1916 gives us the name - of - LEADER - and appreciation of the public.



Felix Coune
Permanent Waving System Co.
307 North Michigan Avenue
Chicago, Ill.



56 Years In The Fur Business!! I KNOW FUR

Why take chances with moths each Summer. OurFur Storage Vaults, of special construction, have been designed to eliminate every possible worry.

F. RANKE FUR CO.
Second floor Capitol Bldg.

159 N. State St. **Dearborn 5831**

EXCERPTS FROM MID-YEAR PROSPECTUS

Thirty-Page Document

SUPERVISION OF INSTRUCTION * * *—The period during and immediately following the war was generally marked by such various demands and difficulties that supervision was considerably relaxed with a consequent lowering of the training received by the classes. Along with this naturally came some indifference to the quality of the schools' output. * * * [Page 1.]

In March, 5583 children of the last grade of the elementary schools, while not hurried in the test, attempted this sum:

89523
45988
83777
62000
726
89451
86712

Sixty percent of the children secured the correct result. Ten percent of the pupils of the same grade ranked from good to perfect in a test of easy reading. Two percent wrote a good hand. This was discreditable to Chicago. * * * [Page 1.]

CHICAGO HAS MORE DIFFICULTIES THAN USUAL * * *—Your system has been characterized as having a powerful centrifugal trend, of showing a strong tendency to protest against supervision, of developing an explosive reaction under criticism, of protesting too much. * * * [Page 1.]

CHICAGO CAN FIND PEOPLE TO PUT AND KEEP THE TEACHING ON HIGH PLANE—Your division has now demonstrated that the standard requirement as to arithmetic, spelling, writing, reading, lettering, hand work, cleanliness, civic conduct, can be done by some principals. That answers the opposition set up when you sent out these requirements. This gives you all the sanction you need for the next step; to make clear to any lagging principals that they are to put their schools upon the required footing or to give way to others who can. * * * [Page 2.]

INDIFFERENT TO RESULTS—Satisfaction with going through the forms of teaching indifferent to whether real power is gained by the children, is recognized as the weakness of public schools with tenture protection for teachers. Your division is not safe from this weakness. Tenure is too valuable a condition in a school system to be endangered by an indifference to the results of teaching. * * * [Page 2.]

MOTIVE * * *—The increase of time or of homework for arithmetic, the fatiguing of children by this subject, is unnecessary and a sign of poor teaching. I have heard reports of these defects but have not found them in any of the numerous classes I have visited. On the contrary I have found the work decidedly entertaining to the children. If you can secure a general enjoyment of getting right results in arithmetic and the corresponding dissatisfaction in a wrong one, you have hit the right motive. * * * [Page 3.]

BUSINESS MANAGEMENT * * *—A review of

Digitized by Google

Thirty-Page Document

the current educational books and periodicals shows emphasis on supervision, the adoption of the methods of successful business accepted as the important fact in improving school service. Our fear of being factorized, mechanized and systematized is instinctive and a valuable safeguard — Liberty is cherished. * * * [Page 4.]

INSPECTION OF COMPLETED WORK * * *— I recall a school from which the principal permitted teachers to take no papers home to mark. There was a good sized room with tables at which what marking of papers as was necessary was done by companies of teachers in a few minutes after the close of schools. * * * [Page 5.]

INSPECTION OF A SCHOOL * * *—The main purpoe of school inspection is to observe and record the effects of the teaching as disclosed by measurement tests. * * * [Page 5.]

TEACHER PARTICIPATION * * *—Chicago has a great deal of discussion about Councils. Every principal's staff meeting can be a council. Every principal who has discussed his meetings with me has indicated that the opinions of teachers are vital and valuable. But every principal knows that common sense and the rules of the Board hold him responsible for the conduct of his school. If he, as the majority of them do, organizes committees of teachers and thereby improves school service, so much the better, but that is his affair. He can not evade responsibility by passing it over to a council. The school is the accepted unit in our system. The responsibility which must be placed on the principal must be paralleled by adequate authority. If you persuade a principal to use more of the participating council idea than he is now using, you may be doing him a benefit. But to require him, or to let a majority vote of principals, or to have a rule of the Board of Education, require him to have a council manage his school seems to me to invite a dispersal of responsibility in so scattered a spread as to contravene experience and to prevent the service for which the school funds are raised. * * * [Pages 6 and 7.]

COMPLIMENT * * *—To feed a whole army on indiscriminate praise is disastrous as Gravelotte, Metz and Sedan plainly proved. * * * [Page 7.]

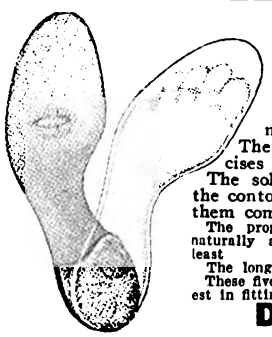
THE SORROWFUL * * *—It is unfortunate that the ever-ready letter-writer of this sort advertises to the public that our men and women are protesters, complainers and whiners, when a trip through the schools show the prevailing note to be that of cheerful desire to serve the public. These unhappy ones alienate the citizens on whom the schools must depend for the adjustment of funds essential for carrying on. No other organization would risk retaining such debilitating elements when so many more willing applicants are seeking admission. Give them warning and if they continue their deleterious injection of grief and woe into a service whose success depends on good-natured co-operation, bring them before the Board to determine their value. * * * [Page 8.]

The
FRANK SHOP
14 S. Wabash
Offering This Beautiful
CAPECOAT
At 59.50



Of very fine charmeen, trimmed with natural squirrel.

A special discount will be given teachers, even though our high standards of quality and our close margin of profit scarcely make it necessary!!



Five points of interest, necessary for foot comfort, found in
SOCKET-FIT SHOES
A close-fitting instep, which, when laced up, forms a bandage about your arch to relieve all muscle strain—
The flexible construction which exercises and strengthens the muscles—
The soles which are moulded exactly to the contour of the sole of your foot making them comfortable without breaking in—
The proper balance which helps you to walk naturally and without strain—and last but not least
The long, hard wear.
These five points combined with a personal interest in fitting assures you foot comfort.
D. C. LOCKE'S
SOCKET-FIT SHOE-STORE
In the Lobby of the Shops Bldg.
17 North Wabash Ave., Chicago, Ill.
Formerly the College Boot Shop



Fur Storage and Remodeling
Now is the time for remodeling. No charge for storage if remodeled during the Summer at our Summer Rates.
Our New Fall Styles Now On Display.
Siegel & Barth INC. FUR MFRS.
39 So. State St. Dear. 6023 and 3359

MARINELLO
Approved Beauty Shop
Everything in Beauty Culture
Permanent Waving and Expert Hair Cutting by Licensed Man Operator
Suite 602 Stewart Bldg. Opposite Fields
108 N. State CENtral 3877

Digitized by Google

10% Off to Teachers



Common Sense Will Tell You

Glove grip shoes are made as any shoe ought to be made —like the footprint. They are flexible enough for comfort, but with support enough for the arch. They are made in combination lasts, at

$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP
Room 206 6 N. Michigan Ave. Chicago, Ill.

BERTHA OTT *Announces the following* CONCERTS and RECITALS
under her management

Three Historical Piano Recitals
WITH EXPLANATORY LECTURES BY

Moriz Rosenthal, Princess Theatre, Sunday afternoons, April 18, 25 and May 2. Programs, first: Bach, Mozart, Beethoven; second: Schubert, Schumann; third: Chopin, Liszt, Brahms, Rubinstein, Debussy, Scriabing, Albeniz, Rosenthal. Prices of seats for single concerts, $2.20, $1.65 and $1.10, tax included.

Albert Seibert, tenor, recital, **Princess Theatre,** Sunday afternoon, May 9, at 3:30. Prices, $1.10 and $1.65, tax included.

Rudolph Reuter, pianist, and **Jacques Gordon,** violinist, second joint recital, **Princess Theatre,** Sunday afternoon, May 23rd, at 3:30. Prices, $1.10 and $1.65, tax included.

Ruth Alexander Tracy, pianist, recital, **Princess Theatre,** Sunday afternoon, May 16, at 3:30.

Viola Cole Audet, pianiste, recital, **Princess Theatre,** Sunday afternoon, May 30th, at 3:30.

624 South Michigan Avenue
Phone: Harrison 8780

TEACHERS You Are Fortunate Indeed If You Can Wear
Sizes 16, 18, 36 or 38

For exceptional values are offered in Sample Coats, Suits and Dresses.
All sizes up to 44

10% Off to Teachers

ADVANCE STYLE SHOP, INC.
Suite 1412 Stevens Bldg. 17 N. State St.

Dear Miss Teacher:
Have you been going without corsets and find yourself spreading? If so, you will be sorry. Let us mold you back into shapely lines with either our flexible lightly boned Corset, or our "Dream" Girdle-brassiere Figure-mold. They are "comfy" yet they control. Discount to you of 10%. We invite a call.

Mrs. L. M. MacPherson
(Corset Specialist)
517 Venetian Bldg., 15 E. Washington St.

TEACHERS!! Let Me Attend You Before Vacation
SUPERFLUOUS HAIR
Removed by Multiple Electrolysis
GUARANTEED PERMANENT AND SATISFACTORY
LOUISE B. EVERETT
Personal Service
17 N. State Street—Dearborn 5277

Large Stock on hand



O. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

OLD TIME FAVORITES OF NEW TIME TEACHERS—

"SEE IF YOU RECOGNIZE THEM"

1. I wandered to-day to the ***mill,*** Maggie.

2. Hallelujah! 'tis done.
   I've proved every sum.

3. Print, print, print, print. Pass the buck to me.
   Print, print, print, print. For all the world to see.

4. Darling, I am growing old.
   I'll be docked just half my gold.
   Only thy high-brow, they say, they say,
   Resists old Father Time's decay.
   Station B. O. E.,
   Anon Sir.

A GOOD BOY

"Did you behave in church?" asked an interested relative when Billy returned from the service.

"I'll say so!" replied Billy. "I heard the lady behind us say she never saw a child behave so."

PROOF ENOUGH

An office boy, presumably groomed in the gentle art of proving, handed a sheet of paper to his employer.

"Did you prove it?" asked the employer.

"Sure," said the boy, "And here are 10 different answers."—Contributed by a Teacher.

UNEXPECTED

Father: Great heavens, son, how you do look!

Son: Yes, father, I fell in a mud puddle.

Father: What! And with your new pants on, too?

Son: Yes, father. I didn't have time to take them off.

SUBSCRIPTION
to
MARGARET HALEY'S BULLETIN

Name.....
Address.....
(Street and Number)
.....City

Subscription price—$2.00 per year.
MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago. Tel. Central 3904.

Digitized by Google

THE IDLE HOUR

"The best of all ways to lengthen our days

Is to steal a few hours from the night, my dear."

—From an Old Irish Song.

Blue Bird Club,
1515 Capitol Bldg.,
Chicago.

Dear Friend:

The 1926 vacation season is at hand, and we anticipate for ***"Bluebird Cottage"*** (Boulder, Colorado) the very best season we have ever had.

Many changes have been made at Bluebird during the past few years. The most important is the Camp at Gold Hill. If you have not visited us recently, you will be most happily surprised at the success we have had in our work. The beautiful log building at Gold Hill consists of Living Room, Dining Room (three huge fire-places) Kitchen and large porch. The Living Room has ample space for parties and dancing.

We are happy to say that our property is free from debt. We have had no endowments. We aim to pay for this new building at Gold Hill from our summer's work. The vacation period is a short one—three months and possibly a fourth. This year in order not to have a crowded condition, I am making a personal appeal, wherever it is possible, that you plan to come in June or September, or even in May, as Boulder and Gold Hill are at their very best during these months.

When you plan a vacation, you want comfort as well as pleasure. Co-operation makes for success and I am asking you to spend your vacation with us this season, so that by October 1st we may be able to say we have our new $3,500 addition paid for, and this has been done by having the happiest vacation we have ever had.

We can accommodate only a limited number and as July and August are always crowded, would suggest that you plan to come in June or September for an ideal vacation. The weather is fine, and we can make you happy and comfortable at that time.

Looking forward with pleasure to having you with us at "BLUEBIRD" this summer, I am

Sincerely yours,
E. M. TRACY.

Exclusive...but not Expensive
Murray Black Co.
21 N. Wabash Ave.
Ground Floor
Between Madison and Washington

A Discount of **10%** Allowed to School Teachers



Spring Apparel
During the Fall and Winter months it was our pleasure to sell scores of Chicago Teachers their complete outfits, including many fine fur coats.
We have no doubt that these same patrons will come to us for their Spring Apparel—for they have come to know that MURRAY-BLACK offers the utmost in style and quality, at purse-appealing prices. And we invite new patrons among the teachers to take advantage of our 10% discount offer.

Dresses, $20 up
For work-a-day, dinner and evening, in the newest styles and colors, of materials most in demand this season. A wide selection, gathered from the Nation's foremost manufacturers.

Suits & Coats $25 up
Two and three piece, in a wide variety of color, pattern, style and cloth. Every one at a most moderate price—and then an additional 10% off to teachers!

MURRAY-BLACK CO.
21 N. Wabash Ave.
Between Madison and Washington

Sizes for Misses, Women and Stouts



Our Own
Patented Inner Strap
BRIEFCASE
Highest in Quality
Lowest in Price

Complete Line of **TRAVELING REQUISITES**

A & B LEATHER PRODUCTS MFG. CO.
Otto Bonke M. Axelman
Formerly Dearborn Trunk Co.
Republic Building, 220 So. State St.
Suite 614 Harrison 1614

10% Discount to Teachers

Briefs, Records, Trust Deeds
Confidential Reports

BARNARD & MILLER
Law & Commercial Printers
172 N. La Salle Street — Chicago
Telephone FRanklin 0562

Booklets, Catalogs, Circulars, Folders
Price Lists

Digitized by Google

TOURS

See ALASKA



Travel to the Yukon . . . mysterious . . . strange . . . colorful land of the midnight sun, on a yacht-like Canadian Pacific Princess steamer 1000 miles from Vancouver to Skagway by the placid inner passage. Interesting shore excursions. A summer vacation 'mid glaciers and snowpeaks — in weather as springlike as May. Minimum round trip fare $90, meals and berth included. You'll enjoy Alaska

and the

CANADIAN PACIFIC ROCKIES

Be sure to plan your trip to Alaska and include a stop over at Lake Louise, Banff and Glacier—world famous resorts in the Canadian Pacific Rockies. Open top observation cars drawn by oil burning engines insure you real enjoyment passing through this Alpine Wonderland. For rates and full information, write, phone or call

Thos. J. Wall, General Agent, Dept. E., 71 E. Jackson, Near Michigan, Straus Bldg., Tel. Wabash 1904, Chicago, Ill.

CANADIAN PACIFIC

WORLD'S GREATEST TRAVEL SYSTEM

French Line

Now you cannot afford *not* to go to Europe

Tourist III Cabin Round Trip Rate $177

Company's Office 109 N. Dearborn St.

KWALITY Baggage

Chicago Trunk & Leather Goods Co.

MANUFACTURERS OF

LUGGAGE OF EVERY DESCRIPTION

526 South Wabash Avenue CHICAGO, ILL.

Wholesale Prices to School Teachers

European Tours

All expenses—limited parties

$395 to $2,100

For reservations and booklet—

AMERICAN TRAVEL BUREAU, Inc.

715-717 Straus Bldg., Chicago

VACATIONS

Pacific Northwest—Alaska Tour, July 31st.
College Tours to Europe, Mediterranean—North Cape.
National Parks—Independent-Conducted Schedules.
Many other offerings—REGISTER EARLY.

Baker Travel Service

1547 Marquette Bldg., Dearborn-Adams

Randolph 3105 — Chicago

TOURS

LAUDERS' Spring Vacation Trips

Parties leave April 23

Mississippi, Ohio and Tennessee River

Trip to Muscle Shoals, Ala., via St. Louis—9 days. Rail Fare, Meals and Berth on Steamer included $65

Tennessee River Trip, via Paducah, Ky., 9 days, meals, berth included..... $65

Spring Eastern Circle Trip

Niagara Falls, New York, West Point, Annapolis, Washington—10 days .. $125

Summer Trips

Alaska, via Canadian Rockies—21 days..... $308.00
Yellowstone-Colorado—14 days $169.00
Eastern Circle-Saguenay River—15 days..... ..... $192.00
Canadian Rockies-N. W.-Calif.—27 days..... $365.00

LAUDER'S TOURS Established 1899

Write, phone or call for literature.

112 W. Adams Randolph 1088

Evenings and Sunday—Midway 5845

SPEND A WEEK IN DIXIE

FOR YOUR SPRING VACATION

SATURDAY, APRIL 24TH — SATURDAY, MAY 1ST

EIGHT DAYS..... $65

Visiting many beautiful and historical points of interest along the **Tennessee River,** including **Shiloh National Park** and **Muscle Shoals**

Daylight Ride to **Mississippi River.** No sleeping car annoyance or expense

Other Well Planned Tours to Europe, Hawaiian Islands and the East

For further particulars inquire

MARNELL INTERNATIONAL TOURS

STRAUS BLDG.

310 So. Michigan Ave. Harr. 6020—8212

Open All Day Saturday

4 EUROPEAN TOURS

"ALL EXPENSES"

30 *Days*	$348.50	*Ireland, France, Italy,*
37 *Days*	460.00	*Belgium, Holland,*
42 *Days*	487.00	*England, Switzerland*
53 *Days*	785.00	*and Germany*

Call, Phone or Write

CAWLEY TRAVEL BUREAU

111 W. Jackson Blvd. Harr. 0288

TAYLOR MADE TRUNKS

BAGS and SUIT CASES

for the vacation traveler

Taylor's

28 E. RANDOLPH ST.

NEW YORK EST. 1850 CHICAGO

TEACHERS!! — SEE AMERICA FIRST

THE CRESCENT INN, Ennis, Montana

On direct route to Yellowstone National Park, 65 miles from west entrance. Spend your vacation in the shadow of the Rockies. Most delightful sport in the world. Phone our representative at Hyde Park 5110 any day from 9 A. M. to 1 P. M. and you will get literature with all information—including references. Make your reservation NOW. **SPECIAL RATES TO TEACHERS.**

Bluebird Cottage

BLUEBIRD COTTAGE in the Rocky Mountains at Boulder, Colorado, is open the year round to any Chicago teacher for rest and recuperation in the pure air and sunshine of Colorado. Register NOW for your Summer Vacation.

Reservations may be made in Chicago at

1515 Capitol Building

Digitized by Google

MAY 10 '26 R

VOL. III

Margaret Haley's BULLETIN

NO. 16

Chicago, Ill. 28 April 30, 1926

A Teacher in New York

However courageous, however dynamic, however heterodox the individual who enters the schools, the educational treadmill crushes out his courage, his dynamism and his heterodoxy, flattening him out to the flatness of the rest, until presently he revolves with it, gently, uncomplainingly, giving himself to subdual. It all happens so slowly, so noiselessly, and for the most part so painlessly that only seldom does the victim understand the process. Yet in moments of stark insight I have rebelled. I have cried out against this book or that in departmental conferences, I have defended the right of teachers to teach and think for themselves. I have antagonized the powers in the office. * * * *

From "A Teacher in New York" by Robert D. Starett in "The American Mercury" May, 1926.

(For further discussion see inside pages)

Digitized by Google

SHORTHAND COACH SCHOOL

TEACHERS

You are cordially invited to refer your students to us for beginning or review work in

SHORTHAND . TYPEWRITING . BOOKKEEPING

Private Instructions by Competent Teachers

As a teacher, you are often called upon to shoulder the responsibility of recommending a school to your students. We sincerely believe that a visit to this school will convince you that you can unhesitatingly send your students to us. You will find our courses intensive throughout, and rapid in their preparation for positions.

A personal inspection of our school will be convincing

PREPARE YOURSELF FOR HIGH SCHOOL WORK
We can prepare you during the Summer months to instruct in Shorthand, Typewriting or Bookkeeping. Our correspondence course taken in the winter months will prepare you so well that much better results will be obtained, with less physical strain, when you come to us in the Summer.

SHORTHAND COACH SCHOOL—Myrtle M. Voss

101-3-4-5 Auditorium Building. Tenth Floor **431 South Wabash Avenue**

Wabash 3732——Harrison 1995

When referring students to us—kindly ask them to give us your name, and the name of the school in which you teach.

NATIONAL ACADEMY OF COMMERCIAL ART

Galleries open day and evening. Illustrated catalog on request.

Our spare time courses offer opportunity to Chicago teachers for art training in its practical as well as cultural phases.

Nude Life, Portraiture, Illustration, Design, Commercial Fundamentals, Interior Decoration, Glassware, Woodenware, Lamp Shade, Furniture, Decorating Day, Evening, Saturday, Sunday and Home Study Courses.

NATIONAL ACADEMY OF COMMERCIAL ART
Proctor M. Fiske, *Director*
PELOUZE BLDG., 230 EAST OHIO STREET

MARIE VEATCH
SCHOOL OF THE DANCE

Ballet, Character, Clog, Soft Shoe and Charleston

After studying in Spain we are prepared to give the latest and most complete

SPANISH DANCES
AND CASTANETTING

Special Classes for Theatrical Preparation

An arrangement has been made by the Marie Veatch School whereby her pupils, after sufficient instruction, are placed on the

ORPHEUM CIRCUIT

Write for information

Downtown
Fine Arts Bldg.
Wab. 7432

South Side
5240 Harper Ave.
Hyde Park 6176

FINE ARTS BLDG. **CHICAGO**

How would you like

Your Felt or Straw Hats
Reblocked

into **up-to-date styles?** Bobbed hair or conservative styles. Small or extremely large headsizes. We have them. We are manufacturers of the finest hats and our Reblocking Department has access to the best shapes. A trial will convince you of our efficient service.

Chicago Hat Mfg. & Bleaching Co.

12 North Michigan Ave. **8th floor Ward Bldg.**

2001 STRAUS BLDG. **TELEPHONE HARRISON 0804**

LAURA MAE HAYWARD

Educational Adviser

A PERSONAL SERVICE PLACING GIRLS AND BOYS IN SCHOOLS AND CAMPS ADAPTED TO THEIR INDIVIDUAL REQUIREMENTS

THIS SERVICE IS WITHOUT CHARGE

MACLEAN COLLEGE of Music, Dramatic and Speech Arts

"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.

A perfectly equipped miniature theater for practical work

Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers

DR. J. C. MACLEAN
Director Music Dept.

M. CATHERINE LYONS
Director Speech Arts Dept.

2835 S. Michigan Ave. **Phone Victory 7514** **CHICAGO**

BERTHA OTT *Announces the following* CONCERTS and RECITALS

under her management

Three Historical Piano Recitals

WITH EXPLANATORY LECTURES BY

Albert Seibert, tenor, recital, **Princess Theatre,** Sunday afternoon, May 9, at 3:30. Prices, $1.10 and $1.65, tax included.

Rudolph Reuter, pianist, and **Jacques Gordon,** violinist, second joint recital, **Princess Theatre,** Sunday afternoon, May 23rd, at 3:30. Prices, $1.10 and $1.65, tax included.

Ruth Alexander Tracy, pianist, recital, **Princess Theatre,** Sunday afternoon, May 16, at 3:30.

Viola Cole Audet, pianiste, recital, **Princess Theatre,** Sunday afternoon, May 30th, at 3:30.

624 South Michigan Avenue
Phone: Harrison 8780

O. E. S.—MASONIC JEWELRY

CHAS. A. WINSHIP & CO., MFRS.

707 CAPITOL BLDG.

159 No. State St. **CHICAGO**

FLOWERS FOR ALL OCCASIONS

Streiff & Dagobert FLORISTS

Expert Designer of Floral Art

Nevada 0217 **3211 W. Madison St.**

Buy it from our advertisers.

Digitized by Google

MARGARET HALEY'S BULLETIN

VOL. 3. No. 16 April 30, 1926 Page 303

A Teacher in New York

By ROBERT D. STARETT

(Reprinted from American Mercury, May, 1926)

I remember as though it were yesterday that teachers' conference the first day I was appointed to teach at Lafayette High-School. In the sloping seats of the lecture-room a hundred and fifty teachers sat waiting for the principal to arrive; and that first agglomerate impression has never left me. All of them had the same face—a face which for lack of the proper physiognomical nomenclature I call the Teacher Face. It is a face diffident, uneasy, reserved, guarded, hostile. It is a face that does not often smile and seldom laughs. It is a face on the defensive, pettily intelligent and drably noble; jaded, unadventurous, bigoted, cowed; and for all its fine assumption of authority, it is the face of a sheep.

Now this is strange indeed. I have known scores of teachers, jolly fellows, decent women, outside the portals of school; but let them come within sight of the place where they work, and a sudden atrophy seizes their facial muscles, a subtle monoxide asphyxiates their features; ***rigor mortis*** sets in.

I don't know why it is. I myself have succumbed, partly. In my first two years, I recall, I was not afraid to express my emotions like a normal human being. My colleagues stared at me askance as at some sport, some inconceivable ***rara avis.***

"How do you do it?" asked the lady in 431. "Laugh, I mean? What makes you so happy?"

In those days, you see, I was different. I still am, to a degree; though I am far from being a wolf among the sheep.

But about that teachers' conference. I can't record exactly what the principal said, but the drift of his speech was thus:

"Ladies and gentlemen," he said, "I welcome you back once more to a year of happy toil. No one, may I say, knows better than I how eager you are to return to the pupils awaiting you; and no one appreciates more than I the spirit of service and devotion and self-sacrifice and nobility which actuates every single teacher in this school. Ours is a blessed, a holy, a noble work: a calling which only the noble at heart can discharge. Let us follow the work of the Great Teacher whose disciples we are proud to be.

"Fellow-teachers! Let us here resolve to gather our strength and give of the splendid riches within us. Give! The children call for it; the country, humanity, call for it. I say this, and I say it without an instant's hesitation, that he who will not give of himself unstintingly in the great cause is not of us; he is a betrayer and he should leave us at once. Teaching is not a business; it is a profession with ideals. I know"—there was an instant's condescension of his voice—"I know that you despair at your salaries, but can we ever be paid according to our deserts? Is not the children's happiness reward sufficient?"

On and on went the principal in persistent monologue while the faces before him went duller and flatter, faces of the faithful that believed and did not doubt. Only from the rear row, hunched forward low, providentially screened by the backs in front of them, some three or four male veterans, arms over their chests, slumbered.

Now, don't imagine for a moment I believed all this, even then. At that time bunk was still genteely called claptrap, and this was claptrap without mistake. I don't know why high-school principals should orate thus fulgurously, but give them a platform and teachers to talk to and somehow their latent idealism is roused ***ad nauseam.***

(Continued on Page 316)

Buy it from our advertisers.

Digitized by Google

From the Masthead by The LookOut



For the East is East
And the West is West
And Never the Twain Shall Meet.
—Kipling

To the Teachers of Chicago:

Under the title "A Teacher in New York" (printed on the previous page) one of that city's 30,000 regimented public school teachers cries out against his failure to prevent his own regimentation in that centralized, mechanized, and dehumanized "system."

It is twenty-eight years since Dr. William Rainey Harper engineered the first attempt to bring into the Chicago public schools the regimentation of the East. Dr. Harper was then President of the University of Chicago and a member of the Chicago Board of Education. Sponsored by Dr. Harper, Dr. E. Benjamin Andrews, President of Brown University, was elected Superintendent of the Chicago public schools in May, 1898.

When Superintendent E. Benjamin Andrews ("Bulletin Ben") reduced the District Superintendents to mere takers and transmitters of orders from above ("above" at that time being the Superintendent as there were no assistant superintendents) Mrs. Ella Flagg Young, then a District Superintendent, resigned from the Chicago public schools, in June, 1899. Immediately after Mrs. Young's resignation, and before she had time or opportunity to voice her criticism of the then existing autocratic system of administration of the Chicago public schools, Dr. Harper offered her a position as Professor of Education in the University of Chicago. Mrs. Young had opposed the passage of the Harper Bill the enactment of which would have fastened permanently on Chicago, through a State law, the autocratic system of administration Superintendent Andrews had already set up without authority of law.

Mrs. Young accepted Dr. Harper's offer and from the vantage point of her position as University professor, in her Doctor's thesis "Isolation in the Schools," she hurled her marvelously impersonal, discriminating and constructive criticism against the alarming tendency toward autocracy in education, and pointed out its corrective, namely, the official organization of the teaching force into advisory educational councils.

In this thesis, published in 1901, Mrs. Young developed the theory and enunciated the underlying principles of the teachers' councils which later, on her recommendation as Superintendent of Schools, the Board of Education established (in 1913). In this thesis Mrs. Young insisted with emphasis on the recognition of this fundamental principle of teachers' councils repudiated by the present control in the Chicago public schools: "The voice of authority of position not only must not dominate, but must not be heard in the councils."

Inspired and vitalized by the spirit of freedom and democracy of such educational leadership as Colonel Parker, Ella Flagg Young, Josephine C. Locke, W. W. Speer and William L. Tomlins, the teachers rose up en masse in 1899 and defeated the Harper Bill, the first attempt to substitute drivership for leadership in the Chicago public schools. E. Benjamin Andrews took his departure before the close of the second year of his autocratic reign; he resigned. The teachers had learned one lasting lesson—"An irritator is not an educator."

A quarter of a century has elapsed since that first attempt to import the over-supervised, mechanized school system of the East with its regimentation of teachers and children. The present Chicago school experience under the dominating influence of Dr. Charles H. Judd, head of the School of Education of the University of Chicago, furnishes a striking parallel to that Chicago school experience of more than twenty-five years ago under the superintendency of E. Benjamin Andrews and

Digitized by Google

the domination of Dr. W. R. Harper, the distinguished precursor of control of public school policies by privately-endowed universities.

One of the first public utterances of the newly-elected Superintendent from the East in 1898 was the declaration that 25 per cent of the teachers of Chicago were inefficient, should be removed, and that he would remove them. In June, 1899, Superintendent Andrews started to remove teachers without complying with the merit rule of the Board of Education which required that teachers be given sixty days' notice of unsatisfactory service before dismissal. The Board of Education refused to dismiss teachers without notice.

Last year star-chamber proceedings preliminary to dismissal of teachers were inaugurated and a so-called "Emeritus Service," established thereby circumventing the provisions of the state law for the protection of teachers' tenure and pension.

As an offset to the Harper-Andrews autocracy the teachers' councils were organized in 1898 under the inspiration of the leadership of District Superintendent Ella Flagg Young. Originally these Councils were voluntary organizations meeting outside of school hours. As reorganized under Ella Flagg Young, Superintendent of Schools in 1913 the Councils were official organizations meeting on school time.

As an impediment to the autocracy of the present school control these teachers' councils were first officially ignored in May, 1924, and later abolished by the Board of Education.

When Dr. Harper's unpopularity made it politically inexpedient to reappoint him on the school board at the expiration of his term in July, 1898, the then Mayor appointed him on the so-called "Educational Commission" of which Harper was the figure and the other members were ciphers. That Commission's report on the Chicago public schools was sent to the City Council. For good measure the appendix to the report contained a Bill, known as the Harper Bill. It was sent to the 1899 Legislature. It created a Superintendent of Schools with absolute autocratic powers. Superintendent Andrews searched the laws of the Medes and Persians to find authority to prevent the teachers from going to Springfield to oppose this bill; the teachers went to Springfield and the Bill was defeated.

Under the present regime, "where the Cabots speak only to the Lowells, and the Lowells speak only to God," a teacher's request for permission to go to Springfield, or to Washington, or to the Union League Club to talk for teachers' councils, rarely gets beyond the Lowells; the teacher stays in her school room and talks to her children.

As a member of the Chicago Board of Education Dr. Harper in the spring of 1898 opposed and voted against the teachers' petition to the Board for salary increase. Dr. Harper told Mrs. Young at that time that such a petition from the faculty of the University of Chicago to the Board of Trustees of the University would be cause for dismissal from that faculty. The Board of Education adopted that salary increase over the protest of Dr. Harper. As Chairman of the so-called "Educational Commission," Dr. Harper in the autumn of 1898 stated publicly that the newly adopted salary schedule for teachers could not be maintained under the then-existing tax levy, and recommended that it be retained for men and abolished for women.

Dr. Charles H. Judd, the worthy successor to Dr. Harper's dictatorship of Chicago Public School policies, appears to have succeeded to some of Dr. Harper's prejudices. In one of Dr. Judd's classes recently a woman principal in the Chicago schools rose and criticised Dr. Judd for opposing equal pay for equal work for men and women; it may be mere coincidence, but this woman was "flunked" in that course.

The Harper "Educational Commission" of 1898 has its parallel in the Platoon Commission of 1924, dominated by Dr. Judd, which recommended the platooning of the schools over the protests of the teachers, expressed through their councils. Following this expression of opinion, the Teachers Councils were abolished and to date not restored.

The only person on the Platoon Commission, in daily personal contact with the children in the elementary schools, an elementary school principal, said in her minority report:

"The Platoon School is exactly the factory system applied to education."

The teachers believe in reducing the evils in the assessment and collection of taxes, responsible for the inadequate tax levy, instead of reducing the efficiency of teachers and the school opportunities of children by crowding 48 and 50 children in a class and platooning the schools.

Margaret A. Haley

Buy it from our advertisers.

Digitized by Google

Detroit, "Exhibit A" in Platoon Plan, Becomes Horrible Example

Parents Demand That Factory System Be Ousted

Detroit, that city, which presumably, was the inspiration for the establishment of the platoon school idea in Chicago, that oasis in the alleged educational desert to which the administrative nomads of the Chicago system turned in search of surcease from the seat shortage and other deficiencies of the Chicago system, appears to have repudiated its own "Detroit plan" and to have become the Horrible Example of the platoon system.

Clippings from the Detroit Free Press indicate that parents, grown tired of the regime of the platoon school for their children, have demanded that it be ousted.

Its virtues appear to have paled and its faults to have multiplied. More truth than prophecy seems to have motivated the report prepared by a special Chicago commission appointed by the Board of Education to visit Detroit and report on the "Detroit plan." The report, printed in the June 25, 1925 issue of the Bulletin and shown to be unfavorable to the Detroit Plan was suppressed by the Board of Education and never called for. In spite of these facts, Chicago schools, at the instigation of the Superintendent and the Board, continued to be patterned and platooned after the Detroit plan.

Once upon a time an itinerant couple of dark skinned southerners circulating among their own people by means of a medicine show, advocated a health giving preparation destined to cure all ills.

Their child, however, puny and sickly, was kept in the background.

"And what about you, Rastus," inquired an interested spectator of the puny child. "Haven't you been given this cure-all medicine?"

"Yes sah," answered Rastus. "Ah is the horrible example!"

Following is Detroit's opinion of its own plan as expressed by parents in the columns of the Detroit Free Press, April 17, 1926, an attack on the platoon school in the news columns of the Detroit Free Press of March 17, 1926, and an editorial comment in the same issue:

Attacking the recent statement of Deputy Superintendent of Schools Charles L. Spain that the platoon school system, as operated in Detroit has made good financially and educationally, Dr. John S. Hall, member of the board of education, yesterday made public the result of a three weeks' investigation which, he contends, indicates that Spain's assertions are not founded on fact.

In a speech before the National Educational association in Washington, February 26, Spain said:

"It has been found in Detroit that the platoon system increases the capacity of buildings thus decreasing the per-pupil cost of instruction. It requires fewer teachers to a given number of pupils. While it has been found that the amount spent for equipment in new platoon school buildings is slightly more, the cost per pupil is less.

Dr. Hall Takes Issue

"In Detroit's 95 platoon schools," said Dr. Hall, "the total attendance for February, as shown by the board of education records was 108,860. The same records show that 2,953 teachers were employed in the instruction of these children, or 36 and a fraction children per teacher. There are 73 non-platoon schools, most of them of much smaller capacity than the platoon schools. These schools have a total attendance of 32,777 and employ 884 teachers, or an average of 37 and a fraction pupils per teacher. So much for the claim that fewer teachers are required for a given number of pupils under the platoon system.

"As to the argument that the cost of instruction is less per pupil, the February payroll for the platoon schools divided by the number of children in attendance shows a cost $5.67 per pupil as against $5.57 for the non-platoon buildings, or a difference in favor of the non-platoon schools of 10 cents per month per pupil, and this without taking into consideration the increased cost of equipment for the platoon system, which Mr. Spain admits.

Costs $108,860 More Annually

"Ten cents per month for 108,860 pupils is $10,886. There are 10 months in the school year, so that it is a matter of simple arithmetic to show that instead of being an economy it is costing the taxpayers $108,860 more to educate these pupils under the platoon system than would be the case under standard educational methods.

"I feel that Mr. Spain, as the chief protagonist of the platoon school, should acquaint himself with the figures before indulging in over-optimistic statements.

"My chief objection to the platoon school, however, is not its lack of economy, but rather its effect upon the child. Its regimented, impersonal grind robs the child of the personal, sympathetic understanding which pupils, especially in the lower grades, imperatively need.

Draws Comparison

"The same difference exists between the platoon school and normal systems of child training as between a well ordered home and an institution. No one will contend

Digitized by Google

that institutional care is equal or superior to proper home training."

Dr. Dale M. King, psychologist attached to the Grace hospital and an author of several works on psychological subjects, agrees with Dr. Hall as to the effect of the platoon system on young children, having accompanied the school inspector on several tours of observation in the Detroit schools.

Like Dr. Hall, Dr. King believes that the chief fault of the platoon system is its lack of provision for individual attention. He also believes that it imposes a severe nervous strain on many children.

"Education should not be conducted on 'quantity production' lines," said Dr. King. "The system, as practiced in Detroit, fosters herd thinking, increases the opportunity for the spread of disease and is bad for the children in many ways.

"I know of several physicians, who, believing as I do, have withdrawn their children from the public schools, sending them to Windsor or to private educational institutions."

The Detroit Free Press, March 17, 1926.

THE PLATOON SYSTEM

The platoon system as an institution in the public schools of Detroit is again under discussion, and it is bound to remain a subject of periodic debate as long as it continues in the experimental stage.

Unquestionably this system as applied to older children has its good points. It provides pupils with expert instruction in special subjects, which is an advantage not to be discounted. It is easy to understand, too, that by using it in the upper elementary grades, the boy or girl who intends to go on to high school is saved some of the excessive shock of transition between the eighth and ninth grades which acts as an effective discouragement to a good many young people.

But the use of the platoon system in the primary grades is another matter. And unquestionably Dr. Dale M. King, psychologist at Grace hospital, speaks for a considerable body of medical opinion and reflects the opinion of a good many parents of sensitive children when he criticises the system for its lack of provision for individual attention, and expresses his belief that it imposes a severe nervous strain on many boys and girls. He makes a statement that the enthusiastic proponents of the platoon system need to give very careful, unprejudiced thought when he says, "Education should not be conducted on quantity production lines. The system as practiced in Detroit fosters herd thinking, increases the opportunity for the spread of disease and is bad for the children in many ways. I know of several physicians who, believing as I do, have withdrawn their children from the public schools, sending them to Windsor or to private educational institutions."

There are no conceivable advantages which can compensate for the evil which Dr. King here suggests, and either the evil should be eliminated or the platoon system should be abolished.

Children are not created for the benefit of an educational system; education is provided for the benefit of the child. It is the servant of the child. When it becomes a danger to the child it becomes monstrous.

Editorial in The Detroit Free Press, March 18, 1926.

Complete reorganization of subject matter in elementary schools and the ousting from Detroit public schools of the platoon system will be undertaken by parents who are dissatisfied with present conditions throughout the Detroit system, it was learned Friday.

The first step in what is expected will be one of the most important expressions of popular sentiment ever made in connection with school affairs was taken Friday when plans were completed for the organization of the Parents' Anti-Platoon School league.

Children Fail to Learn

According to its sponsors the league will stage an organized fight against the platoon system which its members are convinced is a failure, and will attempt to offset "propaganda now being disseminated by local educators who are trying to put Detroit schools on a factory basis."

In this connection Robert E. Wasmus, 1512 Virginia Park, one of the leaders in the move, declared the educational value of platoon schools has been misrepresented.

"From personal observation I have found that the platoon system of education employed in the elementary grades is not affording pupils full opportunity for development," he said.

"The fundamentals of primary and elementary school instruction are neglected and instead a confusing mass of educational frills are being imposed leaving the children virtually without basic training and at a loss as to what their schooling means.

"Many platoon school children now in the first year high school are unable to spell, read or write accurately, although they have a hazy knowledge of 'auditorium,' 'literature,' 'music,' 'dancing,' 'gymnasium' and others of 20 high pressure subjects that the platoon school teaches.

Completing Plans for Fight

"Each teacher under the platoon system thinks his or her subject of paramount importance and each overloads the pupil with requirements in the way of lessons. The result is that the children flit lightly from one subject to another and do not have a thorough knowledge of anything they are studying.

"It is to combat this sort of thing that the Anti-Platoon School league is being organized. There is a wide public sentiment against the platoon system and it is expected thousands of parents and many teachers will take this means of expressing their opposition to it."

According to Charles C. Scott, 9162 Rathbone street, who with Wasmus and other parents is completing arrangements for the anti-platoon fight, the system has been "put over" in Detroit by means of propaganda.

"It is an educational experiment that has failed and should be abolished in Detroit schools," he said.

Will Take Case to Board

"Charles Spain, deputy superintendent of schools and head of the national platoon school organization, has said the platoon system is in Detroit schools as a result of public demand.

"I believe it is doubtful if there is such a demand and it will be one of the objects of the league to determine just how the public stands on this point.

"Opposition to platoon schools never has been sufficiently stressed because it never was efficiently organized. Sponsors of the system, on the other hand, are highly organized and collect fees or dues for a fund with which to finance platoon school propaganda."

According to organizers of the anti-platoon league, a communication will be directed to the board of education in which the board will be requested to arrange for thorough discussion of the subject so that both sides may be presented fairly.

The Detroit Free Press, April 17, 1926.

Buy it from our advertisers.

Digitized by Google

Consider the Gold Fish

Teachers in Chicago now have all the privacy of a goldfish. The most recent exposure of their personal affairs is by way of the "Birth and Service Record" (printed here) sent out by the Superintendent to all the teachers in the system with orders for every teacher to fill out and return under penalty of being reported.

The record, it is understood, will become a means of identifying those teachers who, having arrived at the age of 70 years, will be transferred to the Emeritus Service List.

The legal status of those teachers transferred to Emeritus Service is still pending in the courts.

Owing to the hearing of another case before Judge Friend, the hearing on the petition for an injunction filed January 27 in the Circuit Court by James E. Armstrong and other teachers in Emeritus Service against the City of Chicago, was not held April 14 as scheduled.

No date has been set for the hearing. In the meantime, the four teachers who had less than 20 years of service in Chicago and who were removed from their position and later reinstated, were put back in the Emeritus Service by the Board of Education after the Emeritus Service rule was amended to require only 10 years of service in Chicago instead of 20 years as originally adopted.

Birth and Service Record—Chicago Public Schools

Form No. Ed. 73-2-24-26-15-M

Kindly fill out the information called for in this blank and return to the principal of your school.

Name .....
Last Name Middle Names First Name

Birthplace .....
City State or Country

Date of Birth.....
Day of Month Month Year

Date of Marriage (Women only).....

Graduated from .....
Normal School .....(Date)

Graduated from .....
College or Univ.....(Date)
Degree—Institution—Date

Advanced or Professional Degrees.....

Colleges and dates.....
.....
.....

Teaching experience outside of Chicago:

Location	Schools	Dates (Beginning and Closing)
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Teaching experience in Chicago:

Schools	Dates (Beginning and Closing
.....	.....
.....	.....
.....	.....
.....	.....

If you have ever resigned from the Chicago Public Schools or been placed on the unassigned list, fill out the following: (Give year and month.)

Date of (a) Going on Unassigned List.....
Date of (b) Resignation .....
" " " .....
" " " .....
" " " .....

Date of Reappointment.....
" " " .....
" " " .....
" " " .....

Chicago Certificates held and how obtained
.....
.....
.....
Date of Certificate
.....
.....
.....

The above record is correct to the best of my knowledge and belief.

(Signature).....

Date..... Present School.....

Buy it from our advertisers.

Digitized by Google

Is the Three Story School the Solution?

Trustee Smietanka Advocates Two Stories Permitting Three

That members of the Board of Education are contemplating making the three-story school solve in part Chicago's seat shortage and financial difficulties, is evidenced by the following extracts from the Stenographic Report of the meeting of the Committee on Buildings and Grounds, March 5, 1926:

(The Committee had been discussing the erection of a one-story building at the Parental School.)

MR. SMIETANKA: * * * We are engaging in a lot of construction of two-story type buildings for our elementary schools and I cannot help but be convinced that we are exorbitant—not exorbitant but——

THE CHAIRMAN (Mr. Schmid): Extravagant.

MR. SMIETANKA: Extravagant I should say, in our tastes, and I am beginning to think that when we talk one-story buildings that we should give heed to the cost if other stories are not contemplated to be erected in the future.

* * * *

I discussed the subject with Mr. Christensen [the architect] the other day and he most emphatically stated that if we had another story on our two-story buildings that we are constructing now, that we would have executed the job with much less money. So I would like to ask the architect whether he has given thought to a two-story building here.

THE CHAIRMAN: Mr. Christensen, have you anything to offer on this?

MR. CHRISTENSEN: Mr. Chairman and Members of the Board: * * * As you increase the height of the building, you reduce the unit cost of any portion of the building. * * * For instance, I can give you an illustration. I have in mind the Morrill school, which was the only three-story building we have constructed; all the other buildings are two-story buildings. The Morrill school, I think, contains twenty-seven class rooms, against sixteen in the elementary schools. The cost of the Morrill school was $575,000. There you got twenty-seven class rooms besides other special rooms; the cost of an elementary school is $500,000, and there you get sixteen class rooms. In other words, you get eleven more class rooms for $75,000.

* * * *

There is no question, a one-story building is the most expensive kind of a building you can construct.

* * * *

MR. SMIETANKA: Mr. Chairman, pardon my constant interruption, but while we are on the subject of this building activity of ours, I want to say that some of the buildings I have observed I thought were extravagant buildings; that is, they covered too much space. Architecturally, they are beautiful, and perhaps they could not be cheapened in any way by using less expensive material unless you perhaps gave serious thought to use less expensive brick or facing, but when you see the space that these buildings cover, and only two stories in height, you wonder whether we are doing just the right thing, when we only have a limited amount of money to operate with. I discussed the matter informally and casually with the architect yesterday, and he agreed with me that we could build less expensively if we decided on a policy of three-story buildings, as is practiced in most cities. In New York, they follow the plan of four-story buildings, but I can see where in New York they are pressed for land space. In talking the matter over with Mr. Bogan this afternoon, he stated that he could not understand why we had to pay so much more for a junior high school than other cities have paid and are paying, and Miss Murphy thought that we could just as well have three-story buildings as two-story buildings. Wouldn't it be wise for us to ask the achitect? I know we cannot initiate anything in Committee, but we can at least have some data prepared showing the difference in cost, and then the type of building and how this type of building will square with the plan that we have followed heretofore, that so-called unit of flexibility of buildings. It may be that we can put up a two-story building now and build well enough to put on another story later on to take care of the future increases.

THE CHAIRMAN: Where we can secure the site in outlying districts at a reasonable price, I can see the advantage of a two-story building as far as the accommodations are concerned, but I also realize that a great deal of money could be saved in a three-story building. It might be well for us to ask the architect to present the sketches on those sites of schools, as you suggest.

MR. SMIETANKA: It might be well for Mr. Bogan, while the subject is fresh, and I have quoted him, to state his experiences in the east, Mr. Chairman, if you will ask Mr. Bogan to do that.

THE CHAIRMAN: Yes.

MR. BOGAN: My remark was prompted by a visit to Theodore Roosevelt Junior High School in Philadelphia last week—one of the most beautiful junior high schools I have ever seen, with a capacity of a little over two thousand. I was told the cost was a million dollars. It had everything that the most recent junior high school has.

(Editor's Note: The Chicago Board of Education appropriates $1,500,000 for a junior high school; $500,000 for an elementary school.)

MRS. HEFFERAN: Three stories?

MR. BOGAN: Three stories, yes, a beautiful building.

THE CHAIRMAN: How much ground is that on?

MR. BOGAN: I speak now only of the cost of the building, not of the ground. They had quite a large area, I should say about seven acres or eight acres.

MRS. HEFFERAN: Mr. President, perhaps this is not relevant, and perhaps it is. I heard one of our prominent women doctors in Chicago two weeks ago, in speaking of the health of the adolescent girl, make the statement, positively, that on account of the tremendous growth of the child in the seventh and eighth grades, in the early adolescent years, that the heart was called

Digitized by Google

upon for so much action that the beginnings of heart trouble started there, and she said, "Thank heavens, the modern pedagogues are eager and anxious to make the health of the girl, especially in these days, a prominent thing and they are building high schools and junior high schools two stories so that these girls won't have to run up and down the stairs so many times a day; and she gave data and facts that had been collected, which showed that the health of these girls was in their minds at this time when the heart is called upon for so much extra work on account of the rapid growth, and said we should watch those things very carefully; and they are much more important than the saving of money for these buildings, that mount so high. I think those things we need to take into account, and consider the fact that in many of the cities we are having the two-story buildings; that that is the present tendency as you know, Mr. Bogan.

MR. BOGAN: Yes.

MRS. HEFFERAN: That it must be based upon some sound judgment upon the part of those who are anxious and eager for the best development of the young person. What is money after all; when it comes to the question of conservation of youth and health, which is first?

THE CHAIRMAN: Yes, there are two sides to all questions.

MR. SMIETANKA: You could answer that by saying that if we had more money with which to operate, then we could indulge in such fine æsthetic programs, but when you are constantly criticized for your seat shortage and abuses are heaped on you for throwing children into a lot of portables, I think you are doing more damage, in view of the argument advanced against portables, than you are by asking them to walk another flight of stairs.

MISS MURPHY: That is easily answered in the elementary schools: To seat the intermediate grades on the third floor; we have done that in Chicago heretofore, not generally, but in places.

MRS. HEFFERAN: Well, I just throw it out. I haven't any knowledge on the subject.

THE CHAIRMAN: Well, it is well to have this matter brought up and if there are no objections the architect knows the sentiment expressed here and he might bring in a report in reference to the buildings, elementary schools in particular, and junior high schools to conform with the suggestion made by Mr. Smietanka.

MR. CHRISTENSEN: All right, Mr. Chairman.

To Move Or Not to Move, That Is the Question

Fire Department Says Matter of Movable Classroom Chairs Up to Board

Teachers who have been inconvenienced by the removal of loose chairs from their classrooms will be interested in the following proceedings of the City Council meeting of March 3, 1926 and in the correspondence between Alderman Brieske (45) and John Plant, Chief Fire Prevention Engineer.

The chairs used largely in kindergarten and primary rooms were pressed into service for work on the black board, at the teachers' desk or to enable the teacher to have the little children close to her while giving a lesson. After their removal, complaints were made by parents that children sat on the floor, in the absence of movable chairs and the matter was taken up subsequently by the City Council in the following orders:

From the Proceedings of the City Council, March 3, 1926, page 2703.

In the Matter of the Use of Movable Chairs in Public Schools. Alderman Smith presented the following orders:

Whereas, For many years it has been the practice to use small chairs in class rooms in our public schools during reading classes, etc.; and

Whereas, The Fire Prevention Bureau has seen fit to deprive the children of the use of these chairs, contending that same creates a fire hazard; and

Whereas, School teachers are of the opinion that this practice does not endanger the lives of pupils in case of fire, and point out that the children are now obliged to stand during these classes or sit on the floor, which creates a much more dangerous condition; and

Whereas, The teachers have requested that the use of these chairs be permitted as heretofore; therefore, be it

ORDERED, That the Committee on Schools, Fire and Civil Service be and they are hereby directed to give immediate consideration to this subject with a view to working out some arrangement whereby these movable chairs may be used in the class rooms, as was done in the past.

Unanimous consent was given to permit action on said order without reference thereof to a committee.

Alderman Smith moved to pass said order.

The motion prevailed.

From Proceedings of City Council, March 18, 1926, page 2804.

In the Matter of the Use of Movable Chairs in the Public Schools.

The Committee on Schools, Fire, and Civil Service submitted the following report:

Chicago, March 18, 1926.

To the Mayor and Aldermen of the City of Chicago in City Council Assembled:

Your Committee on Schools, Fire and Civil Service, having been directed by an order passed March 3, 1926, page 2703, of the Journal of the Proceedings of said date, to give consideration to the matter of an order directing the discontinuance of the practice of using

Buy it from our advertisers.

Digitized by Google

movable chairs in the class rooms in the public schools, beg leave to submit the attached communication from the Fire Commissioner, and to recommend that the same be published and placed on file.

Respectfully submitted,
(Signed) LEO M. BRIESKE,
Chairman.

Fire Department, Chicago, March 18, 1926.
Honorable Mr. Leo M. Brieske, Alderman 45th Ward,
Council Chambers, City Hall, Chicago.

Dear Sir:—Concerning the amendment introduced into the City Council by Alderman Smith, concerning the matter of loose chairs in the rooms of public school buildings, please be advised that this matter is one that should be handled entirely by the Board of Education.

In the opinion of Mr. Roeder, attorney for the Board of Education, who was present at the meeting this morning, the ordinances in the fire prevention code do not cover chairs in the front of school rooms. Furthermore, the Fire Department has not sent any letters to school principals, nor has it given orders to any school principals, to have these chairs taken out.

I would suggest that this entire matter be referred to the Board of Education to be settled within their own organization.

Very truly yours,
(Signed) JOHN PLANT,
Chief Fire Prevention Engineer.

The recommendation of the Committee was concurred in.

The Revolt of Julia LeClair

By ANNE GERTRUDE SNELLER

From "The Ladies' Home Journal," April, 1922.

The time is the present; the place, anywhere,
And the curtain arises on Julia LeClair.
Julia LeClair was a trainer of youth
In wisdom and truth,
With a college degree,
A hard-earned A. B.,
And a Phi Beta Kappa, including the key.
I confess she was short on the heroine dope;
You could view her without making plans to elope,
For whatever of knowledge she had in her head
Her hair remained red;
Her nose, somewhat freckled, turned up in surprise
Toward her kindly blue eyes;
Her mouth sat in judgment on conduct and creed
And betokened that word would be followed by deed;
But her friends and the children were firmly agreed,
Though no hunter of "Follies" would look at her twice,
Miss Julia was nice.

The house that she lived in stood next a garage
And scantily sheltered Miss Julia's ménage—
An elderly mother,
An invalid brother,
And at regular seasons some cousin or other;
And in keeping them cheerful and soothing their ills
And earning the money for paying the bills
And being their comfort, their prop and their stay,
Miss Julia was busy an eighteen-hour day.

Now leave we this near-proletariat section
And fly with our Muse in a different direction
To the City Hall towers—late Gothic, restored—
Where assemble the gentlemen forming the Board.
The Board was elected for three years' duration
On the classical platform in representation,
That it takes politicians
To fill such positions,
Since they best understand why we need education.

The Board was entitled to special renown
Through its genius in keeping the school taxes down
By contracts with teachers who lived in the town.
They said that it fostered municipal pride
(*They* never resigned, or got married, or died)
And since living at home is much cheaper, you know,
(And undoubtedly less for a woman than man)
You must use local talent as far as 'twill go,
And save when you can!
Their duty was clear:
Eight hundred a year
Was a proper reward for Miss Julia's career;
And out of eight hundred the members were sure
She could care for her mother and give to the poor.
So serene in the feeling of duty well done,
The Board motored off on a country-club run.

Buy it from our advertisers.

Digitized by Google

"How unfair," says the public, "that teachers are free
At half after three!
Why, just look at me!
I stay on till four
Or a few minutes more—
Unless there's a strike;
Then I quit when I like.
But teachers! I'll say
They don't earn their pay."

Behold now the pupils, assembled in row,
With Julia to train them the way they should go—
Isaac and 'Rastus and Tony and Pat,
Ivan and John Quincy Adams Dorratt,
Victorine, Angeline, Judith, Donnetta,
Chloe and Bridget and Mary Gambetta.
The Reds and the Blacks in the most approved manner
Saluted each morning The Star-Spangled Banner.

Miss Julia, believe me, found plenty to teach;
She straightened their shoulders, their morals, their speech;
The sun's early beams
Found her marking their themes;
She dramatized plays
For the school holidays,
And gave without price
The most expert advice
From the heavens above to the waters beneath—
The social advantage of brushing the teeth;
The books that they read and the movies they saw;
Respect for the law;
The feeding of babies that fell to their care;
Some general suggestions on washing the hair;
The treatment of immigrants just off the boat;
And the civic importance of going to vote.

But prices in peace times continued to rise,
While Miss Julia's eight hundred remained the same size.
Insurance and veal,
Tea and cornmeal,
Needles and rubbers and paper and rent,
Carfare and coal
Each made a hole,
And the lighting bill swallowed the very last cent.
Miss Julia was feeling a good deal depressed
When Cousin Eliza arrived for a rest,
The invalid brother developed a cough,
And—just as a climax—the ceilings came off.

Now it chanced that the paper on Saturday morn
Gave a list of the bargains of Curtis and Thorn.
Miss Julia was looking for something in shoes,
When a prominent headline stood out from the news:

Society Leaders are Tearing Their Hair!
No Cooks Anywhere,
Well Done or Rare,
To Peel or to Pare!
Mrs. Burns-Lyman Voorhees is Quite in Despair!

When seen at her home by a Post-Herald man
Mrs. Voorhees reclined on a pale-green divan
Becomingly gowned in a silk robe-de-coeur
Embroidered in fur—
A popular fashion created by her.
Mrs. Voorhees said frankly: "I fear from the looks
That the country is facing a shortage of cooks,
Since two hundred a month and a bonus for pay
Won't tempt them to stay.
Without shredded wheat
We'd have nothing to eat!
I myself am intensely distressed by the question,
For I'm writing a series of books on digestion.
I can't work on my book
Till I hunt up a cook.
I will pay any price to someone who will try it,
While I finish the chapter: Do Bolshevists Diet?
I feel that the problem admits no delay
Or the homes of the nation will fall to decay."
Our readers remember,
No doubt, last December
The very delightful readings she gave
From her earlier volume: Do Bolshevists Bathe?

Miss Julia read on to the very last word,
And wrath in her bosom was suddenly stirred:
If a cook earned the wage Mrs. Voorhees was giving,
Could it be that a teacher was not worth a living?
But just as she threw down the page with a sigh
The following item attracted her eye,
Tucked in with a number of trivial features:
"The Board meets at ten,
And will take up again
Their recent discussion of raises for teachers."

Miss Julia rose and put on her hat—
Not merely last season's, but five before that!
Her head was awhirl, and her pulses were dizzy,
But a clear, inward voice whispered: "Julia, get busy!"

The Board had recorded unanimous ayes
On certain commissions allowed on supplies,
When a vigorous knocking struck loud on the air,
And the office door opened on Julia LeClair.

Buy it from our advertisers.

Digitized by Google

The chairman came forward, extending his hand,
With a welcoming smile that was slightly too bland.
As a brewer of beer
And a war profiteer,
He had modestly garnered a million a year.
He gave her a seat where his colleagues could see
And urged her to tell what her errand might be.

They waited in silence for her to begin,
And Julia plunged in:
"I've a question or two
That I want to ask you.
I read in the paper, cooks constantly leave,
Though two hundred a month is what they receive.
Do you think it would take
Much more effort to make
A salad and pudding and broil a beefsteak
Than to fit mind and soul
For their ultimate goal
Of living—each one for the good of the whole?
Do you think it is true
That concocting a stew
Is a matter of magic, confined to a few?
Do you think sinks and drains
Need superior brains,
While working with children is not worth the pains?
Do you really believe that a cook requires skill,
But that teaching's a job any person can fill?
And if you don't think so, why are you so slow
In giving the raise we earned long ago?

The Board was unable to listen to more.
Had a Red Revolution walked in at the door?
Were people who teach
To have freedom of speech?
They all felt a horror undreamed of before.
The chairman first rallied, and then took the floor:

"But, my dear Miss LeClair,
"Are you not aware
That taxes are high, and the public won't stand
To let us throw money about on demand?
I have listened with pain
To the socialist strain
That seems to suggest that your thoughts are on gain
Instead of on character, noble and great,
Which you train for the state.
Oh, think of the field
And the harvest 'twill yield
When you sow the desire
For things nobler and higher!
Your mission is something so great and divine,
No weak words of mine
Can express half the feelings that gush from my heart
When I think of your part
In guiding and guarding these earlier years——"
He paused, for his eloquence moved him to tears.

But said Julia LeClair,
Sitting firm in her chair:
"I'm not here for praise;
What I want is a raise."

The shocking rejoinder deprived him of speech.
Had the woman no heart that a tribute could reach?
He consulted the others what course to pursue,
Then turned to Miss Julia and started anew:
"The Board as a unit is willing to do
What is just to the teacher and taxpayer too;
And since we desire our teachers to be
Contented, and free
From financial distress,
With an ample allowance for extras in dress—
Since everyone knows
That suitable clothes
Are bound to react on the taste of the scholars—
The Board will be glad,
For the next year, to add
An annual increase of twenty-five dollars."

Miss Julia LeClair
Got up from her chair
With the will to be heard and the courage to dare.
Her skirt had been dyed
And hung on the side;
Her shoes had been tapped;
And her fingers were wrapped
In gloves she had bought at a Thanksgiving sale;
Her stockings were frail
(It is scarcely worth while
To note—they were lisle);
But the spirit of Liberty blazed in her hair,
And the goddess had nothing on Julia LeClair.

"Such a generous increase I did not foresee;
But I can't have your consciences troubled for me.
Since cooking's important and also well paid,

Digitized by Google

And society women are calling for aid,
And since freedom from kitchens means writing a book,
Why," said Julia LeClair, "thank heaven, I can cook!
You may keep as home missions
Your teaching positions;
And someone may have mine—
For I herewith resign."

Mrs. Burns-Lyman Voorhees is quite at her ease;
Her dinners are famous, and so are her teas.
Her table is covered with sumptuous fare
Prepared by the fingers of Julia LeClair.
Mrs. Voorhees has finished The Bolshevist Church,
And will take up home topics for future research.
She plans a campaign to discover the reason
Why teachers are scarcer than ever this season;
She feels that the problem admits no delay,
Or the schools of the nation will fall to decay.

Eminent Writers Strike Keynote Of Happy Child

Present Facts Which Might Profitably Be Applied to Chicago

A few gems which seem pertinent to the Chicago schools' situation, are printed here, taken from an article, "Healthy Minds for School Childen," written by Thomas D. Wood, professor of Physical Education at Columbia University and by Marion O. Lerrigo and published in "The Happy Child Department" of The Delineator for April, 1926:

A young, enthusiastic teacher accepted a position in a junior high school in one of our great cities. After she had been teaching six weeks a friend asked her how she liked it. "Oh, all right," she replied, but with such a lack of her usual spontaneity that the friend questioned her further, till the trouble was revealed.

"I have ten classes a week in the junior high school," she told her friend. "There are about thirty in each class. What I have to do is just grind, grind, grind, so they can answer the stale examination questions. I can't teach children; I have to teach examination questions. I hate it."

* * * *

The first requirement of mental hygiene is that children should have abundant opportunities for expressing their own wholesome, natural impulses. Children must play, they must have plentiful muscular activity, they must have rest. They must make things, collect things, learn the uses of things. They must ask questions and invent stories, they must become acquainted with their surroundings, whether of city streets or country fields. ***"Taken into a schoolroom where these things are ignored, and high examination marks bound the horizon, the chance for cultivation and guidance of most of these childish interests is lost. They are forced each day to suffer an unnecessary check to normal growth.***

The school building and equipment themselves may contribute to the child's chance for mental health. For example, a spacious playground, and some suitable play apparatus, a supply of books and magazines in addition to text-books, workshops, laboratories and school gardens, help to give the child the opportunities he needs for development.

However, it is not enough simply to give the child an opportunity to express his impulses. He has all kinds of impulses, good, bad, indifferent, and he may express them from morning till night in unhygienic ways. The next task of the school, then, is to fill the child's life with worthy purposes and tasks, so that his impulses will be expressed in desirable ways.

Having a worthy purpose and a satisfying task is an essential element in what psychologists call "integration of personality." The frantic wanderings of the chicken with its head cut off supply a vivid parallel to the bewildered, aimless life of a disintegrated personality. Lives without purpose, or with weak, shallow, inadequate goals, are unfortunately commonplace, and wherever such a purposeless life is found there is the seed for mental and emotional ill health.

The child's school life has a very definite effect in directing the formation of his purpose. For example, the school program which has as its goal the passing of the State examinations by a certain percentage of its pupils is doing harm because it ignores the fundamental human needs and purposes with which all children are born, and sets up in

Digitized by Google

their place an artificial goal which many children dislike and others ignore. If this goal is accepted by the child, what does it do to him? It sets him striving for mastery of a certain amount of information; it demands of him no social regard for his fellows, no expression of creative impulses, no acceptance of responsibility; it habituates him to following a self-centered purpose.

If he does not accept this artificial goal, then it is likely that his school activities cease to be of vital importance to him. Going to school becomes something to be endured and forgotten. A large portion of the child's energy is put to sleep the moment he enters the schoolhouse, but outside of school he finds expression for his nearest and dearest desires. There he is a worker, a creator, a leader. Here is a "split personality" with a vengeance. ***That school has created numerous unwholesome situations, it has lost its opportunity to set the child striving for worth-while things, it has made sure that numbers of the pupils will be indifferent to their school activities, with consequent release of energy for mischief, and conflict with school authorities.***

* * * *

The machine-like school program, which is rigid and uniform for all alike, crushes the initiative and limits the freedom both of children and teachers. Freedom is as necessary for healthy growth as sunlight.

* * * *

The first condition favorable for development of individuality is a schoolroom that is not crowded. There should be not more than twenty pupils to a teacher. Other important requirements would include a well-trained teacher who loves her work, a school psychologist who can use the technique of rational mental tests for discovering special ability, opportunity classes for the children who have drawbacks to overcome and a rich and varied course of study.

* * * *

The school program which gives the child an opportunity to grow through natural activities, which engages his energies in worthwhile purposes, which affords him freedom for his individual needs and yet teaches him to live happily in a group, such a school program offers great opportunities for educating the child's emotions.

Control of emotions, or feelings, is one of the foremost problems of mental hygiene. We are accustomed to regard the emotions as rather mysterious, wilful things, subject to no rule, coming and going at their pleasure, a part of that puzzle called "temperament," and a heritage which we cannot escape.

In one sense this is true. We do inherit the capacity for emotional expression. Some people are obviously more emotional than others, but whether this is due to heredity or to training, we cannot say with any finality.

However, though emotions seem like the winds, to come and go whither they list, they are, also like the winds, subject to laws as orderly as they are immutable. The baby begins almost as soon as he is born to form habits of emotional life, just as he begins to form habits of eating and sleeping.

There are two great laws of habit formation, and these hold for emotional habits as for any other kind of habit. The first is that repetition strengthens the habit. That is, one outburst of anger simply leads to another. Having one "good cry" merely brews more tears for another occasion. Permitting the child to yield to his anger, his fear, his self-pity, is no kindness, for thereby habits are formed which will in later years be distressing and hard to break. However, there is a more cheerful side to this picture. Cheerfulness, sympathy, love, joy, peace obey the same laws as the violent emotions. They, too, are established by repetition.

* * * *

Another emotion which may have terrible results if it becomes established, is jealousy. Rivalry and competition have always been considered the legitimate tools of a teacher in spurring her pupils to strenuous effort. In view of the jealousies that are often aroused by such methods, and in view of the fact that more and more our happiness in the civilized world depends on cooperation, the thoughtful teacher may well question the wisdom of exposing her pupils to the destructive feeling of envy. Competition is doubtless a two-edged tool and always should be handled with care.

* * * * * * * (The Delineator, April, 1926.)

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Buy it from our advertisers.

Digitized by Google

Permanent Wave

Satisfaction Guaranteed

No kinky or fuzzy hair with our system.

$10

Bobbed or Long Hair "Lio - Maets" Combined Oil and Steam Process. The only waving system that gives a macel wave effect.



COUPON

FREE — 6 MONTHS' SERVICE — **FREE**

This coupon entitles you to 6 months' free service with every permanent wave. Make your appointment now. This offer not good after May 30th.

IDEAL BEAUTY SHOP 162 NORTH STATE ST.

Suite 1203 Phone Dearborn 3677

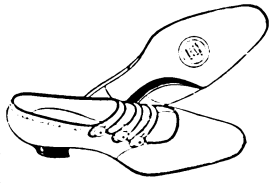
AD WILL NOT APPEAR AGAIN

In Choosing Your Spring Footwear

Remember "our shoes" are fashioned to the shape of the human foot.

The leather gives a gentle, firm support to the arch and you can walk, dance or enter into sports with a vim, because genuine comfort is yours in a pair of these naturally constructed shoes.

In appearance they are not freakish or odd—they are just good-looking. Super-construction and workmanship make the difference.



$10 $11 $12

ARNOLD GLOVE GRIP BOOT SHOP

Room 206 6 N. Michigan Ave. Chicago, Ill.

A Teacher in New York

(Continued from Page 303)

No, I didn't swallow all of it—I just swallowed half. For it occurs to me now as I recall those days that I too heard the call of the Lord; I too was one of the Lord's anointed. I believed. And as I explore the virgin wonder of my mind then, it seems to me that I even worshiped a trinity of a sort, a schoolmaster's trinity; to wit, Pedagogy, Service, and Promotion on Merit.

One year later, I believed in nothing. My pedagogy went to smash. It shivered to splinters against the hordes of Italian and Jewish students upon whom, innocently and with great zeal, I applied the principles of that sacred science. Never were spitballs thrown more heartily nor images of the teacher drawn on the board with greater gusto! I am a small, hot-faced, astigmatic man, and for some time I credited their tantrums to my own lack of physical charm. But that wasn't it: the trouble was with Pedagogy. They revelled in Pedagogy; they greeted with ribald delight each several mystery as I unfolded it before their enchanted eyes—the Project Method, the Socialized Recitation, the Pupil Teacher Plan. A board-eraser hit me in the neck one day. That day was the last of Pedagogy. I caught the boy who threw it and whacked him mightily on the ear. After that, I began to manage my pupils with a little less scientific detachment.

As for doing your job and being promoted on merit, I shall only say this: after I had slaved day in and day out on extra work for my classes, staying in for hours beyond the required time, the principal walked in one day to supervise me. And what do you think he said in his report? He criticized my posture!

I have, of course, nothing against that principal. But when, sometime later, I obtained a transfer to another high-school, he did not know my name.

Well, the years have flown. I teach in an evening high-school now to supplement my meager day-school salary. When I come home at night at half past ten, I feel just a little weary of the world, and damn the fellow that first thought of Education. Increasingly, of late, I tell my wife I'm going to quit. I'm going to get out of teaching. I'm drying up. I'm brittle. I've made myself into a pundit full of wise information and sly little jokes in the classroom; I'm a circus performer with a bag of wiseacre tricks that I perform day after day without variation. I see the classroom—forty seats, forty heads, forty names, during the day; I see the classroom at night—forty seats, forty heads, forty names. I say things. They say things. I write on the board. They write in their notebooks. Five times a day. Three times a night. Suddenly, in class, I begin to laugh: it all seems so curiously unreal, farcical. I say to myself: "Robert, what are you doing here? You, you petticoat man! Purveyor of pap! Windbag! You, who had such magnificent dreams!"

The other day my friend Palmer and I were riding home together in the subway.

"I'm an old warhorse," he said. "Over forty. I've been in the system twenty years. I'm done for. But, listen here, you're young yet. What's your reason for sticking?"

"Three of them," I answered. "My wife, and two kids."

"Tough!" he sympathized. "You ought to go out peddling dresses. You'd make more. Really," he added. "A fellow like you, who presumably has brains! Take my advice—get out!"

And yet it seems to me I shall never get out, though I groan and chafe at the peda-

Digitized by Google

gogical bit. I have grown timid; I have learned to accept. The classroom is just the place for me; it is a sanctuary in which I protect myself from the outer world whose bruising cudgellings I thus escape. In the classroom I am safe. I sit in my arm chair, ask questions, mark answers, and in its somnolence I simmer away, undisturbed.

For I realize in myself that fatal trait I see in other teachers about me—inertia. However courageous, however dynamic, however heterodox the individual who enters the schools, the educational treadmill crushes out his courage, his dynamism and his heterodoxy, flattening him out to the flatness of the rest, until presently he revolves with it, gently, uncomplainingly, giving himself to subdual. It all happens so slowly, so noiselessly, and for the most part so painlessly that only seldom does the victim understand the process. Yet in moments of stark insight I have rebelled. I have cried out against this book or that in departmental conferences, I have defended the right of teachers to teach and think for themselves, I have antagonized the powers in the office.

"Shut up!" said one of my colleagues, "if you know what's good for you. This is no place for a man with rights! Shut up, you Bolshevik, or they'll kick you out! Do you want to be kicked out?"

In time I took the advice.

For there are ways to chastise the recalcitrant. Nice, chivalrous ways. Give him a heavy programme. Give him classes of morons to teach. Give him lunch-room duties, extra study periods, patrol work. Set spies after him and note all the errors in his records. Mark him unsatisfactory at the end of the term. Hold up his salary increment. Blackball him when he comes up for promotion.

I took the advice. The principal doesn't want to be bothered with pesky innovators. After all, let him alone and he'll let you alone. Inertia all around. Safety first.

The fault lies with the school system. The System: spell it with a capital S. Say it with a faint contempt; yet say it also with awe and dread at your heart.

What is this system to which all thinking teachers attribute the many evils in the schools? Consider the fact that there are thirty thousand teachers in New York City, a million pupils, a thousand school buildings to house them, and a budget of $110,000,000 to maintain them. The system is the result.

Exclusive...but not Expensive
Murray Black Co.
21 N. Wabash Ave.
Ground Floor
Between Madison and Washington

A Discount of 10% Allowed to School Teachers

Spring Apparel
During the Fall and Winter months it was our pleasure to sell scores of Chicago Teachers their complete outfits, including many fine fur coats.
We have no doubt that these same patrons will come to us for their Spring Apparel—for they have come to know that MURRAY-BLACK offers the utmost in style and quality, at purse-appealing prices. And we invite new patrons among the teachers to take advantage of our 10% discount offer.

Dresses, $20 up
For work-a-day, dinner and evening, in the newest styles and colors, of materials most in demand this season. A wide selection, gathered from the Nation's foremost manufacturers.

Suits & Coats $25 up
Two and three piece, in a wide variety of color, pattern, style and cloth. Every one at a most moderate price—and then an additional 10% off to teachers!



Sizes for Misses, Women and Stouts

MURRAY-BLACK CO.
21 N. Wabash Ave.
Between Madison and Washington

If You Want a Good Shingle Bob
or
Permanent Marcel Wave
Come in and see us!
JOSEPH P. MARTIN
1016 Stevens Bldg.
CENT. 1216 DEAR. 6542



Large Stock on hand



O. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

Dora Furlong
Incorporated
624 So. Michigan Avenue
Blum Bldg. Phone Wabash 2595
Permanent waving by the most competent operators.
We guarantee all permanent waving to be the very best that can be secured anywhere.
Entire Head $8.00

PHONE STATE 7698 G. Finch, Prop.
HOGAN SHOE REPAIR SHOP
Shoe Repairing of the Better Class
Work Done While You Wait
26 W. Washington St., 5th Floor

Digitized by Google



Five points of interest, necessary for foot comfort, found in
SOCKET-FIT SHOES
A close-fitting instep, which, when laced up, forms a bandage about your arch to relieve all muscle strain—
The flexible construction which exercises and strengthens the muscles—
The soles which are moulded exactly to the contour of the sole of your foot making them comfortable without breaking in—
The proper balance which helps you to walk naturally and without strain—and last but not least
The long, hard wear.
These five points combined with a personal interest in fitting assures you foot comfort.

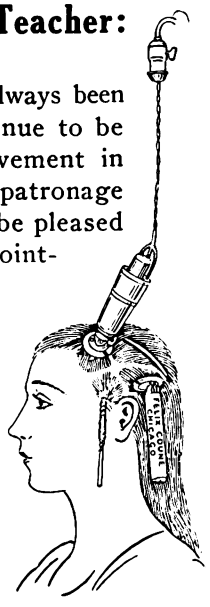
D. C. LOCKE'S
SOCKET-FIT SHOE-STORE
In the Lobby of the Shops Bldg.
17 North Wabash Ave., Chicago, Ill.
Formerly the College Boot Shop

To Any Chicago School Teacher:

Dear Madam:

Quality and Service have always been our MOTTO and shall continue to be so, with all possible improvement in Permanent Waving. Your patronage is appreciated, and we shall be pleased to serve you any time by appointment.

The Felix Coune System of Permanent Waving gives Natural Lasting Waves. Steadfast, Faithful Service since 1916 gives us the name - of - LEADER - and appreciation of the public.



Felix Coune
Permanent Waving System Co.
307 North Michigan Avenue
Chicago, Ill.

Luncheon
Candies
Rich Ice Creams

Much as though you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room
JULIA KING'S
118-22 NORTH DEARBORN ST.
Near Randolph St.



DISTINCTIVE PERMANENT WAVING
Special Appointment Time Set Aside for Teachers
Anne Heathcote Studio
608 Republic Building—209 South State Street
Telephone Harrison 9060
FRANCES Specializes in Cutting Curly Hair

It is a huge, amorphous government, with a Board of Examiners, a Board of Education and a Board of Superintendents on the one hand; on the other, field supervisors and teachers. The teacher, you will note, is at the bottom; he bears the brunt of the superstructure. And, being at the bottom, he feels the weight of all of it; he is, naturally, distressed. He is distressed, for instance, when courses of study made by the higher-ups come down to him for unwavering acceptance; he is distressed because for countless supervisors, from the superintendent of schools to the heads of departments, he is the goat. And he is slightly resentful when some obviously unworthy person is made his supervisor by political machinations.

Yet, after all, the system is not so much an institution as it is a state of mind. For most its very vastness is a refuge; for others like myself there is something appalling in the goose-step of thirty thousand regimented teachers; something of terror and disgust in feeling yourself rolling around, dumb and insensate, with thirty thousand like you, punching the clock, starting and stopping at the ring of the bell, obeying the same commands, teaching the same things, and waiting (oh, crowning consummation of the year!) for the Summer vacation to begin.

Yet I would not have it understood that the whole system is gloomed by an unrelieved monotony of dullness and death. In fact, there are still signs of vitality in it. When I went to high-school myself, my habitual mood was one of solemn acceptance; I obeyed my teachers, imbibed their wit and wisdom without demur, and was somehow shocked when a boy either doubted their omniscience or rebelled against their authority. And I don't think I was unique. On the whole, we were an intimidated lot, willingly cherishing the schoolmaster's traditional sacrosanctity.

Times have changed. The pupils now are a good bit less credulous. The old illusion has gone; they do not tremble before me as before the Almighty. But if awe has vanished, there has come instead an eager craving for my friendship that is very beautiful. If I browbeat them now, it is not as a tyrant, it is as a man of the world; and they vie with one another for the honor of my favor. Teacher's pet no longer yearns to clean the blackboards and keep the records; he likes to talk to me about other teachers, about girls, graft, his future, his likes and dislikes, and he hopes that I will take him seriously. I

Digitized by Google

do. I slap him on the shoulder and say, "John" (or Issy), I'm glad you spoke to me that way. It shows you're a friend of mine." Then is he transported into the seven heavens of Mohammed.

This new spirit in the student body cheers me up a bit. Every year it is growing more difficult to deal with, impatient of authority, resistant of discipline, contemptuous of age, scornful of text-books—but how alert it is to the things of the world! Heaven knows what has done it: the radio, the tabloid papers, the new freedom. The old women in our school hate the breed: their dignity is gone, their voices are drowned out at times in fearful cachinnation. Gone are the good old days! I do not lament them.

I stand before my students and look at their faces—at faces stamped with the pathos of young hearts caged. I see in them the same tormenting restlessness that moves me often to go tearing about the classroom, hands in air, eyes burning, hunting for Truth. No more lies, now. No more text-book platitudes. Come on, let's shut that history book with all its embalmed mummeries and false half-truths! You there—you little Pole with the troubled eyes, what do you think of the Spanish-American War? Was it a just war?

I can see a sudden thoughtfulness tighten everybody in the class. Eyes kindle, flare, hands lash out violently in an atmosphere electric with fervor.

It is for these moments I live—for these and the eager questionings of honest, unpoisoned minds. Then, perhaps, the door opens, and the head of my department comes in. I become myself again, cautious, timid, a flag waver, a 100% American.

"Shut up!" I say to myself. "Play safe! Watch your step!"

So I talk of Americanization.

—The American Mercury, May, 1926.

SUBSCRIPTION
to
MARGARET HALEY'S BULLETIN

Name.....
Address.....
(Street and Number)
.....City

Subscription price—$2.00 per year.
MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago. Tel. Central 3904.

HENRICI'S is famous no less for the enduring and deep friendships it has won than for the quality of the foods it serves and for the great volume of its patronage. Of a Saturday, before the matinee, it is the great central meeting place.

HENRICI'S
WM. M. COLLINS, PRESIDENT
67 W. Randolph St.
Between Dearborn and Clark Streets

Scientific and Permanent
Janus Method
Of Reducing and Rejuvenating, Inc.
Suite 313-316 Venetian Bldg., 15 East Washington Street
Branch at 4811 Sheridan Road Dearborn 2005
Rejuvenation of Face and Body
EDYTH DIEDRICH CHICAGO

Nestle Lanoil Permanent Wave $10.00
Marcel Wave 50 cents Friday and Saturday 75 cents
Modern Beauty Shoppe's *Experienced Operators*
We Guarantee Our Work
Loop: Suite 610 Capitol Bldg. 159 N. State St. Phone Dearborn 0317 Open Evenings, Mon., Tues., Fri.
West Side: 1636 W. Van Buren St. Phone West 3427 Open evenings Tuesday, Thur., Fri. and Sat.

The Most Satisfactory
PERMANENT WAVE
Guaranteed to Please
PAUL MUNTZING, 162 N. State St.

Now Showing **NEW SPRING MATERIALS**
Chicago's Only Exclusive Upstairs Silk and Woolen Store
Adler Bros. Inc. Established 1900 Exclusive Silks Woolens Velvets
Eleventh Floor :: Stevens Building
No Connection with Any Other Store of Similar Name

Buy it from our advertisers.

Digitized by Google

TOURS

A Vacation You'll Never Forget

ALASKA



. . . and the Canadian Pacific Rockies en route—a combination that gives you the cream of the natural beauties this continent affords. The tender beauty and the rugged grandeur of the virgin Canadian ranges passed on the way to the North is but a forecast of the contrasting beauty and magnificence of

The Land of YUKON

A 1,000-mile voyage from Vancouver . . . on a sturdy and palatial Canadian Pacific Princess steamer, wandering between wooded islands and the rugged mainland . . . on a sea as placid as an inland lake. On the way, or returning, you'll want to spend a few days at Lake Louise, Banff, Yoho Valley and Emerald Lake, or one of the many alluring Bungalow Camps in the Canadian Pacific Rockies. Further information from

Minimum Round-Trip Fare From Vancouver

$90

Meals and Berth Included

THOS. J. WALL, General Agent, Dept. M,
71 E. Jackson Blvd., near Michigan Ave., Straus Bldg.,
Phone Wabash 1904, Chicago

CANADIAN PACIFIC

World's Greatest Travel System

TOURS

Convenient Sailings to EUROPE

TOURIST THIRD CABIN



LAPLAND • • • July 7
To Mediterranean ports
Madeira, Algiers, Naples, Venice
($120—$130)

MAJESTIC • • July 17
To England and France

MINNEKAHDA • July 24
To England and France

Entire ship devoted exclusively to Tourist Third Cabin

Reservations made only for students, teachers, professional men and women and similar vacationists.

Other sailings earlier and later from New York, Boston and Montreal.

$95 (up) Round Trip **$170** (up)

All-expense-inclusive Tours—
5 to 35 days in Europe. **$225** up.
Ask for special booklet.

WHITE STAR LINE

ATLANTIC TRANSPORT LINE · RED STAR LINE
INTERNATIONAL MERCANTILE MARINE COMPANY

127 S. State St., Chicago, Ill.

French Line

Now you cannot afford *not* to go to Europe
Tourist III Cabin Round Trip Rate $177
Company's Office 109 N. Dearborn St.

ALL EXPENSE COLLEGE TOURS $365

Via White Star Line, Third-Cabin

Not an *experiment*, but a *fact*. Offer the choicest *companionship* and the best *investment*.

We are the *originators*. Travel under our direction, safe, sane, and satisfactory. Write for our *"Tours to Suit Your Taste, Time, and Purse."* Weekly, beginning May 29.

CHICAGO TOURIST AGENCY, Earl B. Hubbell, Mgr.
19 So. La Salle St., Chicago, Ill. Tel. Dearborn 3567

VACATIONS

Pacific Northwest—Alaska Tour, July 31st.
College Tours to Europe, Mediterranean—North Cape.
National Parks—Independent-Conducted Schedules.
Many other offerings—REGISTER EARLY.

Baker Travel Service
1547 Marquette Bldg., Dearborn-Adams
Randolph 3105 — Chicago

European Tours

All expenses—limited parties
$395 to $2,100

For reservations and booklet—
AMERICAN TRAVEL BUREAU, Inc.
715-717 Straus Bldg., Chicago

TAYLOR MADE
TRUNKS
BAGS and SUIT CASES
for the vacation traveler

Taylors
28 E. RANDOLPH ST.
NEW YORK EST. 1850 CHICAGO

Bluebird Cottage

BLUEBIRD COTTAGE in the Rocky Mountains at Boulder, Colorado, is open the year round to any Chicago teacher for rest and recuperation in the pure air and sunshine of Colorado. Register NOW for your Summer Vacation.

Reservations may be made in Chicago at
1515 Capitol Building

TAXI CAB SERVICE

We Will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.

ATLAS LIVERY ASSOCIATION
The Oldest Cab Company In Chicago
Calumet 3500 **7 W. Cullerton St.**

TEACHERS!! — SEE AMERICA FIRST

THE CRESCENT INN, Ennis, Montana

On direct route to Yellowstone National Park, 65 miles from west entrance. Spend your vacation in the shadow of the Rockies. Most delightful sport in the world. Phone our representative at Hyde Park 5110 any day from 9 A. M. to 1 P. M. and you will get literature with all information—including references. Make your reservation NOW. **SPECIAL RATES TO TEACHERS.**

Buy it from our advertisers.

Digitized by Google

MAY 26

VOL. III

Margaret Haley's BULLETIN

NO. 17

Chicago, Ill. 28 May 17, 1926

Growth

It is the glory of professional organization that teachers grow by participation in the solution of their own problems. It is not some outside power assigning tasks. It is ourselves working together for the improvement of teaching. Our profession can rise no higher and go no further than the vision, wisdom, cooperation, and responsibility of the individual teacher. Education cannot be free until the teacher is free.

* * * * *

The teacher's chief task is to give children an opportunity to grow, not to cram their minds with descriptions of growth that others have enjoyed.

—*Journal N. E. A., March, 1926.*

Digitized by Google

SHORTHAND COACH SCHOOL TEACHERS

You are cordially invited to refer your students to us for beginning or review work in

SHORTHAND . TYPEWRITING . BOOKKEEPING

Private Instructions by Competent Teachers

As a teacher, you are often called upon to shoulder the responsibility of recommending a school to your students. We sincerely believe that a visit to this school will convince you that you can unhesitatingly send your students to us. You will find our courses intensive throughout, and rapid in their preparation for positions.

A personal inspection of our school will be convincing

PREPARE YOURSELF FOR HIGH SCHOOL WORK
We can prepare you during the Summer months to instruct in Shorthand, Typewriting or Bookkeeping. Our correspondence course taken in the winter months will prepare you so well that much better results will be obtained, with less physical strain, when you come to us in the Summer.

SHORTHAND COACH SCHOOL—Myrtle M. Voss

101-3-4-5 Auditorium Building. Tenth Floor **431 South Wabash Avenue**

Wabash 3732——Harrison 1995

When referring students to us—kindly ask them to give us your name, and the name of the school in which you teach.

To Reach the Teachers with Touring Information

ADVERTISE IN

MARGARET HALEY'S BULLETIN

THEY ALL GET IT

127 N. Dearborn Central 3904

MARIE VEATCH
SCHOOL OF THE DANCE

Ballet, Character, Clog, Soft Shoe and Charleston

After studying in Spain we are prepared to give the latest and most complete

SPANISH DANCES
AND CASTANETTING

Special Classes for Theatrical Preparation

An arrangement has been made by the Marie Veatch School whereby her pupils, after sufficient instruction, are placed on the

ORPHEUM CIRCUIT

Write for information

Downtown
Fine Arts Bldg.
Wab. 7432

South Side
5240 Harper Ave.
Hyde Park 6176

FINE ARTS BLDG. **CHICAGO**

CLASS PINS
RINGS ::: TROPHIES
CHAS. A. WINSHIP & CO., MFRS.

707 Capitol Bldg.

159 No. State St. **CHICAGO**

JUST WHAT YOU WANT

—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember, it's the—

ALL-ARTS MAGAZINE

Published by All-Arts Company, Inc.

63 E. Adams St., Dept. M **Chicago, Illinois**

SPARE TIME ART COURSES

Many of us do not realize what can be accomplished in SPARE TIME IN ART—do you? Monday—Wednesday—Friday evenings from 7 to 9:30, also Saturday and Sunday Classes in ART. Possibly we have just the course you have always longed to take. What is it—dress design, fashion, interior decoration, commercial art, illustration or?

Just Ask Us About Our Spare Time Courses
Descriptive Literature Gladly Mailed on Request

AMERICAN ACADEMY OF ART

306 S. Wabash Ave., Dept. M Chicago, Ill.

"America's Most Complete, Practical Art School"

MACLEAN COLLEGE of Music, Dramatic and Speech Arts

"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.

A perfectly equipped miniature theater for practical work

Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers

DR. J. C. MACLEAN
Director Music Dept.
2835 S. Michigan Ave.

M. CATHERINE LYONS
Director Speech Arts Dept.
Phone Victory 7514 **CHICAGO**

This Advertisement and $9.50

Entitles Any Chicago School Teacher to a

New Permanent Wave

THE WENZEL WAY

Satisfaction Guaranteed or Money Back

WENZEL, **177 North State Street**
State 1887

Mention the Bulletin when you buy.

Digitized by Google

MARGARET HALEY'S BULLETIN

VOL. 3. No. 17 May 17, 1926 Page 323

Sursum Corda!

And Now Comes the U. S. Government Championing Teachers' Councils

Uncle Sam has risen to the defense of teachers' councils which Chicago's superintendent and Board of Education threw into the discard two years ago.

The government has seen what the administration of Chicago schools has failed to see—the value of the voice of the teacher in the determination of school policies.

"Much better results could be expected if the teachers were invited to offer their opinions upon matters that vitally concern the schools," says Bulletin 1923, No. 8 issued by the Department of the Interior, Bureau of Education, entitled "Significant Movements in City School Systems."

"Wise school boards and superintendents, should, however, utilize the first-hand knowledge that teachers have of school conditions," the article which is published in full below, continues:

One of the outstanding movements of the past few years is the organization of teachers' councils, which are generally constituted for some or all of the following purposes (1) To raise the standard of the teaching profession; (2) to encourage professional improvement; (3) to foster a spirit of sympathetic good will and helpfulness among teachers and a better understanding between teachers and officials; and (4)) to democratize the school system; that is, to give teachers a voice in the shaping of educational policies.

If teachers' councils do nothing more than to bring about a friendly cooperative relation between school boards and teachers, they are worthy of encouragement. ***In too many instances there has been this lack of cooperation, from the fact that the teachers have been considered mere cogs in a great machine. This has been especially true in the larger cities where school machinery is complicated and where there is no contact between the teaching staff and administrative authorities.*** In the nature of things only a few teachers can be acquainted with the members of the school board and with the superintendent, and these are not always representative of the teaching body. Certainly they are not considered so by the teachers unless they were chosen by the teachers to represent them. ***If a superintendent or a school board consults a few teachers selected at random, difficulties are apt to arise, and the whole administrative machinery may get out of gear. It is difficult for the school board to know what teachers to consult. The only democratic way is to consult them all.*** Some superintendents and school boards have realized that the intelligence of the whole teaching body should be capitalized and that it is unwise to consult only a few teachers. They have, therefore, encouraged the organization of teachers' councils. In some instances such councils have been organized only after considerable parleying with school officials. Much better results could be expected if the teachers were invited to offer their opinions upon matters that vitally concern the schools.

To autocratic boards and superintendents the claim of teachers to be heard in board meetings seems radical. What right, it is asked, have teachers to ask to be consulted? The school board is responsible to the people, not to the teachers, and therefore must formulate all policies. It is replied that no right is taken away from the board, for its province is to legislate, and it should do so with all the light available. No right of the superintendent is abrogated, for he, too, should make his recommendations only upon the fullest information possible.

If a teachers' council attempts to usurp the prerogatives of a board or of a superintendent, it has no excuse for existing. It is generally recognized that the function of a council

(Continued on Page 339)

Mention the Bulletin when you buy.

Digitized by Google

From the Masthead
by The Lookout



"I offer as a substitute for central authority that other governing control which we are beginning to recognize in this country as the democratic substitute for governmental authority, namely, scientific insight."

—Chas. H. Judd.

To the Teachers of Chicago:

Mrs. Hefferan's term of office has expired before we have heard from her about the teachers' councils. On May 12, at the close of the meeting of the Board of Education, Mrs. Hefferan, apropos of nothing, said, "I have taken occasion quite unofficially, but personally, to commend their efforts in this direction (the High School Teachers' Council) and asked them further to look into the question of jewelry, rings and pins, and whether they might be dispensed with. . . . "

Apropos of Mrs. Hefferan's commendation of the High School Teachers' Council, teachers recall that they had the Councils established officially; the rules of the Board of Education, by reference, prescribed the dates of the meetings, and made it the duty of the Superintendent to send out a call for the teachers to assemble at designated places for the purpose of professional discussion on matters affecting the conduct of the schools. Now, when Mrs. Hefferan finds need of the teachers' findings on matters affecting the schools, teachers recall further that Mrs. Hefferan was against enforcing the rule of the Board of Education that provided for meetings of the Councils. They recall that she refused to vote to enforce the rule that gave the teachers their councils, and voted to establish a "handpicked conference of the Superintendent" as a substitute for the Teachers' Councils.

When the Superintendent failed and refused to comply with the rule of the Board requiring him to send out the call for the meetings of the Councils, the Board of Education refused to enforce its own rules. They refused to demand that the Superintendent obey the rule. Although the establishment of the idea of teachers' councils had been the work of 25 years on the part of the teachers of Chicago, the Board of Education with the support and vote of Mrs. Hefferan, by refusing to enforce this rule, in one minute, and without thought, swept the councils aside.

A few weeks later, the same Board voted to penalize a teacher for failure to obey a rule; the teacher lost $460 salary; she was suspended from the service and refused permission to return except on the condition that she sign away her salary. A teacher must obey the rules but not the Superintendent.

Teachers feel there is only one of two ways to overcome such a situation. Either there must be an enactment by the state legislature that will put it beyond the power of the Board of Education to set aside the provision for teachers' councils, or it is necessary to get a Board that will not refuse to enforce its own rules when the Superintendent refuses to obey those rules.

It matters little to the teachers whether their right to their councils is held at the whim and caprice of the Superintendent, or the whim and caprice of eleven Board members, or a bare majority thereof. The teachers of Chicago had taken it for granted that the underlying principles of the Councils, enunciated by Mrs. Young, were won. Obviously, it is necessary that the teachers must get it into the common consciousness of the community that the experience and knowledge of the teachers must be available for the benefit of the schools in an orderly and dignified way. Their opinions and judgments must be formulated, expressed, and given consideration. The teachers of Chicago have a right to proceed on the theory that they have estab-

Digitized by Google

lished that point. There is no reason why they should be compelled, every few years, to go all over the ground again.

The pension idea has been accepted. Although the application of the tenure idea has not been widely made as yet in actual legal enactment, the idea of tenure is accepted. One does not have to argue that the salaries of teachers must be commensurate with the demands that are made on teachers; one does not need to argue that the revenue should be available to support the public schools. It is generally recognized that inadequate revenue is due to the inequities of our tax laws and inequalities in their enforcement. These are all things that are generally accepted.

It took 25 years to build that discarded Board Rule embodying Ella Flagg Young's ideas and principles of teachers' councils for making the teachers' knowledge and experience available to the community for the benefit of the children—that discarded Rule which made it the *duty* of the Superintendent to call the teachers' councils.

Believing these things to be essential to the furtherance of the interests of the children, and in view of all that has been said about the necessity for teacher participation in the formulation of educational policies, the continued failure of the Board to restore and to enforce rules providing therefor compels the teachers to ask what is the cause.

The answer is to be found in the Judd philosophy of the control of education by "scientific insight," as set forth in a paper read before the Council on Medical Education and Hospitals of the American Medical Association held at Chicago, February 16, 1926, and reprinted in the Chicago Schools Journal for April.

According to this philosophy, it is the function of "scientific insight," alias Judd, to sit behind the scenes and tell the Board to ignore the teachers, whom Judd characterized "a mob of mobile women meditating matrimony." Now, when Mrs. Hefferan, in a meeting of the Board of Education, twelve days after her term of office has expired, exhorts the High School Teachers' Council to investigate, and commends their efforts in investigating "jewelry, rings and pins," teachers are reminded that it was after the Elementary Teachers' Councils had condemned the platoon schools approved by Mr. Judd that Mrs. Hefferan and Mr. Smietanka voted to substitute the Superintendent's "handpicked conference" for the teachers' Councils; and for two years there have been no meetings of the Elementary Teachers' Council at all, and no meetings of the High School Teachers' Councils except as voluntary organizations meeting outside of school hours. Had the Teachers' Councils confined their discussions to "jewelry, rings and pins," and other genteel subjects, they would undoubtedly be discussing them yet without let or hindrance.

Gems from the Judd philosophy of control of education by "scientific insight" explain much of what has come to pass in the Chicago public schools in the past three years. For example:

Mrs. Hefferan's record, until twelve days after the expiration of her term on the Board of Education, has been consistently in accord with the Judd philosophy of control of education by "scientific insight" as revealed in the following excerpts from the Judd's speech printed in the Journal mentioned above:

* * *

I am anxious to persuade you to look beyond the college. The real source of our difficulty with professional education in America lies much further back in the educational system.

* * *

The second fact which I wish to make as impressive as I can is that the enormous human waste in our American educational system is the result of bad organization and can be cured in short order if the educational people can get the ear of those who are responsible for most of the delay in educational reform, namely, the members of boards of education and other influential members of local communities.

* * *

If I have succeeded in inducing you to look beyond the college and high school to the real source of delay and waste in American education, I may venture to suggest some of the measures which can be adopted to remedy the situation. In order to make my suggestions intelligible, I must revert to a point which I made quite casually in an earlier paragraph. The American school is locally controlled.

* * *

No other nation has ever tried to deal locally with a matter so momentous in its general social and political importance as the educational system.

* * *

I have emphasized the conservatism of our schools under local control, not because I am going to advocate the abandonment of local

Digitized by Google

control, but because I want to make perfectly sure that we all understand the conditions under which a reform of the present wasteful system is to be secured.

* * *

It should perhaps be noted that this reorganization of the school system is not being effected without difficulties. In many quarters the teachers of the upper grades and of the first year of the high school, finding themselves called upon to prepare new subjects, resist the change. Parents often protest. The task of making over the former high school subjects so that they are appropriate for presentation to juniors is a task requiring energy and ingenuity.

In spite of these difficulties the readjustment is under way in all of the progressive school systems of the country. It needs the intelligent support of leading citizens.

* * *

It is important that there be a general understanding of the fact that a readjustment such as is going on in the junior high school has to be worked out by a school staff which is now engrossed in routine. If we had a central federal board in charge of schools as do all of the nations of Europe, it would be possible from this single authoritative center to send out an edict of change in the content of instruction in the grades concerned and it would be the duty of this central board to supply suitable materials to be used by teachers for the training of the pupils. We have no such central board and as a result we are obliged to devise a way of making new teaching materials which comports with our system of local control. We have not been aware of this need for new teaching material until lately because in times past the schools have remained so nearly static in their content that one generation could borrow from the other. Our textbooks represent this system of borrowing. Now we have reached the point where borrowed material does not serve our purposes and we find ourselves without any proper agency to create new material.

* * *

It is for such reasons as these that the school people of this country must persuade boards of education and the influential members of the country that the American school system needs reorganizing. The task of meeting modern conditions by improving educational organization and teaching is not a routine job, it is a much more difficult matter, it calls for initiative and energy and insight.

Suppose we neglect such considerations as I have been presenting and let matters drift, what will happen? Judging from the history of education there will be a vigorous effort on the part of the most progressive school people to accomplish something in the way of change. These school people will encounter the opposition of their fellow-teachers because the new procedures mean extra effort. There will be opposition also from parents and from taxpayers.

* * *

On the other hand, if we do not neglect the considerations presented, we can produce great changes in a short time. The advantages which would result from a vigorous scientific attack on school reorganization are incalculable. Two years saved for more advanced study in the lives of all the members of a generation would speed up civilization to a degree which can never be expressed in numbers. I have put the matter before you as an advantage to a single profession. I could argue more forcibly perhaps and certainly more broadly if I pointed out that a reconstruction of the elementary school will be of advantage to all classes of our people.

* * *

I have dwelt on the fact that we have no central authority in charge of American schools and I have said that I am not in favor of the adoption of the European system in America. I offer as a substitute for central authority that other governing control which we are beginning to recognize in this country as the democratic substitute for governmental authority, namely, scientific insight. American pupils are not to be guided by social tradition or by some authority in Washington. They ought to be guided by someone who has made a scientific study of education. Someone ought to study the conditions of mental development. Someone ought to mark out the path from infancy to the professions, not by guessing or appealing to tradition but by a systematic study of the whole educative process. Science ought to guide a pupil's election of courses and a teacher's methods of instruction.

Margaret A. Haley

Mention the Bulletin when you buy.

Digitized by Google

By Their Votes You Shall Know Them—

The terms of Mrs. Hefferan and J. Lewis Coath, Board members, expire this spring. The term of Mr. Smietanka expired two years ago, but since then he has been a "hold over member." The power of reappointing them or of appointing their successors lies with the mayor whose nominations are subject to confirmation by the City Council. The mayor has not yet presented any names to the City Council.

Since the coming of Superintendent McAndrew, Mrs. Hefferan has been the constant and consistent supporter of Superintendent McAndrew and his policies.

Mrs. Hefferan voted in favor of tabling the resolution introduced by Mr. Coath at the meeting of the Board of Education Sept. 10, 1924, ordering the Superintendent "to provide for the dismissal of classes for the local meetings of the high school teachers during school hours as provided in said rules and by-laws of the High School Teachers' Councils which have been made and now are rules of the Board of Education. * * *

Mrs. Hefferan not only voted against Mr. Coath's resolution to have the Teachers' Councils meet as per his order presented to the Board meeting Sept. 10, 1924, but when the resolution subsequently was sent to the Committee on Rules of which she was a member, she cast the deciding vote against it, in the Committee, and that Committee reported to the Board adversely on the order directing Mr. McAndrew to call the teachers' councils as provided by the rules of the Board of Education.

Mrs. Hefferan voted in favor of Mr. McAndrew's hand-picked conference (so styled by Mr. Mullenbach) established by the Board to take the place of the Teachers' Councils which the Board abolished.

Mrs. Hefferan voted for McAndrew's proposed amendment to the Board's rule which, if adopted by the Board, would have shut out teachers' organizations from distributing printed communications to their members in the schools.

Mrs. Hefferan informed parents of children who complained against the removal by the Board of certain north side portables with no elementary school to replace them, necessitating their children going a long distance to school, that determination of these matters was not their business, that it was the business of the Board and that the parents had no legal right to interfere with the policies determined by the Board.

Mrs. Hefferan disagreed with the Superintendent over his proposed reappointment of a member of the Board of Examiners and voted against it, but she voted in favor of the compromise measure, the Emeritus Service Rule, which sacrificed 73 principals and teachers in order to prevent a clash with the Superintendent over one examiner.

Through gestures and public utterances, Mrs. Hefferan apparently has been the teachers' friend. Whenever there has been an issue involving the teachers' cause, she has VOTED AGAINST THE TEACHERS.

Actions speak louder than words!

As consistently and insistently as Mrs. Hefferan has voted against the teachers, Mr. Coath has voted for them.

He it was who introduced the order referred to above. His vote directing the Superintendent to obey the rules of the Board and call the teachers' councils (and that of Mr. Mullenbach) was fair and square.

Mr. Coath voted for the teachers' councils and against the Superintendent's hand-picked conference.

Mr. Coath voted to direct the superintendent to obey the rules and call the councils.

Mr. Coath voted against the proposed amendment to the rules designed to prevent the distribution of literature in the schools by teachers' organizations.

Mr. Smietanka's voting record duplicates that of Mrs. Hefferan here recorded in votes unfavorable to the teachers.

Mr. Smietanka voted to abolish the teachers' councils and to substitute therefore Mr. McAndrew's "hand-picked conference" as Mr. Mullenbach called it.

Mr. Smietanka as chairman of the Finance Committee is responsible for Henry and the Griffenhagens.

Mention the Bulletin when you buy.

Digitized by Google

Following is the Order (referred to above) in re High School Teachers' Councils, presented to the Board of Education by Mr. Coath Sept. 10, 1924, and referred to the Committee on Rules:

* * *

ORDERED, By the Board of Education that the Superintendent of Schools and the Principals of the High Schools be, and they hereby are ordered and directed to provide for the dismissal of classes for the local meetings of the High School Teachers during school hours as provided in said Rules and By-Laws of the High School Teachers' Councils which have been made and now are Rules of the Board of Education; and that the Secretary of the Board of Education be, and he hereby is, ordered and directed to transmit at once to the Superintendent of Schools and to each High School Principal, a copy of this order.

From Printed Bound Reports of Elementary Teachers' General Council, October, 1921, to May, 1925.

* * *

Following are heretofore unprinted excerpts from the stenographic report of the Board meeting of Sept. 10, 1924, when the order was discussed:

* * *

MR. MULLENBACH: I will second this motion. I saw the communication yesterday. I think most of you did, from the Superintendent, which he has sent to principals, saying that he did not at all favor the Teachers' Councils.

I suppose the Superintendent feels that the councils ought not to be on the school time. That controversy was up last spring and an opinion was rendered at that time in regard to the legal phase of it by the Attorney of this Board, finding that the rules required that the Superintendent should send out notices, and notices were sent out at that time for the meetings.

If the Superintendent feels particularly sensitive about this, there is one way of helping him out, and that is for this Board to assume the responsibility for the calling of those meetings, and that is what we do in this resolution. We call Mr. McAndrew's attention to the fact this is the rule. We do not say that he shall not bring in recommendations to change the rule.

I think you would have more respect for those recommendations if Mr. McAndrew observed the present rule, but that is strictly up to him.

Here we call Mr. McAndrew's attention to the present rules—rules and regulations that are binding upon him—and ask him to observe them in calling the Teachers' Councils.

I do not see, Mr. President, how this Board, or any public or private body, can possibly maintain discipline if the chief executive officer is to select those rules he chooses to observe and throws into the wastebasket those he does not choose to observe. There is a special obligation on the chief executive in any institution to observe the law, and I think Mr. McAndrew should have due regard for this, because of its effect on the school system.

If Mr. McAndrew may abolish rules of the Board because they do not suit him, after he has definitely studied them, then there is no reason why a minor official or others connected with the system should not disregard them.

In order to relieve Mr. McAndrew of any feeling of personal responsibility he may have in the disastrous effect of calling the Teachers' Councils during school hours, this Board might very well adopt this and take the onus on itself and relieve Mr. McAndrew of any responsibility in it.

* * *

Following is the roll call on Mr. Greenebaum's motion to table Mr. Coath's resolution ordering Mr. McAndrew to call the Teachers' Councils as provided in the rules of the Board of Education:

Aye: Mr. Hanson, Mr. Smietanka, Mr. Fellows, Mrs. Hefferan, Mr. Moderwell, Mr. Greenebaum, Mrs. Gregg.

No: Mr. Coath, Mr. Mullenbach.

Seven ayes; two noes.

Mr. Coath, in presenting to the Board the order directing the Superintendent to obey the rules of the Board of Education and call the meetings of teachers' councils, read that section of the Illinois state law which gives all teachers in Illinois outside of Chicago five days a year of school time for educational discussion for which they receive their salaries.

He showed that Chicago teachers are the only teachers in the state denied the right under that state law to use school time for educational discussion. The rule of the Board which Mr. Coath was attempting to have enforced gave Chicago teachers opportunity for educational discussion during school hours for less than five days a year without loss of salary.

Superintendent McAndrew's alleged objection to meetings of teachers' councils was that they were held on school time for which teachers were paid.

MOTHER QUALIFIES

"Junior, you were absent from school yesterday, I believe," Miss Cunningham, the teacher, said. "Yes, ma'am," Junior answered, "I had to be away yesterday." "Well, the school regulations require a written excuse for all absences, so you will have to bring me such an excuse," Miss Cunningham explained. "Who from?" Junior asked. "Why, you may bring an excuse from either your father or your mother," the teacher replied. "Well, I guess I'll bring one from Mother, then," Junior stated. "Dad's an awful poor hand at making excuses."

SOME RECOMPENSE

Billy: "Well, pa, I am glad I was not born a few centuries later."

Father: "Why?"

Billy: "Just think; how much more history of the world those poor boys will have to study."

Digitized by Google

Emeritus Service Gets Airing in Court

All Eyes Turn Toward 70 Year Retirement Bill

The Emeritus Service rule had another airing in the courts on last Friday, May 14th, before Judge Torrison. The hearing was on the petition of Samuel Leland filed in the Circuit Court on May 4th asking a mandamus writ against the Board of Education to compel that Board to reinstate him in his position as teacher.

Mr. Leland, a teacher at the McKinley High School, one of the 74 retired under the Emeritus Service rule of the Board on January 27, was reinstated in his position in the McKinley High School on February 8 as a result of the court hearing before Judge Friend in the Armstrong injunction suit. Three other teachers, including Miss Hecox, were reinstated at the same time.

Mr. Leland was removed again and placed on the Emeritus Service list on April 6th, after the Board on March 10th amended the Emeritus rule to require 10 years of service in Chicago instead of 20 years as provided in the rule as originally adopted last December 9. About the same time that Mr. Leland was put on Emeritus Service the second time, three other teachers with less than 20 years of service in Chicago were put back.

Mr. Leland had but 18 years service in Chicago public schools. After his second removal he filed this 10-page petition in the Circuit Court asking reinstatement as a teacher on the ground that he had been removed in violation of the teachers' tenure law.

The attorney for the Board of Education, Mr. Righeimer, asked that the hearing in the Leland case be postponed. Judge Torrison refused to postpone and the case proceeded. Mr. Leland's attorney, Mr. Brightman, presented the case for Mr. Leland. The hearing on the case proceeded through the forenoon of May 14. At noon the Judge announced that another case that was set for that afternoon would have to be resumed and further hearing on Mr. Leland's case was postponed until Monday, May 24th.

It is no secret that the Auditor of the Board of Education served notice on the Superintendent that if any more salary warrants were to be issued for persons on the Emeritus Service, there must first be presented some record of service performed. This demand of the Auditor accounts for the belated blanks for reporting Emeritus Service (printed here) which were sent out by the Superintendent, and which contained an undated communication printed at the top of the blank signed by the Superintendent. This communication requested that the blank be detached from the communication, filled out and returned as a report of service rendered.

When it became apparent that the proceedings before Judge Torrison were bound to go on, there was visible evidence of anxiety. The hearing before Judge Torrison bade fair to reveal the facts regarding the service that the teachers were called upon to report on the blanks as having rendered. It became apparent that those responsible for the Emeritus Rule would be very glad to have the Governor sign the 70-year Age Retirement Bill as a means of escape from this expose. Everything appears to indicate that the Governor will sign the bill, which was passed by the last Legislature but failed to reach the Governor, House Bill 521. As we go to press the information has been received that the Speaker of the House and the Lieutenant Governor, who is President of the Senate, have already signed it and that it is in the hands of the Governor. The Governor is expected to sign it shortly.

This retirement bill provides that all persons in the Chicago public schools who reach the age of 75 in the year 1926, 74 years in 1927, 73 years in 1928, 72 years in 1929, and 70 years in 1930, shall be retired from service and shall be paid $1,500 a year from the Educational fund in addition to their pension. The rumor is rife that the Board of Education will comply with the provisions of the bill and retire all who are now 75 years old, and pay them the $1,500 required by this law instead of their present Emeritus Service salary. All of those now 75 or over who are eligible to their pension will, if they apply for their pension, be entitled to their pension in addition to this $1,500. Those on the Emeritus list who are now under 75 years of age would not come under the 70-year Age Retirement Law this year—assuming it be signed by the Governor as predicted. They will either have to be returned by the Board of Education to active

(Continued on Page 337)

Mention the Bulletin when you buy.

Digitized by Google

(Photographic Reproduction of Letter Sent Out by Superintendent McAndrew)

DEPARTMENT OF EDUCATION
SUPERINTENDENT OF SCHOOLS
WILLIAM McANDREW.

ASSISTANT SUPERINTENDENTS
WILLIAM J. BOGAN MORGAN G. HOGGE
CLARENCE E. DEBUTTS CHARLES D. LOWRY
ELIZABETH W. MURPHY

BOARD OF EDUCATION
CITY OF CHICAGO
EDUCATIONAL ADMINISTRATION BUILDING
460 SOUTH STATE STREET
TELEPHONE WABASH 9210

SUBJECT:

April 19, 1926.

TO MEMBERS OF EMERITUS SERVICE.

Ladies and Gentlemen:

CURRICULUM REVISION SUGGESTIONS.

We held our first meeting today with teachers who contemplate volunteering to assist in the revision of the curriculum. As a result of such meeting, you a re invited to send to Miss Margaret Madden, Room 703, 460 South State Street, any of the following material which you can:

(1) Objectives, Aims. Titles and authors of books particularly helpful for research in determining proper aims for an American public school system at present.

(2) Reference to particular chapters or pages of such books which are especially valuable.

(3) Your own formulation, if you desire, of what should be the ma in objectives of a Chicago course of study.

(4) Authors and titles of books particularly helpful in guidance of any particular study, as arithmetic, nature study, etc., particularly civic and social service and character training.

(5) Any other suggestions that occur to you as valuable.

Wm. McAndrew
WM. McANDREW

Mention the Bulletin when you buy.

Digitized by Google

(Photographic Reproduction)

DEPARTMENT OF EDUCATION
SUPERINTENDENT OF SCHOOLS
WILLIAM McANDREW.

ASSISTANT SUPERINTENDENTS
WILLIAM J. BOGAN MORGAN G. HOGGE
CLARENCE E. DEBUTTS CHARLES D. LOWRY
ELIZABETH W. MURPHY

BOARD OF EDUCATION
CITY OF CHICAGO
EDUCATIONAL ADMINISTRATION BUILDING
460 SOUTH STATE STREET
TELEPHONE WABASH 8210

SUBJECT:

APR 27 1926

To Members of Emeritus Service,

Public Schools of Chicago.

Ladies and Gentlemen:

Please let me have forms Ed. 75 filled out for February, March and April 1926.

Very truly yours,

WILLIAM McANDREW,
Superintendent of Schools.

Photographic Reproduction of Blank Received with Above Communication April 27

(Ed. 75.)

Date_____

To Members of Emeritus Service,
Public Schools of Chicago.
Ladies and Gentlemen:

Under the rules of the Board of Education you are "subject to the call of the Superintendent for consultation, advice, and such other service as may be required."

A supply of blank forms (Form Ed. 75) similar to enclosed is sent for your use. These blanks are to be filled in and should be mailed to reach the office of Superintendent of Schools, 460 S. State St., on the *15th of the calendar month* (except July and August) in order that the Superintendent may certify your name on the payroll. (Failure to comply with above directions will, of necessity, result in omission of your name from the payroll.) Additional blanks may be secured when needed, from the Superintendent, 460 S. State St., Chicago, Illinois.

WILLIAM McANDREW.

(DETACH AND MAIL BEFORE THE 15th OF EACH MONTH)

(Form Ed. 75.)

Date_____

EMERITUS SERVICE—DEPARTMENT OF EDUCATION, CHICAGO
REPORT OF SERVICE RENDERED

To the Superintendent of Schools:

This is to certify that I have performed the following Emeritus Service during the school month of_____192__

(a) CONSULTATIONS_____

(b) REPORTS ON_____

(c) INVESTIGATIONS_____

(d) OTHER SERVICE

_____
(Name)

_____
(Be sure to insert latest address)

Mention the Bulletin when you buy.

Digitized by Google

City Council Votes Appraisement of Down Town District

Teachers' Federation Expresses Approval of Council Action

At the meeting of the City Council, May 12, the chairman of the Finance Committee of the Council was authorized to enter into an agreement with Walter W. Pollock and the Manufacturers' Appraisal Company of Philadelphia, of which Mr. Pollock is president, for the appraisal of land and buildings in the downtown district between the River on the north, 12th Street on the south and from the Lake west to the River.

The action of the Council followed a series of conferences between Mr. Pollock, members of the Finance Committee and others interested in the equitable assessment program. The action was in keeping with the program which the Teachers' Federation has urged as against increasing tax rates.

The Federation at its meeting, Saturday, May 15, by unanimous vote, expressed its approval of the action of the City Council.

Following are excerpts from the Journal of the Proceedings of the City Council at its meeting May 12, and also the letter of the Federation authorized at its meeting, Saturday, May 15, and ordered sent to the City Council at its meeting Wednesday, May 19:

Excerpts from Journal of the Proceedings of the City Council of the City of Chicago, Illinois

Regular Meeting, Wednesday, May 12, 1926, at 2:00 O'clock P. M. Page 3347, First Column

Committee on Finance: Contract for Appraisals for Tax Valuation Purposes.

The Committee on Finance submitted a report recommending the passage of an order submitted therewith authorizing a contract for appraisals of land and buildings in the "downtown" district for tax valuation purposes.

Alderman Woodhull moved to concur in said report and to pass said order.

No request being made by any two Aldermen present to defer consideration of said report for final action thereon until the next regular meeting, and the question being put, the vote thereon was as follows:

Yeas—Coughlin, Anderson, Cronson, Eaton, Guernsey, Woodhull, Meyering, Govier, Cross, Wilson, Kuntsmann, O'Toole, Byrne, Moran, Barbee, Ryan, McKinlay, Fick, D. A. Horan, Cepak, Toman, Arvey, Powers, Mendel, Touhy, A. J. Horan, Adamkewicz, Smith, Petlak, Kaindl, Seif, Nusser, Mills, Adamowski, Ringa, Jensen, Bowler, Crowe, Albert, Loescher, Brieske, Nelson, Hoellen, Boutell, Frankhauser, Pontow—46.

Nays—None.

The following is said order as passed:

Ordered, That the Chairman of the Committee on Finance be and he is hereby authorzied to enter into an agreement with Walter W. Pollock and the Manufacturers' Appraisal Company, of Philadelphia, Pa., for the appraisal of land and buildings in the territory bounded on the north and on the west by the Chicago River, on the east by Lake Michigan and on the south by Roosevelt Road, on the following basis:

Land valuation	**$ 5,000.00**
Building valuation	**10,000.00**
Compilation of comparative report at not to exceed	**500.00**

all in accordance with the proposal of the said Manufacturers' Appraisal Company; and the City Comptroller and City Treasurer are authorized and directed to pass for payment vouchers in accordance with the provisions of this order, when properly approved by the Chairman of the Committee on Finance, chargable to appropriations made under Account 3-S-2.

May 17, 1926.

To the Honorable the City Council,
City of Chicago.

Gentlemen:

The Chicago Teachers' Federation, at its regular meeting Saturday, May 15, by unanimous vote, expressed its approval of the action of the City Council taken Wednesday, May 12, authorizing a contract with the Manufacturers' Appraisal Company of Philadelphia for appraisals of land and buildings of the "downtown" district for tax valuation purposes.

The Federation also voted unanimously to cooperate with the City Council in all its efforts to secure needed revenue for the schools and other needs of the city through fair and equitable assessment of property instead of by increasing the tax rates. The officers of the Federation were directed to notify the City Council of this action.

Respectfully submitted,
THE CHICAGO TEACHERS' FEDERATION.

(Signed) MARY M. ABBE,
President.
(Signed) FRANCES E. HARDEN,
Corresponding Secretary.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Mention the Bulletin when you buy.

Digitized by Google

Federation Resents Proposed Absence Rule As Attack on Teaching Body

Voices Protest At Meeting; Links Rule with Salary Cut

The Chicago Teachers' Federation, at its meeting, Saturday, May 15, protested the imputation contained in a newspaper article of May 7, 1926, Chicago Daily News, regarding teachers' absence.

The Federation viewed this attack made upon the integrity of the teaching body as it did the aspersions cast on the teachers' integrity last fall as a preliminary step to the adoption of the report by Griffinhagen and Associates, Industrial Engineers, for the installation of time clock systems in the schools.

The teachers protested on the grounds that alleged economies in the schools are practiced at the expense of the teachers, and that action such as that contemplated—the passage of a rule further penalizing sick teachers—is a screen to hide what is in fact a cut in the salaries of those least able to bear it—the sick teachers.

Throughout the newspaper article referred to, the language implies that teachers absent for reasons other than illness have been receiving their full salaries, minus certain deductions, whereas teachers who have been absent for reasons other than illness lose their entire salary for the period of such absence.

The Federation directed that its protest be sent to the Board of Education at its next meeting:

Following is the article published in the News, May 7:

NEW RULES MULCTS ABSENT TEACHERS

Allows Ten Days Each Year for Sickness With Minimum Deduction

BY HAROLD O. TOTTEN

The public school teachers will lose heavily for absences in the future if the committee on rules of the board of education passes a proposed amendment to board procedure now under consideration.

The amendment, offered by the superintendent, has the outspoken support of Col. Edward B. Ellicott, president of the board, and other board members, but opposition is expected from teachers' organizations.

"At present, in regard to paying teachers for absences," says Col. Ellicott, "we are working under an old rule, passed when teachers were receiving about half as much salary as they are at present.

How Present Rule Works Out

"This means that now when a teacher is absent she is penalized only $2 a day. She is allowed ten such days a month. Absences in excess of this for illness usually receive special action of the board.

"You can see what this means. Say a teacher today is getting $10 a day. She may be absent ten days a month, be penalized only $2 a day, and receive $8 for each day she did nothing.

"This amendment proposes that the number of days under this rule be limited to ten a year, instead of ten each month, and that the teacher be penalized in the amount of half the salary paid the substitute who takes her place. In the grades this will mean probably $3 or $4; in high schools a little more.

"This seems only proper. Of course absence for illness will be cared for as it has been in the past—by action of the board on motion of the superintendent.

Records Show Abuse of Rule

"Naturally there will be opposition. But we have records to show abuses under the present rule."

Col. Ellicott held up a sheet of names, selected from the records of absence—many of them amounting to about the limit, no more and no less, each month.

Board members for months have been studying this situation. Many of them frankly admit the proposed amendment isn't nearly as strong as they would like.

The matter was scheduled to come before the rules committee this week, but a quorum was not present. No date has been set for the next meeting.

—The Daily News, May 7, 1926.

CONCERNING CHANGE OF ADDRESS

When our subscribers move the Bulletin will consider it a favor if they will notify the office and send in their new address ***and the old address*** as our mailing list is arranged according to Post Office Stations and when making changes in the list it is necessary to have the old address as well as the new address of the person requesting the change.

Indeed, Yes

A mother called her little daughter to her. "Just imagine, dear," she said, "Aunt Mary has a new baby, and now mamma is the baby's aunt, papa is the baby's uncle, and you are her little cousin."

"Well," said the astonished little girl, "wasn't that all arranged quick?"—Heywood Advertiser.

Digitized by Google

Passing the Buck

While first grade teachers and children have suffered through the removal of the chairs, the evolution of the order has been traced.

Responsibility for the removal of movable chairs in classrooms seems to have gone a wandering.

In a communication dated October 21, 1924, and addressed to the principals of ten schools named in the communication, Mr. Ambrose B. Wight, then assistant superintendent, says: "Our attention has been called by the business manager to the following excerpts from the report of the Bureau of Fire Prevention," (and then follow instructions to remove small chairs in certain buildings, as printed below).

An investigation of the question of movable chairs as printed in the last issue of the Bulletin, quotes John Plant, Chief Fire Prevention Engineer, as saying, in a letter addressed to Alderman Brieske: "In the opinion of Mr. Roeder, attorney for the Board of Education, who was present at the meeting this morning, the ordinances in the fire prevention code do not cover chairs in the front of school rooms. Furthermore, the Fire Department has not sent any letters to school principals, nor has it given orders to any school principals to have these chairs taken out."

As a climax to the investigation comes Superintendent McAndrews' Bulletin, April 13, 1926, page 103, paragraph 213, entitled, "Movable Chairs," in which the Superintendent quotes Chief Plant's letter "for your (the principals') guidance"

Following is the Superintendent's Bulletin to Principals and also Mr. Wight's communication of October 21, 1924:

Page 103 Supt's. Bulletin April 13, 1926

* * *

213 MOVABLE CHAIRS: As you are aware a committee of principals, and Assistant Superintendent Hogge, took up with Deputy Fire Commissioner Knight and Chief Fire Prevention Engineer Plant the desirability of using movable chairs in the front of public school classrooms when instructing special groups of children. The proceedings of the City Council of March 18 show a communication from Chief Engineer Plant of the Fire Prevention Bureau which was ordered printed: "The matter of loose chairs in the rooms of public school buildings should be handled entirely by the Board of Education. In the opinion of Mr. Roeder of the office of the Board's Attorney, the ordinances in the Fire Prevention code do not cover chairs in the front of school rooms. Furthermore, the Fire Department has not sent any letters to school principals, nor has it given orders to any school principals to have these chairs taken out." This is quoted for your guidance.

* * *

Signed—Wm. McAndrew.

Chicago, Illinois, October 21, 1924.

To the Principal of the ———— School:

Our attention has been called by the Business Manager to the following excerpts from the report of the Bureau of Fire Prevention:

Clearing Branch No. 3: Remove small chairs in portables F and E.

Henderson School: Limit occupancy of assembly hall to 900. Remove small chairs from Room 10.

Hayt School: Limit occupancy of assembly hall to 500. Remove small chairs from Rooms 21-22-24.

Swift School: Limit occupancy of assembly hall to 930. Remove small chairs from Room 104.

Pierce School: Limit occupancy of assembly hall to 1,050. Remove small chairs from Rooms 101-102-103-104.

Field School: Limit occupancy of assembly hall to 1,000. Replace one room of Moulthrop Desks with regulation desks fastened to floor, Room 101-B. Remove small chairs from Rooms 112-B, 104-105.

Armstrong School: Limit occupancy of assembly hall to 1,000. Remove small chairs from Rooms 101-103-104-206-210. Remove 6 Moulthrop desks from each of rooms 201-308-309-310.

Gale School: Limit occupancy of assembly hall to 800.

Wells School: Limit occupancy of assembly hall to 300. Remove small chairs from Rooms 105-106-107-108-206-208-209.

Carpenter School: Limit occupancy of assembly hall to 500. Remove small chairs from Rooms 19-20-22-26.

Will you please see that these violations are corrected at once, and oblige

Yours very truly,

Signed—A. B. Wight.

Asst. Superintendent of Schools.

ACCIDENTS WILL HAPPEN

"How does it happen that you are late in school this morning?" the teacher asked severely.

"Please, ma'am, excuse me," Annie said, "I must have overwashed myself."

SUBSCRIPTION

to

MARGARET HALEY'S BULLETIN

Name.....

Address.....

(Street and Number)

.....City

Subscription price—$2.00 per year.

MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago. Tel. Central 3904.

Mention the Bulletin when you buy.

Digitized by Google

The Hand That Holds the Salaries Holds the Jobs

Teacher Fails of Appointment Before She Takes Examination

How a teacher can be counted out of a position before she ever takes an examination for the position is graphically set forth in the correspondence below.

C. H. English, Director of the Bureau of Recreation, has in his hands the salaries of the playground directors in the recreational department, in that salaries of members of that department in every year of the schedule are dependent upon marks, and Mr. English grades the members of the department.

It would seem that Mr. English not only has power over their salaries but that he has similar power over their appointment.

Following are the two communications of much interest to the teachers:

(This Communication Was Received by the Teacher Whose Answer Is Printed Following It)

April 29, 1926.

To all Applicants for Recreation Centers:

There were over 200 applications received for 55 positions. You can readily see the problem of selection. Each person was graded on personality, experience and on the paper written.

Attempt was made to select the person who would fit into the situation at the various centers.

I was sorry to be forced to set aside so many applications. Practically everyone who applied could do the work.

Those who came late or did not show up for the examination after having made applications were considered after the other, the first group was graded.

This is to notify you that you were not appointed.

SELECTED:

A meeting of the persons selected is called for Saturday, May 22, at 10:30 a. m. sharp, in the Board Rooms, 2nd floor, 650 South Clark Street.

C. H. ENGLISH,
Director, Bureau of Recreation.

Chicago, May 17, 1926.

Mr. C. H. English,
Director, Bureau of Recreation,
Board of Education, Chicago, Ill.
Dear Sir:

On Tuesday, April 27th, I filed an application for the position as pianist in the playgrounds during the summer. You informed me that if there were too many applicants for these positions it would be necessary to hold an examination of which I would be notified. I received no notification.

The enclosed letter telling me that I had not been appointed states that my standards were not satisfactory. Inasmuch as I took no examination I do not understand how this decision was determined.

Yours truly,
(Name and Address Withheld)

I'll Huff and I'll Puff and I'll Blow Your House Down!

Board Precludes Teachers' Text Books Temporarily

Textbooks prepared by members of the school system were "barred until further investigation" at a meeting of the Board of Education, May 12.

The Board's action was the culmination of a prolonged controversy arising over the use of a text book written by Miss Grace Huff, a teacher, and by Joseph F. Gonnelley, a district superintendent.

Attorney Frank Righeimer submitted an opinion substantiating the objection of Lewis J. Coath, member of the Board, who took exception to the text book on the ground that the statutes forbid teachers or school officials to have a financial interest in books used.

Following is a newspaper article from the Chicago Tribune of March 31, 1926:

Chicago school teachers and principals are practically prohibited from writing text books for the Chicago school system unless they waive all of the royalty rights in Illinois, according to an opinion handed to the school administration committee yesterday by Frank S. Righeimer, attorney for the board of education.

As a result the committee recommended that the mathematic text book written jointly by Joseph F. Gonnelly, district superintendent in charge of junior high schools, and Miss Grace Huff, a teacher in the Lane Technical High school, be dropped as a Chicago text book.

Assignment Called Subterfuge

Both Mr. Gonnelly and Miss Huff refused to say to whom they had assigned their royalty rights in Illinois. The opinion held such assignment was a subterfuge to come within the letter of the law, and that unless they waived all rights the book was being illegally used in the schools. The decision is likely to affect the use of text books written during the last twenty years by members of the system.

The investigation into the Gonnelly-Huff book was brought about by Trustee J. Lewis Coath, who charged

(Continued on Page 337)

Mention the Bulletin when you buy.

Digitized by Google

House Bill, Which If Signed May Supplant Emeritus Service

Bill Provides for Retirement of Teachers, Principals, District and Assistant Superintendents

Below is printed House Bill No. 521, providing for the compulsory retirement of teachers, principals, district superintendents and assistant superintendents and the payment of retirement annuities from Educational Fund in addition to pension.

In view of the pending hearing on the Emeritus Service Rule, much interest is being manifested in the Bill which awaits the Governor's signature:

54th G. A. HOUSE BILL NO. 521 1925

Introduced by Mr. Miller, April 22, 1925.

Read by title, ordered printed and referred to Committee on Education.

A BILL

For an Act to provide for the compulsory retirement of teachers, principals, district superintendents, and assistant superintendents, and the payment of retirement annuities.

Be it enacted by the People of the State of Illinois represented in the General Assembly:

Section 1. In every city in this state having a population exceeding 250,000 inhabitants, the board of education of such city shall retire from active service on February 1 and August 1 of each year, all teachers, principals, district superintendents, and assistant superintendents in the public schools of such city in accordance with the following schedule:

(a) In the year 1926 all teachers, principals, district superintendents, and assistant superintendents seventy-five or more years of age, shall be retired from active service.

(b) In the year 1927 all teachers, principals, district superintendents, and assistant superintendents seventy-four or more years of age, shall be retired from active service.

(c) In the year 1928 all teachers, principals, district superintendents and assistant superintendents seventy-three or more years of age, shall be retired from active service.

(d) In the year 1929 all teachers, principals, district superintendents and assistant superintendents seventy-two or more years of age, shall be retired from active service.

(e) In the year 1930 and in each and every year thereafter, all teachers, principals, district superintendents, and assistant superintendents seventy or more years of age, shall be retired from active service.

Sec. 2. Each person so retired from active service who served in the public schools of such city for twenty or more years prior to such retirement, shall be paid the sum of Fifteen Hundred Dollars ($1,500.00) annually and for life from the date of such retirement from the money derived from the general tax levy for educational purposes: *Provided*, that any teacher, principal, district superintendent, or assistant superintendent so retired and receiving such annuity shall be subject to the call of the superintendent of schools in such city for consultation and advisory service: *And, provided further*, that nothing in this Act contained shall in any way impair or prejudice any rights of a teacher, principal, district superintendent, or assistant superintendent so retired to annuity under the provisions of any teachers' pension fund, or teachers' pension and retirement fund, established in accordance with the provisions of any statute of this State.

SCHOOL TEACHERS' "A. B. C." SHOPPING GUIDE

SEASONABLE SUGGESTIONS FOR BUSY TEACHERS

BEADED BAGS
Repaired, Relined and Duplicated
Silk Bags Made to Order
DE LUXE BAG SHOP
711 Venetian Bldg. 15 E. Washington St.

FIGURE MOLDS EXIT CORSET
Enter the new "Dream" Detachable Top Figure Mold. Clean and Dainty for Summer.
10% Discount to Teachers.
Mrs. L. MacPHERSON
517 Venetian Bldg. 15 E. Washington St.

HATS Make Your Own SAVE HALF
Our free designing, cutting and pinning service makes it possible. 10% discount to teachers
MILLINERY SUPPLY CO.
Room 906—17 N. State St.

CORSETS
Gossard Corsets
Lingerie
EICHORN
72 E. Madison

FUR COATS REMODELED
During the summer at $25
Furs Stored Free
THEO. ABELES
17 N. State St. Dea. 3382

MILLINERY SUPPLIES
Including FREE designing service of cutting, fitting and pinning materials selected
Saves 50% on hats. 10% disc. to teachers.
MILLINERY SUPPLY CO.
Room 906—17 N. State St.

FURS REDUCED PRICES
During May and June
Storage, Remodeling, Cleaning, Repairing
FANCHON L. TROEGER, Inc.
4th floor Republic Bldg., State at Adams, Wab. 5555

HATS
New Spring Styles
Popular Prices
KORA FOWLER
30 N. Michigan

REDUCING GARMENTS
Bridge Corsets and Surgical Supports
BERTHA BRIDGE
926 Marshall Field Annex Central 6328

Mention the Bulletin when you buy.

Digitized by Google

EMERITUS SERVICE

(*Continued from Page 329*)

service or the Board will have to defend its right to retain them on the Emeritus Service until such time as the 70-Year Age Retirement Law becomes operative for them. House Bill 521 is printed in this issue.

The proceedings of the Board of Education for January 13, 1926, page 612, names 73 Emeritus Service teachers with their ages. This list shows that 18 of the 73 on the list will have attained the age of 75 or older in the year 1926. The remaining 55 are below that age. The list shows that the number of Emeritus principals and teachers who will come under the provisions of the bill immediately, should the Governor sign it, is as follows:

5 of the 32 elementary teachers now on Emeritus Service
1 of the 2 special teachers
1 of the 6 high school teachers
8 of the 20 elementary principals
1 of the 7 Assistants to Principals
2 of the 6 high school principals

At the present time, under the Emeritus Rule, those on that service have been paid their salary warrants for the months of February, March and April. Their salaries amount to one-half of the average salary which they received for the last ten years of their service, provided that no one receives less than $1,500 nor more than $2,500. With the exception of the high school principals, no one on the Emeritus Service is drawing the maximum of $2,500 provided under the Emeritus Rule. If the Governor signs the bill, the 18 who come under its provisions are entitled to receive $1,500 out of the Educational Fund and whatever pensions they are entitled to receive out of the Pension Fund. It will amount, in most cases, to a total of $2,500.

I'LL HUFF AND I'LL PUFF

(*Continued from Page 335*)

that it was unethical for any one in Mr. Gonnelly's position to offer a text book to the system.

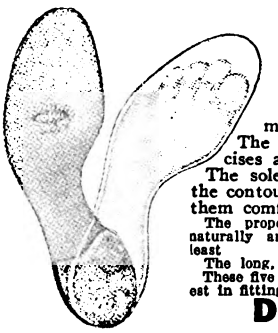
Righeimer Cites the Law

"The law is aimed at the use of official position, directly or indirectly, for the purpose of securing a possible advantage to one in such a position," said Mr. Righeimer in his opinion.

In the past teachers have assigned their royalties to relatives or friends to come within the law, notifying the board at the time. The opinion held such action to be illegal.

The committee concurred in Supt. McAndrew's nomination of Jacob H. Hauch, principal of the Lloyd school, for a district superintendency.

—Chicago Tribune, March 3, 1926.



Five points of interest, necessary for foot comfort, found in

SOCKET-FIT SHOES

A close-fitting instep, which, when laced up, forms a bandage about your arch to relieve all muscle strain—
The flexible construction which exercises and strengthens the muscles—
The soles which are moulded exactly to the contour of the sole of your foot making them comfortable without breaking in—
The proper balance which helps you to walk naturally and without strain—and last but not least
The long, hard wear.
These five points combined with a personal interest in fitting assures you foot comfort.

D. C. LOCKE'S

In the Lobby of the Shops Bldg.

SOCKET-FIT SHOE-STORE

17 North Wabash Ave., Chicago, Ill.

Formerly the College Boot Shop

MISS ANNA R. WALKER

ANNOUNCES THE REMOVAL OF HER SHOP TO
SUITE 1316 GARLAND BUILDING
58 EAST WASHINGTON STREET
CHICAGO
TELEPHONE DEARBORN 4642

Kittner Fashion Shop

Now presenting a variety of compelling styles in

COATS, SUITS and DRESSES

for Spring & Summer Wear



Dearborn 3467
914-916 Venetian Bldg. 15 E. Washington St.

Large Stock on hand



O. R. May Fur Co.

Remodeling and Repairing
New Coats Made to Order

501 Capitol Building
State and Randolph
Central 6049
Established 1897

If You Want a Good Shingle Bob
or
Permanent Marcel Wave
Come in and see us!



JOSEPH P. MARTIN
1016 Stevens Bldg.
CENT. 1216 DEAR. 6542



Fur Storage and Remodeling

Now is the time for remodeling. No charge for storage if remodeled during the Summer at our Summer Rates.

Our New Fall Styles Now On Display.

Siegel & Barth INC. FUR MFRS.

39 So. State St. Dear. 6023 and 3359

Mention the Bulletin when you buy.

Digitized by Google

WE'LL PAY YOU VACATION MONEY

Travel This Summer and Make $200 to $400 per Month

START now to plan a glorious summer. Visit new scenes and intriguing places. Travel all summer at our expense. Capitalize your experience. Build your bank account and your future. Accept this dignified, successful Compton plan.

Many school teachers have made more than $1,000 in the summer weeks. Of the hundreds we employ the average is over $250 a month. With that income each has found a wholesome vacation—work coupled with pleasure and happiness.

The Compton plan is built around the sale of Compton's Pictured Encyclopedia—a new kind of an encyclopedia endorsed by America's leading educators. It is backed by national advertising. Compton's meets with a home acceptance and popularity that makes its selling comparatively easy, its presentation highly interesting.

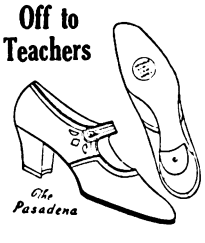
Get this summer-vacation and money earning plan. We train you and pay you each week while getting started. You earn handsomely and play as well. Of you, we ask—only that you are an ambitious woman, between 25 and 40 years of age, have had two years of normal or college training and three years of teaching experience. Make good with us and there may be a permanent $3,000 to $5,000 position here for you. Find out now all that Compton's plan may mean to you. Write for details today.

Address Dept. M. H.

F. E. COMPTON & CO.

1000 N. Dearborn Street Chicago

10% Off to Teachers



Fits Like a Glove!

You can get quality and style in most any brand of shoes, but you can't get Glove Grip Comfort in any shoes but Arnolds. The glove-fitting instep is patented.

Combination Lasts

$10—$11—$12

ARNOLD GLOVE GRIP BOOT SHOP

Room 206 6 N. Michigan Ave. Chicago, Ill.

TEACHERS!! Let Me Attend You Before Vacation

SUPERFLUOUS HAIR

Removed by Multiple Electrolysis
GUARANTEED PERMANENT AND SATISFACTORY

LOUISE B. EVERETT

Personal Service

17 N. State Street—Dearborn 5277



56 Years In The Fur Business!! I KNOW FUR

Why take chances with moths each Summer. OurFur Storage Vaults, of special construction, have been designed to eliminate every possible worry.

F. RANKE FUR CO.
Second floor Capitol Bldg.

159 N. State St. Dearborn 5831

May Your Shadows Never Grow Less!

Chicago, May 12, 1926.

To the Lookout,
At the Masthead.
Dear Lookout:

We sailors on the "Sea of Education" in the good bark "Chicago Public Schools" wish to express our unbounded admiration for your splendid article in April 30th issue.

With such a valiant seaman guiding our bark, we sailors can be sure that the rocks and snags and dangerous lures that infest the waters of our sea will be detected, and our boat will eventually ride safe into the harbor.

"Our hearts, our hopes are all with thee;
"Our hearts, our hopes, our prayers, our tears,
"Our faith triumphant o'er our fears
"Are all with thee, are all with thee!

"Sail on, Sail on."

Sincerely the sailors,
(Signed by 13 Teachers.)

VERILY

A negro soldier in the late war was observed frantically scratching. An officer asked why he did so. "I'se got 'rithmetic bugs," he answered. The officer inquired what " 'rithmetic bugs" were and the soldier replied, "Cooties." "De adds to de misery, subtracts from de pleasure, divides de attention and multiplies like all creation."

—Contributed.

AND A LITTLE CHILD SHALL LEAD THEM?

"I had some tax receipts and some special assessment bills on a small piece of Chicago vacant property. As I had a chance to sell this property I was trying to find out what I really paid for it, and I brought my tax bills and special assessments to school and gave them to my fifth grade pupils to add up for me.

"The sum total was so large that one of my small boys decided that I had paid too much and he came up very close and whispered, 'You should have done what my father does. He owns fifty flats and he always takes his tax bills to some politician and you know, he hands him a couple of dollars and so gets them fixed up so he won't have to pay much.' "

Sent by a Fifth Grade Teacher.
(Signature Withheld)

Digitized by Google

SURSUM CORDA!

(*Continued from Page 323*)

should be: To secure active and effective direction of the schools by affording the largest opportunities for initiative on the part of teachers in the formulation of courses of study and in the selection of textbooks; to encourage professional interests and to furnish a ready and effective means for the expression of sentiments and opinions with reference to questions of school policy.

Superintendents and boards that have recognized teachers' councils report generally that the conferences of the members of the council and administrative officials bring great help to the latter. One superintendent says that the educational council has been of more help to him than to the teachers, that it keeps him in touch with them, and that he is thus able to know their opinions upon various matters. In other words, this superintendent is given a broader view of school affairs by those who are closest to the children. ***A teacher of children knows the weak points of the course of study; she knows whether the textbooks in use are well adapted to the children in her grade. Granting that the opinion of a single teacher might not be worth much, the combined opinions of the entire teaching corps are certainly worthy of consideration.***

Whatever course teachers' councils may take, it should be remembered that the school board and the superintendent are the final authorities representing the public and that teachers legally have no legislative functions. Wise school boards and superintendents should, however, utilize the first-hand knowledge that teachers have of school conditions.

School superintendents generally state that the work of teachers' councils has been beneficial. Among the specific achievements the following are reported: (1) Aided in securing a retirement law; (2)) conducted successful campaigns for school bonds; (3) formed loan fund for teachers; (4) procured general increase in salaries; (5) worked out a new course of study; (6) unified teachers by social gatherings; (7) held meetings for professional advancement; (8) conducted lecture courses; (9) secured use of school buildings for community purposes; (10) established cooperation between schools and private music teachers; (11) brought about better working conditions for teachers; (12) provided rest rooms for teachers; (13) organized parent-teacher associations; (14) equipped playgrounds.

—W. S. Deffenbaugh—"Significant Movements in City School Systems" in Bulletin 1923, No. 8, issued by Dept. of Interior, Bureau of Education.

HENRICI'S is famous no less for the enduring and deep friendships it has won than for the quality of the foods it serves and for the great volume of its patronage. Of a Saturday, before the matinee, it is the great central meeting place.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets

BERTHA OTT

Announces

JOINT RECITAL

JACQUES GORDON, *Violinist*

AND

RUDOLPH REUTER, *Pianist*

At the

PRINCESS THEATRE

Sunday, Afternoon, May 23rd, at 3:30

Seats $1.10 and $1.65, Tax Included

CLASSIFIED

Summer Home

For Rent—In beautiful fruit country, Berrien Co., Michigan, eight miles from Lake Michigan, 80 miles from city, good six-room house, well furnished, beautiful grounds, seven large shade trees, fruit, garden, garage, cool, restful location. D. A. McQueen, Midway 9519.

For Rent—Cozy home in Gold Hill, Colorado, fully furnished, including six beds, beautiful fireplace, sleeping porches. Lovely view, easy, beautiful hikes, moderate terms. Call Van Buren 7382.

Digitized by Google

Circle Tours East---

Including NIAGARA FALLS, the THOUSAND ISLANDS, ADIRONDACKS, AUSABLE CHASM, LAKE CHAMPLAIN, the GREEN and WHITE MOUNTAINS, BOSTON, the Battlefields of CONCORD and LEXINGTON, MOHAWK TRAIL, BERKSHIRE HILLS, HUDSON RIVER, WEST POINT, STORM KING HIGHWAY, SLEEPY HOLLOW COUNTRY, NEW YORK CITY, DELAWARE WATER GAP, POCONO MTS., FIVE FINGER LAKES and WATKINS GLEN.

SESQUI CENTENNIAL EXPOSITION
may be included in Circle Tour East or made as an Independent Tour.

Send for booklets

ROYAL BLUE LINE MOTOR TOURS
116 South Dearborn St. Randolph 2870

French Line

Now you cannot afford *not* to go to Europe
Tourist III Cabin Round Trip Rate $177
Company's Office 109 N. Dearborn St.

European Tours

All expenses—limited parties
$395 to $2,100

For reservations and booklet—
AMERICAN TRAVEL BUREAU, Inc.
715-717 Straus Bldg., Chicago

Bluebird Cottage

BLUEBIRD COTTAGE in the Rocky Mountains at Boulder, Colorado, is open the year round to any Chicago teacher for rest and recuperation in the pure air and sunshine of Colorado. Register NOW for your Summer Vacation.

Reservations may be made in Chicago at
1515 Capitol Building

TAYLOR MADE
TRUNKS
BAGS and SUIT CASES
for the vacation traveler
Taylor's
128 E. RANDOLPH ST.
NEW YORK EST. 1850 CHICAGO

KWALITY Baggage
Chicago Trunk & Leather Goods Co.
MANUFACTURERS OF
LUGGAGE OF EVERY DESCRIPTION
526 South Wabash Avenue CHICAGO, ILL.
Wholesale Prices to School Teachers

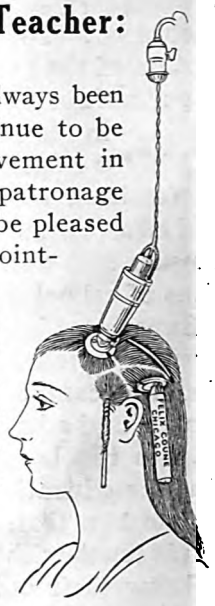
The Most Satisfactory
PERMANENT WAVE
Guaranteed to Please
PAUL MUNTZING, 162 N. State St.

To Any Chicago School Teacher:

Dear Madam:

Quality and Service have always been our MOTTO and shall continue to be so, with all possible improvement in Permanent Waving. Your patronage is appreciated, and we shall be pleased to serve you any time by appointment.

The Felix Coune System of Permanent Waving gives Natural Lasting Waves. Steadfast, Faithful Service since 1916 gives us the name - of - LEADER - and appreciation of the public.



Felix Coune
Permanent Waving System Co.
307 North Michigan Avenue
Chicago, Ill.

How would you like
Your Felt or Straw Hats *Reblocked*

into **up-to-date styles?** Bobbed hair or conservative styles. Small or extremely large headsizes. We have them. We are manufacturers of the finest hats and our Reblocking Department has access to the best shapes. A trial will convince you of our efficient service.

Chicago Hat Mfg. & Bleaching Co.
12 North Michigan Ave. 8th floor Ward Bldg.

Briefs, Records, Trust Deeds
Confidential Reports

BARNARD & MILLER
Law & Commercial Printers
172 N. LA SALLE STREET -- CHICAGO
Telephone FRANklin 0562

Booklets, Catalogs, Circulars, Folders
Price Lists

MARINELLO
Approved Beauty Shop
Everything in Beauty Culture
Permanent Waving and Expert Hair Cutting
by Licensed Man Operator
Suite 602 Stewart Bldg. 108 N. State
Opposite Fields CENtral 3877

Mention the Bulletin when you buy.

Digitized by Google

VOL. III

Margaret Haley's BULLETIN

NO. 18

Chicago, Ill. 28 May 31, 1926

The Platoon System Protest

The very fact of the existence of the Citizens' School league is a strong indication that there are material and serious objections to the platoon system as it is operated in Detroit public schools. And the impression that there is sound reason for the move to obtain modifications of the system, if not its complete elimination, is strengthened by the plainly expert nature of a good deal of the testimony against it. The league has certainly established a prima facie case.

Those who were instrumental in introducing the platoon system in Detroit and who have been engaged in developing it and advertising it about the country naturally are prejudiced in its favor, and some of them may find it hard to listen dispassionately and patiently to the protests now coming in. But it is their duty to do so. Children are not brought into the world for the benefit and maintenance of a system of education. Educational facilities are maintained for the benefit of children; they are subordinate to the welfare of the child. When a system is not run with this fact clearly in mind, it ceases to be a benefit and becomes an abuse and an evil.

Editorial, Detroit Free Press, May 11, 1926.

Digitized by Google

SHORTHAND COACH SCHOOL TEACHERS

You are cordially invited to refer your students to us for beginning or review work in

SHORTHAND . TYPEWRITING . BOOKKEEPING

Private Instructions by Competent Teachers

As a teacher, you are often called upon to shoulder the responsibility of recommending a school to your students. We sincerely believe that a visit to this school will convince you that you can unhesitatingly send your students to us. You will find our courses intensive throughout, and rapid in their preparation for positions.

A personal inspection of our school will be convincing

PREPARE YOURSELF FOR HIGH SCHOOL WORK
We can prepare you during the Summer months to instruct in Shorthand, Typewriting or Bookkeeping. Our correspondence course taken in the winter months will prepare you so well that much better results will be obtained, with less physical strain, when you come to us in the Summer.

SHORTHAND COACH SCHOOL—Myrtle M. Voss

101-3-4-5 Auditorium Building. Tenth Floor **431 South Wabash Avenue**

Wabash 3732——Harrison 1995

When referring students to us—kindly ask them to give us your name, and the name of the school in which you teach.

KWALITY Baggage

Chicago Trunk & Leather Goods Co.

MANUFACTURERS OF

LUGGAGE OF EVERY DESCRIPTION

526 South Wabash Avenue **CHICAGO, ILL.**

Wholesale Prices to School Teachers

Insured INDESTRUCTO Trunks

INDESTRUCTO TRUNKS AND LUGGAGE

Built to last and to Satisfy

CHICAGO SALES ROOM

20 E. Jackson Blvd. **HARRison 8123**

R. W. OWEN, Representative



Our Own

Patented Inner Strap

BRIEF CASE

Highest in Quality
Lowest in Price

Complete Line of TRAVELING REQUISITES

A & B LEATHER PRODUCTS MFG. CO.

Otto Bonke **M. Axelman**

Formerly Dearborn Trunk Co.

Republic Building, 220 So. State St.

Suite 614 **Harrison 1614**

10% Discount to Teachers

ON YOUR VACATION WEAR A SOCIETY EMBLEM

CHAS. A. WINSHIP & CO., Mfrs.

707 Capitol Building

159 No. State St. **Chicago**

MARIE VEATCH

SCHOOL OF THE DANCE

Ballet, Character, Clog, Soft Shoe and Charleston

After studying in Spain we are prepared to give the latest and most complete

SPANISH DANCES

AND CASTANETTING

Special Classes for Theatrical Preparation

An arrangement has been made by the Marie Veatch School whereby her pupils, after sufficient instruction, are placed on the

ORPHEUM CIRCUIT

Write for information

Downtown
Fine Arts Bldg.
Wab. 7432

South Side
5240 Harper Ave.
Hyde Park 6176

FINE ARTS BLDG. **CHICAGO**

Kindergarten Training

Pestalozzi Froebel Teachers College

3 Courses: Kindergarten, Primary, Playground.

Overlooks Lake. Central Location. Accredited. 50th Year Opens Sept. 21. Address Registrar, Box H, 616-22 S. Michigan Blvd., Chicago.

MACLEAN COLLEGE of Music, Dramatic and Speech Arts

"The Little College" for particular people. Vocal Art, Musical Comedy, Stage Craft Expression, Public Speaking, Dramatic Art.

A perfectly equipped miniature theater for practical work

Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers

DR. J. C. MACLEAN
Director Music Dept.

M. CATHERINE LYONS
Director Speech Arts Dept.

2835 S. Michigan Ave. **Phone Victory 7514** **CHICAGO**

2001 STRAUS BLDG. **TELEPHONE HARRISON 0304**

LAURA MAE HAYWARD

Educational Adviser

A PERSONAL SERVICE PLACING GIRLS AND BOYS IN SCHOOLS AND CAMPS ADAPTED TO THEIR INDIVIDUAL REQUIREMENTS

THIS SERVICE IS WITHOUT CHARGE

KITCHING'S GAMUT BELLS

792S. Gamut Bells. Made of the finest tool steel perfectly tuned and producing pure, clear, and mellow tones. There are 25 plates, giving two chromatic octaves from A below middle C to the first A above treble staff. Especially valuable for demonstrating the exact sound belonging to each letter and note in the chromatic scale. A large number of these bells are used with good success in the Chicago schools. Complete with two rubber hammers. Price and further information may be obtained by 'phoning Beverly 3023.



CYRUS KITCHING - 2255 West 91st Street

Bells that haven't been in use for many years may be repaired at reasonable prices by the original maker.

Boost the advertisers and boost The Bulletin.

Digitized by Google

MARGARET HALEY'S BULLETIN

VOL. 3. No. 18 May 31, 1926 Page 343

Miss Baird to Represent Teachers in Jefferson Memorial Election

Will Have Support of Chicago Teachers' Federation and Federation of Men Teachers

Miss Catherine Baird, one of the most distinguished members of the Chicago Teachers' Federation, has been selected by the Federation to represent it in the Jefferson Centennial Election about to be inaugurated in Chicago with the co-operation of the Chicago Daily Journal.

Miss Baird's candidacy has been endorsed by the Chicago Federation of Men Teachers.

Successful candidates will take part in a patriotic pilgrimage to Europe this summer. The trip will be known as the American Birthday tour in observance of the 150th anniversary of the signing of the Declaration of Independence and the 100th anniversary of the death of its author, Thomas Jefferson.

Chicago's program is part of a nation-wide movement in which various groups will nominate women to represent them in the European tour. The election is in no way to be a popularity contest. Votes will be sold at the rate of ten for a dollar and cast by the organization for its representative.

Upon the request of Governor Harry F. Byrd of Virginia, a large number of outstanding professional and business women of Chicago is being placed in nomination in the election of which Mayor Dever is honorary chairman.

The purpose of the election is to raise funds for the purchase and endowment of Monticello, the Virginia home of Thomas Jefferson, in time for the 150th anniversary of the signing of the Declaration of Independence.

Contributors to the fund are privileged to cast as many votes as they choose at the rate of ten votes for a dollar or ten cents a vote. For each unit of 50,000 votes cast or $5,000 raised, one delegate will be chosen for the Patriots' Pilgrimage to Europe. Delegates will be guests of the Thomas Jefferson Memorial Foundation and the expenses of the trip will be paid by that Foundation from a special fund.

Monticello, designed and built by Thomas Jefferson on the mountain top overlooking Charlottesville, Virginia, is considered the finest specimen of Colonial architecture in America. It is surrounded by a park of 650 acres and the estate in addition includes the mansion with its 35 rooms, the honeymoon lodge, the servants' quarters, the law office and the burying ground where the immortal author of the Declaration of Independence lies buried.

Monticello was sold immediately after Jefferson's death by his daughter in order to pay his debts and it remained privately owned until 1923 when the Foundation took it over to make it a shrine of patriotism for the children of America. It is hoped to accomplish this by July 4 of this year, as the date marks the 100th anniversary of the death of Jefferson and the 150th anniversary of the signing of the Great Document.

The Centennial Committees stresses the point that the election is not to be confused with a popularity contest. Candidates are not in competition with each other, their election depending upon the raising of $5,000 by means of votes, by the organization which they represent.

Voting in the election will be from June 10 to July 3 in the Continental and Commercial Bank, but contributions may be solicited beginning June 5. Official ballot books containing ballots that may be filled in for any number of votes at 10 cents each, are deposited at the bank, together with the funds. Stand-

(Continued on Page 356)

Boost the advertisers and boost The Bulletin.

Digitized by Google

From the Masthead
by The Lookout



I do not know what kind of record this Board or this School Administration Committee will make, but I am certain, in years to come when the historians of educational development look back upon it, that it will be of immense interest to the folks to read of the tremendous reaction that took place in the school system of Chicago in 1924 and 1925, when the school councils that had been advocated by all the leading educators in this country for many years, which stood up under conditions of freedom in this system, where suddenly and ruthlessly withdrawn and so far as their effectiveness is concerned, in my judgement, destroyed. —James Mullenbach.

Member Chicago Board of Education.

To the Teachers of Chicago:

In an editorial in the Chicago Tribune of May 29th, under the caption "In Praise of Chicago's Public School System," is this final paragraph:

"One of the most commendatory things the future history of Chicago will say about the administration of Mayor Dever is that he gave the people of the city a newly progressive public school system."

The next day, May 30th, the Tribune quoted Mayor Dever as saying, relative to the appointment of new members of the Board of Education:

"Why should I make any changes. The Board, as it is, seems to be handling school affairs smoothly, so far as I am informed."

Some of the people of Minneapolis were led to believe that their Board of Education was "handling school affairs smoothly." But on the afternoon of May 13th, Minneapolis was shocked to learn that Mr. Albert Gullette, admittedly one of the finest and best beloved principals in the public schools of that city, had that morning taken his own life after sending a statement in his own handwriting to the President and two members of the Board of Education and to the Minneapolis Daily Star. This statement, which was printed in the Daily Star that afternoon, was a scathing indictment of the administration of the Minneapolis public schools under the present Superintendent, Mr. W. F. Webster. It is reprinted from the Star in full on page 348 of this Bulletin. The first two paragraphs read:

"I want to render a final service to the schools which I have served faithfully for twenty-four years. I am therefore presenting the school situation as it is.

"At no time during my term of service have the teachers of the city been so anxious, so unhappy, and so distressed, as they are today. Many will protest the contrary because they do not want to lose their jobs. But if there are any who are unafraid they will confirm my statement."

On the afternoon of May 13th, the day Mr. Gullette ended his life, a committee of principals met and gave to the press a statement, signed by seven principals, refuting the criticism of the administration contained in Mr. Gullette's statement of that morning. These seven principals asked the people of Minneapolis to remember that the statement of Mr. Gullette "was issued after his great, kind, finely balanced mind had broken." This statement of these principals is printed in full on page 349.

On the day of Mr. Gullette's funeral the Minneapolis Star stated that the principals who signed that statement "had prepared the statement after having been summoned to the Superintendent's office." The Star quoted one of the principals, Mr. Maas, as saying: "I received my invitation to report to the Superintendent's office from a clerk in that office. I would not say the invitation came from Mr. Webster."

A few days after Mr. Gullette's funeral the Minneapolis Star published a hitherto unpublished letter written to Superintendent Webster by another Minneapolis principal, Mr.

Digitized by Google

Francis Cleary, on April 24th, three weeks before Mr. Gullette penned his indictment of the administration of Superintendent Webster. The Star termed Mr. Cleary's letter not only complete corroboration of Mr. Gullette's statement, but a more severe indictment of Webster's administration than Mr. Gullette's statement; also that this letter was sent to Mr. Webster, with request "for his correction and comment."

Mr. Cleary's letter was printed in full in the Star, and most of it is reprinted in this Bulletin on page 349. The concluding paragraph reads as follows:

"The teachers are constantly kept on the anxious seat by some new threat coming from the Superintendent's office. The ox-goad is always in evidence. There is no inspiration or encouragement for the ambitious teacher in Minneapolis today. She enters the service full of pep and ambition. She is soon depressed to the level of mediocrity by the depressing influence of the espionage system in force. Doubt and uncertainty as to what is going to happen next exist in the minds of the teaching body and this state of unrest and uncertainty cannot redound to the benefit of the schools. This condition will continue until a rational policy of friendly and sympathetic cooperation is put in practice by the supervising force."

In regard to Mr. Cleary's letter, the news item in the Star says:

"Mr. Cleary's letter reveals fully the situation exactly as described by Mr. Gullette, indicating either a strange coincidence in the mind of a sane man and of one attempted to be shown insane, or that an insane man is principal of a Minneapolis school. For Mr. Cleary still holds his position as principal of the Grant school, although a renewal of his contract has been denied him.

"Besides indicating a state of terrorism and depression among the Minneapolis teachers, Mr. Cleary's letter points out that the rules of the School Board itself are broken in the dismissal of teachers.

"He describes what he calls the abject subjection of the Board of Education, 'two members only excepted,' to the dictation of the Superintendent.

"Mr. Cleary goes further than Mr. Gullette in saying that no Board should allow a Superintendent to 'torture a teacher for years to induce her to resign' before finally throwing her out publicly.

"This extreme corroboration of Mr. Gullette's statement from a source prior to the Gullette letter overwhelms the insinuation that Mr. Gullette's mind had broken before his death as a 'last service to the Adams School' of which he was principal."

On May 15th, the Minneapolis Tribune printed a letter addressed to the Tribune by Mr. Dudley Parsons, a teacher in the West High School, Minneapolis, in which he refers to a recent meeting of practically all of the Minneapolis teachers, called for the purpose of securing from the next Legislature the tenure law they very nearly won from the last Legislature. This action, Mr. Parsons says, "seems to contradict the statement of the esteemed principals lately given to the press." Mr. Parsons also refers to "another fact hard for these principals to ignore," namely, the more recent meeting of hundreds of citizens "to protest against the broken faith that has made tragedy among the Minneapolis teachers and to insist that these teachers be guaranteed at least their rights under the rules which govern them."

Mr. Parsons' letter then says:

"Finally comes this letter of Albert Gullette itself which they surely can induce no one to believe is the work of a disordered mind. These things, if known, must make for much thought on the part of thousands of citizens who have not heretofore been interested in school affairs. For if Mr. Gullette, a man who, his associates declare, was of a peculiarly strong mind, did become deranged by grief over the condition of teachers in his or other buildings, then surely the system that produced the woe is under still more severe indictment than as if he made an heroic gesture to warn his fellow citizens of impending disaster."

Mr. Parsons concludes his letter to the Tribune:

"As a closer friend of Mr. Gullette than any of the principals who signed that statement in your columns, however, I believe that he did make such a gesture, and if the cause dear to him shall be thereby advanced, costly though the sacrifice, nevertheless, it is a holy one, for the children of Minneapolis will some day highly value him, whom his superiors unite in calling a scholarly gentleman, for his declaration: 'I want to render a final service to the schools which I have served faithfully and efficiently for twenty-four years.'"

In Mr. Gullette's statement of May 13th, he says that the teacher who was the best character-builder in his school was dismissed over his protest because she was homely and made her own clothes. After his death the correspondence between him and the Superintendent in regard to this teacher was printed in the Minneapolis Star. It is reprinted here on pages 348 and 349.

What a world of tragedy for the children is contained in these words of Mr. Gullette in his letter to Superintendent Webster about this teacher!

In answer to Mr. Webster, Mr. Gullette, on June 27, 1923, wrote:

"You say that you thought I considered her mediocre. I want to avoid danger of further misunderstanding. There are some people in the world gifted with unusual moral insight. There are also some who are able to impart that vision to others. Miss ———— has both, and in that respect she is very far from mediocre. When it comes to imparting lesson facts, I do not consider that she has more than very ordinary ability. From that point of view the word mediocre might well be applied. But if I were required to choose from my own departmental corps one teacher, and only one, for my

Digitized by Google

own children, that teacher surely would be Miss————. It is my belief that Miss ———— ought not to go, although her class room work is not entirely up to standard."

The teacher referred to in the correspondence has since died.

Mayor Dever is quoted as saying, "The school board, as it is, seems to be handling school affairs smoothly, ***so far as I am informed."*** The publicity now given to the Minneapolis administration of school affairs indicates a striking parallel in the fate of teachers in Minneapolis and in Chicago who attempt, individually or collectively, to inform their respective administrations of those things which they consider wrong in their administration's "handling" of the schools.

Principal Cleary finds that he is not recommended by the Superintendent for reelection at the coming annual election of teachers by the Minneapolis Board of Education. Faced with the suicide of Principal Gullette, who did not wait to be discharged after writing a similar indictment three weeks later, the administration brands the Gullette statement the work of an insane mind.

Of the latter charge, the Minneapolis Star, in an editorial under the caption, "Let the Public Know the Truth," says:

*******"The insanity defense has been knocked higher than the great dipper by the testimony of Mrs. T. F. Kinney, whose veracity none will question, that three years ago when she was a member of the school board Professor Gullette repeated to her the same indictment of Websterism that he did in his death note." * * * ***

"It (the Star) does not believe that it would be necessary for the Superintendent and his hand-picked committee of principals to resort to the cowardly attack upon Professor Gullette's sanity just because he called attention to abuses which he alleged the school system was suffering from, if there was a REAL defense against those charges."

Of the discharge of teachers, the same editorial (printed in full on page 352 of this Bulletin) says:

"Teachers who are still employed in the schools, but who would probably be fired instantly without a formal hearing, if their identities were revealed; former teachers, some of whom quit rather than continue under the present regime, and others who claim they have been persecuted by Mr. Webster, have given their version of the school conditions to the Daily Star."

Concluding this report on the Minneapolis tragedy, the outcome of a "so-far-as-I-am-informed" administration of the schools, I urge the teachers of Chicago to read not only the letter of Mr. Cleary and the statement of Mr. Gullette, but also the editorials on that tragedy, reprinted in full in this Bulletin on pages 351-2, and the resolutions, printed here on page 349, adopted, since May 13th, by the Central Labor Union of Minneapolis ordering a thorough investigation of the Minneapolis school situation.

But, before reading all those records of the Minneapolis tragedy, read once again this paragraph entitled "The Sorrowful," paragraph No. 45 of the "Mid Year Prospectus" over the signature of the Superintendent of Schools of Chicago, and dated January 25, 1926:

45. THE SORROWFUL.

Chicago, according to the testimony of those who have known it long, has one of the most well rehearsed anvil choruses of any school system in the world. Small in numbers though it be, it has tired out the patience even of experienced newspaper editors. It attempts to inject a minor dirge into what is naturally the merriest and most interesting of callings. It is unfortunate that the ever-ready letter writer of this sort advertises to the public that our men and women are protesters, complainers and whiners, when a trip through the schools show the prevailing note to be that of cheerful desire to serve the public. These unhappy ones alienate the citizens on whom the schools must depend for the adjustment of funds essential for carrying on. No other organization would risk retaining such debilitating elements when so many more willing applicants are seeking admission. Give them warning and if they continue their deleterious injection of grief and woe into a service whose success depends on good-natured cooperation, bring them before the Board to determine their value.

Will the future historian of Chicago call this "smooth-handling" or manhandling of the teachers?

Now, read again this editorial opinion of May 29, 1926, of the World's Greatest Newspaper:

"One of the most commendatory things the future history of Chicago will say about the administration of Mayor Dever is that he gave the people of the city a newly progressive public school system."

Then read this statement made on March 10, 1925, by a member of the Board of Education who was reappointed by Mayor Dever in May, 1925, and confirmed by unanimous vote of the City Council. This is the statement Mr. Mullenbach made to the Committee on School Administration before he moved not to concur in the report of the Superintendent authorizing "a hand-picked conference of the Superintendent," as Mr. Mullenbach called it, to take the place of the Teachers' Councils. These Councils had been abolished by the Board of Education on September 24, 1924, at the request of the Superintendent who never tolerates an "Anvil Chorus" over which he cannot brandish a baton.

Boost the advertisers and boost The Bulletin.

Digitized by Google

Following is Mr. Mullenbach's statement:

MR. MULLENBACH: Madam Chairman, I talked about this matter when it was up for discussion before. I do not know what kind of record this Board or this School Administration Committee will make, but I am certain, in years to come when the historians of educational development look back upon it, that it will be of immense interest to the folks to read of the tremendous reaction that took place in the school system of Chicago in 1924 and 1925, when the school councils that had been advocated by all the leading educators in this country for many years, which stood up under conditions of freedom in this system, were suddenly and ruthlessly withdrawn and so far as their effectiveness is concerned, in my judgment, destroyed.

I have referred to this thing before, but honestly I feel ashamed as a citizen of Chicago when I think of the teachers who teach the children of this city having less to say about the conditions and the policies of our educational system than the humblest sewing girl working in the manufacture of our men's clothing has to say about the conditions under which she works.

It looks to me like a degradation of a professional group that ought to be given a place of dignity in the community second to none. How are we ever going to establish a free democracy, a sense of free citizenship where there is no democracy in the school system? Why we should fix this autocratic scheme of things in the center of our school system is a mystery to me, and why a school board composed of citizens who profess to believe in a democracy should support a doctrine and precepts of that kind is a mystery to me, and, Madam Chairman, I cannot in all conscience support the Superintendent's proposal.

I think that Mr. Layman is absolutely right when he says that the term that is used here is entirely wrong, speaking of teachers' councils, hand-picked folks to come up in this very peculiar general organization that would not really represent the real school teachers. They represent particular organizations and the interests of those particular organizations, and to say it is a teachers' council when it is nothing but a sort of hand-picked conference committee of the Superintendent is a misuse of terms. It is a poetic license or rather an unpoetic license, if I may put it that way, without any sense at all. So, Madam Chairman, I will have only one motion to make, and that is that we do not approve of the suggestion of the Superintendent.

Teachers, having read Mr. Mullenbach's opinion, and that of the Chicago Tribune, ask yourselves this question:

What WILL the future historian of Chicago say?

It took the supreme sacrifice of an Inez Mulholland to arouse the men of England to a realization that the boasted right of every citizen of England, the fundamental right of petition, was lost to the ***men*** of England as well as to the ***women*** of England when the Prime Minister of England denied to the English women the right to petition for suffrage.

Not England alone, but the world, awoke to the realization of that momentous fact in the world's history, when the newspapers of the world heralded to the world the tragedy of the beautiful young American girl, trampled to death under the feet of the King's horses, as she dashed to seize the reins, stop that childish royal pageant, and tell that toy King of England that the ***men*** of England were denied the fundamental right of petition when the ***women*** were denied it.

That King and that Prime Minister, that no ***living*** voice could have reached, listened—and in the stilled voice of Inez Mulholland they heard the voice of a Nation and of a World.

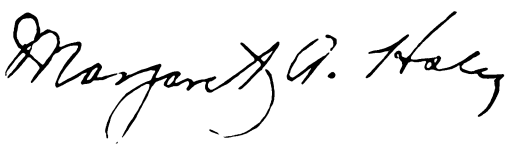
On that day Suffrage was won, not alone for the women of England but for the women of the world; not alone for women in the larger community outside the school, of which the school is an essential part, but necessarily and as a consequence, participation in determining the policies and the government of the school was won for the ***women*** and for the ***men*** in the school rooms of the world.

No one had a clearer vision and understanding of this great truth than Ella Flagg Young, the pioneer suffragist, the awakener of the spirit of democracy and the builder of the machinery of Democracy in the schools.

The tragedy of a Detroit, a Minneapolis, or a Chicago may hasten or delay but cannot prevent the awakening of that spirit of Democracy nor the upbuilding ***by*** that spirit of the machinery of Democracy for the participation of teachers in the determination of educational policies and working conditions in the schools.

Neither can the Superintendents, nor the Boards of Education, nor their creators or creatures prevent the awakening of that spirit.

They may brand the Gullettes "insane" and drop the Clearys as incompetents in Minneapolis; or dub them "The Sorrowful" in Chicago and order their dismissal. But the Superintendents and the Boards of Education, that no LIVING voice could reach, will stop and listen—and in the stilled voice of Albert Gullette they, too, will hear the voice of a Nation and a World.



Boost the advertisers and boost The Bulletin.

Digitized by Google

Grief Stricken Over School Affairs, Minneapolis Principal Takes Life

After Serving Schools 24 Years, Leaves Sorry Indictment of System

Another teacher has made the supreme sacrifice.

He is Albert Gullette, principal of a Minneapolis school and teacher in the Minneapolis schools for 24 years. A victim of an administration which he said had disorganized and dragged down the public schools, he took his own life May 13 in his school in Minneapolis.

Before taking his life he wrote an indictment of school conditions in Minneapolis. Facts as brought out in that letter parallel so closely conditions in Chicago that these newspaper accounts are here published:

Following is the letter in full which Principal Albert Gullette sent to The Daily Star, A. P. Ortquist, J. E. Myers and Lowell E. Jepson of the school board, before taking his own life:

I want to render a final service to the schools which I have served faithfully and efficiently for twenty-four years. I am therefore presenting the school situation as it is.

At no time during my term of service have the teachers of the city been so anxious, so unhappy and so distressed as they are today. Many will protest the contrary because they do not want to lose their jobs. But if there are any who are unafraid, they will confirm my statement.

"WORK OF WEBSTER"

Mr. Webster has performed a service to the schools by putting finances on a clean-cut basis. That is all that he has accomplished. His other activities have disorganized the schools and dragged them down. His facility in the use of words has made it possible for him to conceal the havoc he has wrought. He has placed his emphasis on firing teachers, not on improving them. He has stated to the principals that it is an economy to hire cheaper teachers. This represents his one financial blunder. His ideal principal or supervisor is one who "treats 'em rough." His insistence on outside help is due to his inability to develop and make use of the splendid people in his corps. He considers himself practical, yet he has no conception of the principles of efficiency as they are being worked out in modern industry. He grows eloquent and tearful when he expresses his love for the girls and boys, yet he destroys the very source of true service to them by his ruthless browbeating of teachers.

"CHARACTER BUILDER"

He dismissed the finest character builder from Adams school over my protest because she was homely and made her own clothes.

His criticisms are petty and relate to non-essentials. He visited half a day in a building and reported to the principal that a teacher was leaning against the wall and that a girl had whispered to her neighbor.

"STUPIDLY FOLLOWS MASTER"

Mr. McWhorter stupidly follows his master.

Charming Miss Foster is establishing unrest and deception by the unreasonable demands of her program. Teachers believe that if they are to meet the requirements of Miss Foster and her inexperienced assistants they must do more than is possible for ordinary pupils. Throughout the city teachers are therefore doing the work and calling it the work of pupils. This is demoralizing to both teachers and pupils, and teachers are worried sick until it is over.

"TENURE BILL NEEDED"

Teachers need a tenure bill, not for protection but for reassurance. The proposed tenure bill would give no more permanence of tenure to the teachers than the board nominally assures them under its present rules. But the passage of such a law with the backing of the board would bring a relief to the minds of the teachers that would increase the general teaching efficiency to an unbelievable degree.

The greatest service that the board of education can render to the girls and boys of Minneapolis is to indorse the tenure bill, call for the resignation of Mr. Webster and replace him with a man who can bring our splendid teaching staff into united, sympathetic organization. Respectfully submitted,

ALBERT GULLETTE.

(Note: The Mr. McWhorter referred to is L. N. McWhorter, assistant superintendent of schools, and according to Superintendent W. F. Webster, the Miss Foster mentioned is Miss Eleanor Foster, supervison of drawing.)

—Minneapolis Daily Star, May 13, 1926.

PROTESTS TEACHERS' DISCHARGE

* * * *

Letters exchanged by the superintendent and Mr. Gullette bearing on the dismissal of the Adams school teacher over the protest of the principal, were made public at the school administration offices.

At the close of the 1922-23 school term, Mr. Gullette wrote to Mr. Webster in regard to the matter protesting the teacher's discharge, to which Mr. Webster replied, in part:

"You have entirely misinterpreted me in the letter which you have written. I do not wish anybody to modify his honest judgment because of anything that I say, unless his judgment has been modified by what I say. I was thinking that it would have been very much better for you to say, 'Mr. Webster, I do not think Miss —— ought to be dismissed from the force.' I have never had the impression that you really thought Miss —— was a good teacher; had always the impression that you considered her mediocre.

"I respect your judgment and I respect you very highly; but I have thought that you oftentimes tried to adjust your judgment to conditions. In matters of this kind you certainly have a right to express yourself without any reservation."

Digitized by Google

In answer, Mr. Gullette, on June 27,* 1923, wrote:

"You say that you thought I considered her mediocre. I want to avoid danger of further misunderstanding. There are some people in the world gifted with unusual moral insight. There are also some who are able to impart that vision to others. Miss —— has both, and in that respect she is very far from mediocre. When it comes to imparting lesson facts, I do not consider that she has more than very ordinary ability. From that point of view the word mediocre might well be applied. But if I were required to choose from my own departmental corps one teacher, and only one, for my own children, that teacher surely would be Miss ——. It is my belief that Miss —— ought not to go, although her classroom work is not entirely up to standard."

The teacher referred to in the correspondence has since died. * * *

STATEMENT OF COMMITTEE OF PRINCIPALS

The professional committee of the Principals' Forum, of which Mr. Gullette was a member and a former president, issued a statement Thursday, in which he stated that he apparently wrote those letters "after his great, kind, finely balanced mind had broken." Their statement reads as follows:

"We, the members of the professional committee of the Principals' Forum, desire to express our deep regret at the passing of a fellow worker whom we have so greatly esteemed. Mr. Gullette was an unusual student, a man of high ideals and possessed the courage of his convictions.

"We could not be loyal to Mr. Gullette and the work of his lifetime if we did not refute certain statements which are made in the letter, which could have been written only during a period of extreme despondency. During our long and intimate acquaintance with Mr. Gullette there has never been an indication that this was his true feeling. We feel certain that during his better moments he would never have made the charges contained in this letter.

SAYS "MIND WAS BROKEN"

"It is the policy of the administration to improve in every way the personnel of the teaching corps; to retain as far as possible the teachers of experience and worth; and to bring into our system teachers of decided ability.

"The public must know that the splendid output of the schools can come from none other than a satisfied teaching corps.

"At no time has it been suggested to principals to reduce efficiency by recommending that inferior or cheap teachers be employed.

"It is our belief that the schools have never been better organized, and that the objections of education and the effectiveness of instruction have never been more clearly demonstrated than during the past year.

"We can only ask that those who read the accounts of Mr. Gullette's sudden death will remember that this statement was issued after his great, kind, finely balanced mind had broken. (Signed),

"Zada A. White, Lake Harriet School,
"Ella Probst, Calhoun School,
"Prudence Cutright, William Penn School,
"A. F. Benson, Jordan Junior High School,
"H. H. Maass, Horace Mann School,
"Philip E. Carlson, Roosevelt High School,
"Genevieve L. Stone, Whittier School,
"President, Principals' Forum."

—Minneapolis Star, May 14, 1926.

LABOR UNION CRUSADE

The Central Labor union today stands officially pledged to carry on the crusade inaugurated by Albert Gullette, principal of Adams school, with his death.

Resolutions adopted last night by the unions' central organization expressed deepest sympathy to members of Mr. Gullette's family and promised to bring to the attention of the people of Minneapolis, "the heartbreaking and discouraging conditions under which Albert Gullette was compelled to carry on his work and which today handicap our schools" and to continue the crusade until the public is thoroughly informed and insists that the things for which he worked and died are achieved.

TEXT OF RESOLUTION

Following is a copy of the resolution:

Whereas, Albert Gullette, principal of Adams school, whose kindliness and ability throughout the many years of his useful career won the love and esteem of all who knew him, has passed on, and

Whereas, just previous to his death he wrote a letter severely arraigning the conduct of the Minneapolis schools in which he declared it was his wish to render a last service to the schools, and

Whereas, the Central Labor union of Minneapolis realizes and appreciates the life time that Albert Gullette gave to the advancement of the Minneapolis schools and the supreme sacrifice which he made that in order that the abuses in the Minneapolis schools might be corrected, justice once again prevail for the teachers and the standards of education afforded to which the pupils are entitled.

CARRY ON CRUSADE

Therefore, be it resolved, that wishing to pay the highest tribute to the life work of Albert Gullette and his unselfish sacrifice we pledge ourselves to carry on the crusade in which he played so effective a part for the establishment and conduct of schools most beneficial for the pupils, most encouraging for the teachers and of which the city may be proud.

And to this end we declare our intention of bringing to the attention of the people of Minneapolis the heartbreaking and discouraging conditions under which Albert Gullette was compelled to carry on his work and which today handicap our schools until a public thoroughly informed realizes the deplorable policies under which our schools are today conducted and insists that the things for which Albert Gullette worked and died are achieved.

And, be it further resolved, that we express our deepest sympathy to the members of the family of Albert Gullette for the immeasurable loss they and the public school system have suffered in the passing of this kindly, able and courageous gentleman.

—Minneapolis Star, May 20, 1926.

* * * *

LETTER WRITTEN BY CLEARY

Following is the Cleary letter written and sent to Mr. Webster nearly three weeks before Mr. Gullette's death:

"In the Sunday issue of the Minneapolis Tribune, under date of March 14, 1926, there appeared an article purporting to describe accurately the working of the Minneapolis school system, under the present administration.

"The writer of that article indulged in a few reminiscences of the ox team experiences of his early youth, together with a few observations on the changes that have since taken place in educational methods and processes. It is a well-known fact that our earlier experiences have an important bearing upon later activities in life. No doubt, these early experiences of the head of

Boost the advertisers and boost The Bulletin.

Digitized by Google

our school system are accountable for the goad-stick method so prominent in his administration, in accelerating the activities of the teachers in the Minneapolis schools. Teachers are not like dumb driven cattle and object strenuously to being treated as such.

TEACHERS HEART OF SYSTEM

"The question at issue at the present time is whether or not the present administration has adopted and put in actual practice a policy that is just and fair. * * *

"The most important function of any scheme of school administration is the employment and the keeping employed of an adequate and efficient corps of teachers. These teachers are the heart and the soul of the system. Any school policy that does not tend to develop and encourage the happiness and contentment that naturally flow from the achievement of a task well done, has failed, in an administrative sense, in one of the most important essentials of school management.

LIMIT ON AGE PLACED

"Let us see how this is carried out, in actual practice, in the Minneapolis school system.

"The superintendent says that the utmost care is exercised in the selection and dismissal of teachers. Although not embodied in the printed rules of the board, the policy has been adopted by the administration not to consider the application of any teacher who has attained the age of 40 years or more, no matter what her qualifications or success as a teacher may be. This attitude of the administration towards the teaching profession is notice that the age of 40 years is the dead line for teachers in the Minneapolis schools. This notice does not promote either happiness or contentment among our teachers, but tends to lower their morale and lessen their efficiency, and as a natural result, reacts upon the children in the schools, to their detriment.

* * *

PUBLIC HEARING REFUSED

"The dismissal of teachers is as carefully guarded as their employment, it is said. * * * The administration and the school board refuse to state the charges, in writing, as the rules provide. They also refuse to give a public hearing to the dismissed teacher, as the rules provide. This is not done to protect the teacher but to protect the administration from exposing to public scrutiny the real motive prompting the dismissal. The abject submission of the board of education, two members excepted, to the dictation of the superintendent, on all matters concerning the hiring and the dismissal of teachers, is responsible for the acts of cruelty and persecution now being practiced upon members of the teaching force. No board should allow its superintendent to torture a teacher for years to induce her to resign, and failing in this finally throw her out publicly. Such treatment is cruel and inhuman and the wonder is that more of our retired teachers have not broken down, mentally, than have. The board of education cannot escape its responsibility for these acts. They are primarily responsible to their constituents for the manner in which the administration is conducted.

PROCESS SLOW, CUMBERSOME

"In the Tribune article the superintendent outlines a method of procedure followed in the dismissal of teachers. He concludes this outline by saying 'I do not know how more could be done.' He does less. The process is too slow and cumbersome for the dismissal of some teacher who has offended, just how or when or where he declines to state in writing. The teacher is either dismissed from the office direct, without the required written notice, or a blank is sent to the principal, with the approval of the teacher's dismissal recorded thereon in advance, by one of the assistant superintendents. Teachers are being dismissed without the consent or recommendation of their principals. They are also being retained in the system over the written recommendation of the principal for dismissal and no explanations given.

"The following extract from a bulletin recently issued from the superintendent's office explains, in part, just how the recommendation for dismissal comes about. This bulletin was addressed to 'All Principals' and the word 'Personal' was printed on the outside of the envelope. It says, 'It is unfortunately the fact that assistant superintendents have reported in advance of your recommendations most of the people who have been dismissed in the last two years. I believe that in their visits, once in two months, they discover faults in teachers and flaws in their work so great that you are afterwards willing to make a recommendation for their dismissal, this is some indication of the quality of your supervision.'

VISITS FAR APART

"Neither the assistant superintendents nor the superintendent visit schools 'once in two months.' The writer knows of one school in which no official visit was made by one of the aforesaid officials for a period of years before a teacher was selected from that building for dismissal without the recommendation or approval of the principal.

"In the superintendent's writings, talks and interviews he stresses and repeats the statements that appear in the Tribune article: 'That teachers reach the peak of their efficiency in about five years, usually between the ages of 32 and 36 years; that they may remain stationary for a time, thereafter they degenerate, both mentally and physically.' These and other psychological discouragements are being constantly hurled at them. If they are unfortunate enough to be sick 10 days during the school year they are told that they are dishonest in their statements and that the married teachers were the worst of the lot; that out of a list of 125 teachers who had taken the full 10 days sick leave, 40 of them were married. The unmarried teachers were threatened with a rule excluding them if they married during their term of service and the married teachers were threatened with a rule excluding them because they were already married. Both married and single teachers were constantly kept on the anxious seat by some new threat coming from the superintendent's office. Never by any chance were words of praise doled out to the conscientious teacher. The ox-goad is always in evidence.

SPY SYSTEM CHARGED

"There is no inspiration nor encouragement for the ambitious teacher in Minneapolis today. If she enters the service full of pep and ambition, she is soon depressed to the level of mediocrity by the depressing influences of the espionage system in force. Doubt and uncertainty as to what is going to happen next exists in the minds of the teaching body and this state of unrest and uncertainty cannot redound to the benefit of the schools. This condition will continue until a rational policy of a friendly and sympathetic co-operation is put in practice by the supervising force.

"F. CLEARY,
"Principal Grant School."

—Minneapolis Daily Star, May 20, 1926.

[Editors note: Portions omitted are concerned with appointments of teachers, etc.]

Boost the advertisers and boost The Bulletin.

Digitized by Google

LET THE PUBLIC KNOW THE TRUTH!

Why not have an impartial survey of conditions in the public schools?

If the administration of Superintendent Webster is not what it should be, certainly the public would be better off if the facts were known and a real superintendent was put at the head of the schools.

If the contrary is true and Mr. Webster is accomplishing what he and his friends insist is being accomplished, the opposition would be silenced and our educational system might sail along on an even keel for awhile.

The Daily Star is not convinced that the administration of Superintendent Webster is efficient or just.

It does not believe that there would be such a decided opposition to the superintendent's policies—an opposition the amazing extent of which was emphasized by the dramatic suicide of Professor Gullette—if those policies were correct and were justly carried out.

It does not believe that it would be necessary for the superintendent and his hand-picked committee of principals to resort to the cowardly attack upon Professor Gullette's sanity just because he called attention to abuses which he alleged the school system was suffering from, if there was a REAL defense against those charges. The insanity defense has been knocked higher than the great dipper by the testimony of Mrs. T. F. Kinney, whose veracity none will question, that three years ago when she was a member of the school board Professor Gullette repeated to her the same indictment of Websterism that he did in his death note.

Teachers who are still employed in the schools, but who would probably be fired instantly without a formal hearing, if their identities were revealed, former teachers, some of whom quit rather than continue under the present regime, and others who claim they have been persecuted by Mr. Webster, have given their version of school conditions to The Daily Star.

Repeatedly they have charged that Mr. Webster has adopted a policy which is lowering the efficiency of the school for the purpose of making the superintendent's record look good.

Mr. Webster's reply to the charge of demoralization of the school system made by Professor Gullette was that the records showed pupils were progressing better today than they ever had before.

Many teachers have informed us that Mr. Webster has dwelt so strongly upon the expense entailed by forcing pupils to remain in the same grade for another half year because they failed to merit promotion, that it has become the rule and not the exception to make promotions whether they were deserved or not.

By doing this, the teacher's record looks good, the superintendent's does, too, and the taxpayers are saved money. But what about the pupil?

If these charges are true, who will insist that we have efficiency in our schools? Who will insist that the superintendent's record is what it seems to be?

An impartial investigation of the schools could harm no one. It should be conducted by unprejudiced experts who have no axes to grind and nothing to serve but the common good. It should be undertaken by people who will call a spade a spade.

It will not cost such a large sum of money as Mr. Webster's apologists would like to have us believe. But regardless of the expense, it should bring about results well worth the amount expended.

Some public-spirited organization should come forward and sponsor the investigation. Certain members of the school board whose arms are continuously locked with those of Webster will oppose it. They will probably assist in a war of vengeance upon every teacher who dares to tell what she knows about the system. But they can be thwarted and the public can deal with them when they come up for re-election.

It will not be necessary to reveal the identity of witnesses who do not respond to the Websterian whistle. Immunity can thus be assured to all those who give information to the investigators.

Here are just a few of the questions we would like to see answered:

What is the largest or the average number in classes under the direction of one teacher in each of the several grades in the Minneapolis schools?

What is the maximum number recommended by the North-Central Association of Colleges for the most efficient education?

Has Mr. Webster stated and does he believe that an increased number in classes does not affect the quality of the work done?

How many periods of work, counting hall duty, study hall supervision and outside activities does the High School teacher have? How many clock hours?

How does that compare with the teaching load recommended by the North-Central Association?

On what study or experience does Mr. Webster base his belief that advanced college work makes better teachers and is a fair basis for salary adjustments?

Is it a good plan to drop experienced teachers and replace with young inexperienced teachers?

Would such a plan place still heavier burdens on the older teachers that remained?

Has Mr. Webster stressed the cost, to the taxpayer, not the pupil, of repeating the work of a grade not well learned?

Would the criticism of a teacher because of a considerable number of failures result in that teachers passing pupils who might benefit by repeating the work?

What is the maximum teacher's salary in Minneapolis, Milwaukee, Chicago, Cleveland, and St. Louis? What is the Superintendent's salary in the same cities?

Has Mr. Webster stated that the teachers' salaries would probably be reduced?

Was a $3,000.00 maximum promised the teachers of Minneapolis? If so, what became of it?

Is the statement that teachers do not improve after the third or fourth year a criticism of the teacher or of a system that does not reward ability?

This is a fine time for some civic organization to come to the front and sponsor an inquiry into school conditions. No better service, we believe, could be rendered to the community.

—Editorial, Minneapolis Daily Star, May 20, 1926.

THE PLIGHT OF THE TEACHER

There seems to be only one thing for Minneapolis teachers in the public schools to do.

They must hunt for other jobs.

By the admission of members of the board of education, at least, there is no standard of success in teaching.

A teacher may give the best part of her life to inspiring the children who come under her guidance. She may mould character, turn out pupils who are a credit to themselves and the community, or actually transform them from dullards to brilliant, useful citizens—and the board will be unable to decide whether she is entitled to hold her job or not.

If she fails as a school politician, it is reasonably certain that she will get the axe at the first opportunity that presents itself.

Digitized by Google

She may not even ask the reason for her dismissal. None will be given.

Though her fault be something of which she is totally unconscious, something which she might easily correct if she knew about it, she must take the stigma of failure no matter how much it may appear to her to have been success and she must take it without a whimper.

If she wishes to abandon teaching and take up political chicanery, she may hold her job, but what a price she will have paid for her pay-check!

If the real teachers in Minneapolis wish to escape this sort of position they may go to other cities that are able to tell an efficient teacher when they see one or they may enter private business where intelligence and devotion to duty may make up for a late start in such a career.

It will be necessary, then, of course, for Minneapolis people to take over the education of their own children. Perhaps the governess system will have to be installed, giving an opening to some of the good teachers who are poor politicians.

What matter that this would be many times more expensive than it would be to get a school board and a superintendent who can tell good teachers when they see them?

Did it ever occur to anyone to elect educators to the school board?

—Editorial, Minneapolis Daily Star, May 20, 1926.

THE INSANITY DEFENSE

Convinced in his own mind that the schools of the city are suffering from misadministration, Prof. Albert Gullette, principal of the Adams school, dramatically ended his life after writing letters to members of the school board and to The Daily Star condemning present conditions.

His suicide, as revealed by his letters, was for the purpose of rendering "a final service" to the schools in which, admittedly, he has served faithfully and well for 24 years.

The letter received by The Daily Star was written entirely in longhand. It was indited in a firm hand. The phraseology of that letter speaks for itself. It gives the best possible evidence as to whether the mind of the writer was clear.

"At no time during my term of service," Prof. Gullette wrote, "have the teachers of the city been so anxious, so unhappy and so distressed as they are today. Many will protest the contrary because they do not want to lose their jobs. But if there are any who are unafraid, they will confirm my statement."

And how quickly the truth of this assertion has been proven.

Before the funeral services could be conducted, before any investigation into the tragedy had been conducted, comes a statement from certain school principals which certainly cannot have the effect it was designed to create.

"We could not be loyal to Mr. Gullette and the work of his lifetime," the statement reads, "if we did not refute certain statements which are made in the letter, which could only have been written during a period of extreme despondency. . . . It is our belief that the schools have never been better organized . . . and the effectiveness of instruction has never been more clearly demonstrated than during the past year.

"We can only ask that those who read the accounts of Mr. Gullette's sudden death will remember that this statement was issued after this great, kind, finely balanced mind had broken."

What evidence have these principals that "this great, kind, finely balanced mind" HAD BROKEN?

Are they psychiatrists? Are they competent to judge? Is their knowledge first hand, guess-work or hear-say?

And if they are not sure of their facts, does a charge of this kind against a fellow-principal come in good grace?

Furthermore, admitting merely for the sake of argument that the charge is true, would Prof. Gullette's sanity have been questioned by these principals if, instead of bitterly excoriating Superintendent Webster's administration, he had, in order to "render a service," gone to the other extreme and lauded that administration to a point of utter ridiculousness?

Pertinent and pointed questions these. But they are questions fully justified in view of the fact that this is not the first time the sanity of a teacher has been questioned because he failed to meet the approval of the superintendent of schools.

The Daily Star has in its files some interesting information about a former teacher who was accused of being a psycopath before he was fired. And in order to refute that charge, he went before one of the best known alienists in the United States and submitted to an examination at the conclusion of which the psychiatrist expressed a burning desire to peep inside the head of the man who had made such an absurd charge.

It would be well, we believe, for the school board to make a little investigation of this system of questioning the sanity of teachers when they fail to agree with the administration.

—Editorial, Minneapolis Daily Star, May 20, 1926.

It is a long time since I have heard any of the teachers in the larger systems talking shop. Why bother when the most important part of their thinking is done by somebody else? . . . Very few complain of having too much to do. It is the futility of what they do that irks them, and the number of things they must leave undone.

—Helen Southwick in the Educational Review, April, 1926.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904

Boost the advertisers and boost The Bulletin.

Digitized by Google

Emeritus Teachers Ask for Opinion of Status

Signing of 70 Year Retirement Bill Creates New Situation

The hearing before Judge Torrison on the Emeritus Service ruling as a result of the suit brought by Samuel Leland, a teacher, has been postponed till June 8 at the request of Mr. Righeimer. The hearing has been postponed several times owing to other cases pending, occupying the judge's time.

A new light was shed on the Emeritus Service rule when the Governor on May 19, 1926, signed the 70-Year Teachers' Retirement Bill.

In order that the status of the teachers of the Emeritus list may be determined, the following letter, dated May 24, 1926, and signed by James A. Armstrong, C. C. Dodge and G. A. Osinga, was sent to Superintendent McAndrew, who requested it:

Chicago, May 24, 1926.

Hon. William McAndrew,
Superintendent of Schools,
Chicago.

Dear Sir:

In a recent conference had between you and some of the teachers and principals mentioned in your Report No. B 13535 to the Board of Education shown in its proceedings of January 13, 1926, at page 612 and others, you suggested that they formulate in writing a suggestion to you as to what course, in their opinion, you and the Board of Education should pursue in view of the recent signature by Governor Small of the retirement annuities bill passed by the legislature in 1925 and which has now become a law.

In view of the passage of this law, under the terms of which about twenty-one of the teachers and principals will be retired on "retirement annuity under the new act" in 1926; and about nine in 1927; about twenty-one in 1928, and about twenty-three in 1929, making a total of seventy-four, which approximately covers all of the first list that you prepared of those whom you reported should be placed on the so-called Emeritus Service list; and in view of the public policy of the people of Illinois, by the passage of this law, as to the treatment of tried and trained teachers and principals of mature age in the matter of pension and retirement, we would respectfully suggest that you recommend to the Board of Education of the City of Chicago the rescinding of the rule providing for the so-called Emeritus Service, which rule we believe was passed under the impression that there was no retirment annuity law in existence.

We further respectfully suggest that you recommend to the Board of Education that you and it together cause those teachers and principals not now affected by the recently enacted law, and whose names are now on the so-called Emeritus Service list to proceed with their work and duties as they were and in the positions which they occupied before the passage of the rule, and that they be paid their back salaries, or that portion of their back salaries which they have not already been paid, in order to place them in the same condition as teachers and principals that they were in before the passage of the so-called Emeritus Service rule.

Your recommendation, we all sincerely believe, will be followed by the Board of Education and we further confidently believe that your action and the action of the Board in following your recommendation will receive the practically unanimous approval of the public.

Very truly yours,

J. A. ARMSTRONG
C. C. DODGE
G. A. OSINGA

P. S. On further consideration it appears that as the "retirement annuities" act went into force after February 1, 1926, and before August 1, 1926, and as the twenty-one teachers, etc., mentioned are still *in the service* they will have to be retired on August 1, 1926, as commanded by that Act as "seventy-five or more years of age" and should be paid in full until then what they would have received had no rule been passed. This would seem to be the only way to avoid litigation with them. A copy of the Act is herewith enclosed for your convenience.

Below is the letter to Governor Small sent by Mr. Armstrong and Mr. Dodge, President and Secretary, respectively, of the Emeritus Service Group:

Chicago, May 20, 1926.

To His Excellency,
Governor Len Small.

Dear Sir:

The teachers of Chicago owe you a debt of gratitude which we wish hereby to acknowledge for the part you have taken in making a law for retirement of teachers after a life of service. Heretofore teachers have had to look forward to an old age with but a small income saved from a very meagre salary, and a small pension which has come largely from deductions from their salaries.

Worse than this is the possibility of such unjust treatment as has been shown to seventy-four of us who were removed from our positions upon only a few days' notice, without cause and in violation of one of the statutes of the state.

The law which you have helped to enact by affixing your signature thereto will be a safeguard to the teachers' positions in Chicago and a proper care for them during the few years that remain to them after their years of active service have ended.

We of the so-called Emeritus group are especially under great obligations to the three state officials who have seen the justice of a legislative measure for our relief under such exceptional circumstances.

Again thanking you for the part you have taken in this matter we remain,

Yours in behalf of the Teachers of Chicago.

(Signed) J. E. Armstrong, President of the Group.
C. C. Dodge, Secretary.

Boost the advertisers and boost The Bulletin.

Digitized by Google

Organizations Oppose Reappointment of Mrs. Hefferan

Newspaper Prints Correction on Story Naming Miss Haley as Hefferan Sponsor

Business men and women as represented in the Devon District Business Association and the North West Side Parents' League have entered the ranks of those opposing the reappointment of Mrs. Hefferan to the Board of Education.

Because of Mrs. Hefferan's alleged unfair treatment of children and parents, the two organizations have voiced their protests. They have sent protests to the members of the City Council. The North West Side Parents' League has asked that it be given a hearing before the Schools Committee of the Council.

Apropos of the reported movement to have Mrs. Hefferan reappointed, the Chicago Daily News of May 29, printed a denial by Miss Haley of the Chicago Teachers' Federation, of a story previously printed in the News, referring to Mrs. Hefferan as Miss Haley's member of the Board of Education and accusing Miss Haley of being responsible for her appointment.

Following is the News' correction:

Miss Margaret Haley, business representative of the Chicago Teachers' Federation, today denied reports that Mrs. W. S. Hefferan of the board of education, whom she is opposing for reappointment, was ever "her member of the board."

"My organization is opposing the campaign for reappointing Mrs. Heffernan," she said. "But she isn't and never was, my member. The report that Mayor Dever appointed her at my request is not true. I was not the one who asked for her appointment."

Mrs. Hefferan became a member of the board in 1923. Her term expired on May 1, but she is remaining in office pending the announcement of a successor. It is understood that she is a candidate to succeed herself with a new term of five years.

Following are the letters of the North West Side Parents' League and of the Devon District Business Association:

Chicago, May 25, 1926.

To the City Council,
City of Chicago.
Gentlemen:

The North West Side Parents' League protests against the reappointment of Mrs. W. S. Hefferan to the Board of Education, because of her treatment of the parents in this section of the city whose young children, without previous notice to their parents or reasons therefor, were ordered to leave the schools near their homes and cross dangerous thoroughfares and railroad tracks, and to walk under long viaducts to distant schools.

Many school children in this section of the city have lost months of school this year on account of these unjust and arbitrary orders. The protests and appeals of the parents of these children came before Mrs. Hefferan as Chairman of the Committee on School Administration of the Board of Education and the aldermen in this section, especially Alderman Nusser, know as well as the parents the unfair treatment these parents received from Mrs. Hefferan.

Before confirming any appointments to the Board of Education we respectfully request that the City Council give us an opportunity to be heard on this matter before the Schools Committee of the Council.

Yours respectfully,
THE NORTH WEST SIDE PARENTS' LEAGUE,
(Signed) Alexander O'Hare, Chairman.

Chicago, May 11, 1926.

Dear Alderman:

In re: School Board Appointment of Helen Hefferan.

The term of Helen Hefferan as school trustee expired on April 30, 1926. The Mayor, if he was correctly quoted in the Chicago Evening American, April 16, intends to reappoint her for a term of five years.

You, the city council, will be called upon to confirm her appointment.

In her term of office now expiring, we can offer you evidence that her conduct has not been for the best of the Chicago school children, and she has acted in a manner not befitting a public official. We have personal knowledge of these facts. We consider that the best interests of the Chicago schools demand that she be removed from the Board of Education. We are asking you to vote against the confirmation of the appointment.

I know you have always worked in the best interest of the Children of Chicago and I know, too, your record in this case will conform with your past record.

Very truly yours,
(Signed) Roger Minwegen.
President Devon District Business Ass'n.

There Are Lots of Johns

"John," asked the teacher, "what is a synonym?"

"A synonym," replied John, "is the word you use when you can't spell the other one."

—Harper's Magazine.

MAYBE THAT'S THE ANSWER

Teacher: Richard, what is the difference between "he will" and "he shall!"

Richard: "He will" is future tense and "he shall" is later.

Boost the advertisers and boost The Bulletin.

Digitized by Google

Federation Voices Approval of Tax Appraising Program

Protests Salary Deductions in Violation of Board Rules

The Chicago Teachers' Federation voiced its satisfaction with the program to appraise lands and buildings of the downtown district for tax valuation purposes in a letter sent to the Board of Education May 25, 1926.

The Federation also notified the Board that the Federation had voted unanimously to cooperate with the Board of Education and the City Council in their efforts to obtain needed revenue for the schools and other purposes.

On the same day the Federation sent a communication to the Board of Education protesting the deduction, contrary to the Board rules, of salaries of teachers, absent for illness. This communication was referred to the Committee on Rules and Finance.

PROTEST AGAINST SALARY DEDUCTIONS

May 25, 1926

To the Honorable the Board of Education,
City of Chicago.

Ladies and Gentlemen:

At the meeting of The Chicago Teachers' Federation of May 15th, information was presented that deductions from salaries of teachers absent on account of illness have been made in violation of the rules of the Board of Education; that when complaints have been made by these teachers a printed copy of what purports to be, but is not, the rule of the Board of Education, was shown to these teachers as authority for such deductions, and that these teachers are without redress.

The Chicago Teachers' Federation respectfully requests that this matter be referred to the Committee on Rules for investigation.

Respectfully submitted,
THE CHICAGO TEACHERS' FEDERATION,
(Signed) Mary M. Abbe, President.
Frances E. Harden, Corresponding Secretary.

APPROVAL OF APPRAISING

May 25, 1926

To the Honorable the Board of Education,
City of Chicago.

Ladies and Gentlemen:

The Chicago Teachers' Federation, at its regular meeting Saturday, May 15, by unanimous vote, expressed its satisfaction with the action of the City Council taken Wednesday, May 12, authorizing a contract with the Manufacturer's Appraisal Company of Philadelphia for appraisals of lands and buildings of the "downtown" district for tax valuation purposes as approved by the Joint Committee of the Board of Education and City Council.

The Federation also voted unanimously to cooperate with the Board of Education and City Council in their efforts to secure needed revenue for the schools and other needs of the city through fair and equitable assessment of property instead of by increasing the tax rates. The officers of the Federation were directed to notify the Board of Education of this action.

Respectfully submitted,
THE CHICAGO TEACHERS' FEDERATION,
(Signed) Mary H. Abbe, President.
Frances E. Harden, Corresponding Secretary.

Do You Get The Bulletin?
Do You Read The Bulletin?
Can You Afford To Be Without It?
Have You Paid For It?

If Not—
WILL YOU NOW ?

Margaret Haley's Bulletin
127 N. Dearborn St.
Central 3904

Subscription Price, $2.00
Make Checks Payable to Margaret Haley's Bulletin

Boost the advertisers and boost The Bulletin.

Digitized by Google

Miss Baird, Representative

(Continued from Page 343)

ings will be reported daily through the Chicago Daily Journal which has been designated the official sponsoring newspaper for this district. A contribution of $5,000 obtained through any organization, assures election of its candidate.

The delegation will sail from New York July 17 and return September 9. The tour will include seven European countries with official receptions accorded the delegates by the President of France, Premier Mussolini, Pope Pius XI, and by the American Ambassador to the Court of St. James. At the reception at Sulgrave Manor, the ancestral home of the family of George Washington, Ambassador Houghton will present the Jefferson medals to the honor delegates of the party.

The Foundation is a non-partisan organization of American men and women dedicated to the task of preserving Monticello as a National Shrine of Patriotism for the children of America. The Board of Governors includes President Coolidge, William McAdoo, Theodore Roosevelt, Edward Hines, Patrick Cardinal Hayes, Dr. Nicholas Murray Butler, Stuart G. Gibbonay, Mrs. Charles Dana Gibson, Rabbi Nathan Krass, Lady Astor, the Rev. Ernest M. Stires, Governor Harry F. Byrd, J. Hamilton Lewis, Dr. Edward A. Alderman, Alfred M. Bassett, Dr. J. W. Hale, Henry Alan Johnston, Mrs. E. D. Hotchkiss and Felix Warburg.

It seems particularly fitting that the Chicago Teachers' Federation should be represented in the movement and that a teacher should play a prominent part in the memorial activities. Jefferson was the most persistent foe of ignorance this country has produced and it was he who devised the system of common school education that enabled the young Republic to move forward with such rapidity.

A committee will be organized to further Miss Baird's election and Chicago teachers will be asked to support her candidacy by their votes.

Miss Haley has given her unqualified endorsement to Miss Baird. "Miss Baird is indeed a fitting representative of the teachers," said Miss Haley in giving her support to Miss Baird. "She has Jeffersonian simplicity and democracy. She has the moral courage to stand for her convictions, too. Her judgment is based on knowledge and experience.

"Chicago teachers, I am sure, will welcome this opportunity to help a cause which must necessarily be near their hearts and at the same time to show their love and admiration for one of their number whose career has been made noteworthy by adherence to the highest ideals of the teaching profession."

Miss Baird has been a teacher for more than 25 years. She spent last summer in Paris perfecting her study of French. She was a member of the committee of nine teachers sent to Detroit by the Chicago Teachers' Federation in December, 1924, to study the operation of the platoon system. She was also a member of the elementary teachers' council and its spokesman before the Committee on School Administration of the Board of Education at the memorable hearing of June 3, 1924, on the Junior High School.

SCHOOL TEACHERS' "A. B. C." SHOPPING GUIDE

SEASONABLE SUGGESTIONS FOR BUSY TEACHERS

BEADED BAGS
Repaired, Relined and Duplicated
Silk Bags Made to Order
DE LUXE BAG SHOP
711 Venetian Bldg. 15 E. Washington St.

FIGURE MOLDS EXIT CORSET
Enter the new "Dream" Detachable Top Figure Mold.
Clean and Dainty for Summer.
10% Discount to Teachers.
Mrs. L. MacPHERSON
517 Venetian Bldg. 15 E. Washington St.

HATS Make Your Own SAVE HALF
Our free designing, cutting and pinning service makes it possible. 10% discount to teachers
MILLINERY SUPPLY CO.
Room 906—17 N. State St.

CORSETS
Gossard Corsets Lingerie
EICHORN
72 E. Madison

FUR COATS REMODELED
During the summer at $25
Furs Stored Free
THEO. ABELES
17 N. State St. Dea. 3382

MILLINERY SUPPLIES
Including FREE designing service of cutting, fitting and pinning materials selected.
Saves 50% on hats. 10% disc. to teachers.
MILLINERY SUPPLY CO.
Room 906—17 N. State St.

FURS REDUCED PRICES
During May and June
Storage, Remodeling, Cleaning, Repairing
FANCHON L. TROEGER, Inc.
4th floor Republic Bldg., State at Adams, Wab. 5555

HATS
New Spring Styles Popular Prices
KORA FOWLER
30 N. Michigan

REDUCING GARMENTS
Bridge Corsets and Surgical Supports
BERTHA BRIDGE
926 Marshall Field Annex Central 6328

Boost the advertisers and boost The Bulletin.

Digitized by Google

THE IDLE HOUR

"The best of all ways to lengthen our days

Is to steal a few hours from the night, my dear."

—From an Old Irish Song.

The few remaining weeks of school have a treat in store for Chicago teachers in the series of lectures to be given by Miss Julia K. Sommer, formerly of the Coonley School.

For five years Miss Sommer conducted an experimental school in California. She has been studying at Columbia University the last year and has just returned to Chicago to give a series of four Saturday afternoon lectures in June.

Her program which will be given at 3 o'clock in Room 725 Kimball Building, are open to all interested.

Following is the schedule:

June 5—Our Instincts and Their Sublimation.
June 12—The Mechanism of Consciousness.
June 19—The Psychology of Behaviorism.
June 26—Our "I. Q." and What It Indicates.

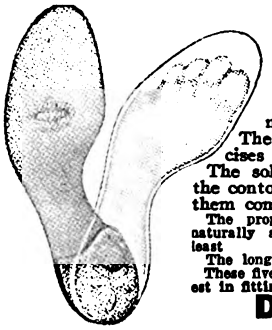
Dr. William T. Root of the University of Pittsburgh School of Education is authority for the statement that "as a rule those of low mentality are good handwriters." He declared in a recent address that "intelligent people think twenty times faster than they can write and therefore muscular movement is so far behind the activity of the brain that the result is a poor scrawl. The person low in mentality has nothing else to think about but the shape of the letters."

—Journal of Education, April 22, 1926.

SUBSCRIPTION
to
MARGARET HALEY'S BULLETIN

Name.....
Address.....
(Street and Number)
.....City

Subscription price—$2.00 per year.
MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago. Tel. Central 3904.



Five points of interest, necessary for foot comfort, found in
SOCKET-FIT SHOES
A close-fitting instep, which, when laced up, forms a bandage about your arch to relieve all muscle strain—
The flexible construction which exercises and strengthens the muscles—
The soles which are moulded exactly to the contour of the sole of your foot making them comfortable without breaking in—
The proper balance which helps you to walk naturally and without strain—and last but not least
The long, hard wear.
These five points combined with a personal interest in fitting assures you foot comfort.

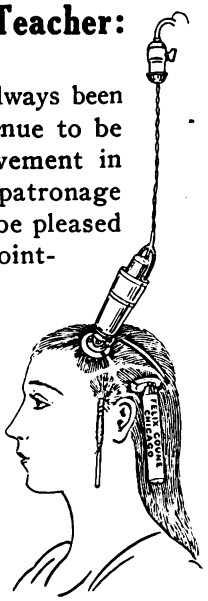
D. C. LOCKE'S
SOCKET-FIT SHOE-STORE
In the Lobby of the Shops Bldg.
17 North Wabash Ave., Chicago, Ill.
Formerly the College Boot Shop

To Any Chicago School Teacher:

Dear Madam:

Quality and Service have always been our MOTTO and shall continue to be so, with all possible improvement in Permanent Waving. Your patronage is appreciated, and we shall be pleased to serve you any time by appointment.

The Felix Coune System of Permanent Waving gives Natural Lasting Waves. Steadfast, Faithful Service since 1916 gives us the name - of - LEADER - and appreciation of the public.



Felix Coune
Permanent Waving System Co.
307 North Michigan Avenue
Chicago, Ill.

Luncheon
Candies
Rich Ice Creams

Much as though you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room
JULIA KING'S
118-22 NORTH DEARBORN ST.
Near Randolph St.



DISTINCTIVE PERMANENT WAVING
Special Appointment Time Set Aside for Teachers
Anne Heathcote Studio
608 Republic Building—209 South State Street
Telephone Harrison 9060
FRANCES Specializes in Cutting Curly Hair

Boost the advertisers and boost The Bulletin.

Digitized by Google



Common Sense
Will Tell You

Glove Grip Shoes are made as any shoe ought to be made—like the footprint. They are flexible enough for comfort, but with support enough for the arch. For men and women. In combination lasts.

Combination Lasts
$10—$11—$12

ARNOLD GLOVE GRIP BOOT SHOP
Room 206 6 N. Michigan Ave. Chicago, Ill.

How would you like
Your Felt or Straw Hats
Reblocked
into **up-to-date styles?** Bobbed hair or conservative styles. Small or extremely large headsizes. We have them. We are manufacturers of the finest hats and our Reblocking Department has access to the best shapes. A trial will convince you of our efficient service.

Chicago Hat Mfg. & Bleaching Co.
12 North Michigan Ave. 8th floor Ward Bldg.

MISS ANNA R. WALKER
ANNOUNCES THE REMOVAL OF HER SHOP TO
SUITE 1316 GARLAND BUILDING
58 EAST WASHINGTON STREET
CHICAGO
TELEPHONE DEARBORN 4642



Fur Storage and Remodeling
Now is the time for remodeling. No charge for storage if remodeled during the Summer at our Summer Rates.
Our New Fall Styles Now On Display.
Siegel & Barth INC. FUR MFRS.
39 So. State St. Dear. 6023 and 3359

Kittner Fashion Shop
Now presenting a variety of compelling styles in
COATS, SUITS and DRESSES
for Spring & Summer Wear
Dearborn 3467
914-916 Venetian Bldg. 15 E. Washington St.



This Advertisement and $9.50
Entitles Any Chicago School Teacher to a
New Permanent Wave
THE WENZEL WAY
Satisfaction Guaranteed or Money Back
WENZEL, 177 North State Street
State 1887

Angelo Patri Sums It Up

Angelo Patri, that keen analyst of school conditions, has contributed a small masterpiece in the following sketch which appeared in the Chicago Daily News of May 31, 1926.

It is printed here, that all the teachers may enjoy the subtlety of his pen:

Miss Ruby started teaching with a great thrill. Her heart was uplifted by the thought of what she was going to do for the children who were going to sit on the benches before her. She went into the office and reported for duty.

"I'm Miss Ruby, the new teacher," said she happily.

"Miss Ruby? I see. You are to take class 3, room 108. These are your keys. These are your report sheets. This is for attendance; this is for special cases; this is the nurse's slip; this is a package of absence postals; this is a blank book for your plan and this is for your progress book. I'll be along by and by with the rest. These will start you."

"They will indeed," thought the stunned Miss Ruby.

The class arrived almost as soon as Miss Ruby. They occupied her completely, what with seating them, distributing material, starting the arithmetic lesson, up to 10 o'clock when the door opened and the clerk entered. "I haven't your attendance sheet and you haven't even put the report on the board so I could copy it."

"I haven't had time," said the startled teacher.

"I know. But it doesn't take a minute. Tomorrow do that first."

Miss Ruby started in again. "If one cost——" The door swung open again. The nurse beckoned. "I haven't had any slip from you this morning."

"I haven't had time," faltered Miss Ruby.

"Yes. I know. We are all so crowded. But do it first thing."

"Ready, class. Now if one cost $5——" The door opened a crack and a man's face appeared. "You didn't send down any card for me. I'm the truant officer. Got any for me today?"

"I could teach," said Miss Ruby thoughtfully that evening, "if I could find the time."

Chicago Daily News, May 31, 1926.

Boost the advertisers and boost The Bulletin.

Digitized by Google

Turning the Tables

University of Chicago "Critic" Marked Down by Teacher

How "things will take a turn" is well illustrated by the following story sent in by a teacher in a Chicago high school.

She writes:

"A man working for his Master's degree at the School of Education of the University of Chicago visited a class at the Blank High School (name withheld by Bulletin) for the avowed purpose of marking the instructor on the attention of his pupils.

"After his observation, he reported to the principal that the teacher's work was unsatisfactory.

"The teacher, apparently one of those rare intelligent teachers, asked the principal to arrange to have the man come back and give him another chance.

"The University of Chicago savant returned on another day. The high school teacher asked him to take the class and conduct it. He did and the class went to pieces. So the high school teacher immediately marked the University of Chicago man 15 and said he would report the grade to the University of Chicago. The man was greatly perturbed, almost to the point of hysteria, and begged that he would not report it. The teacher insisted that he would. Thus endeth the lesson."

Oh, Gut Out

Dick: I am sending you under separate cover my tennis racquet. Will you kindly take it into Spalding's and ask them to re-string with a high grade of (three ply) feline intestinal fortitude?

—Cobb Hall.

From the Tribune Line o' Type, May 25.

And whisper, Dick, if there is any of the aforesaid fortitude left over, will you let us know? We'd like to re-string the Chicago School system.

—Editor.

CLASSIFIED

For Rent—Furnished cottages with garage, Magician Lake, Mich. Quiet, restful location. Excellent transportation from Chicago. Reasonable rates. Dr. H. S. Pepoon, 3842 Byron St., Chicago. Irving 2430.

HENRICI'S is famous no less for the enduring and deep friendships it has won than for the quality of the foods it serves and for the great volume of its patronage. Of a Saturday, before the matinee, it is the great central meeting place.

HENRICI'S

WM. M. COLLINS, PRESIDENT

67 W. Randolph St.

Between Dearborn and Clark Streets

Scientific and Permanent

Janus Method

Of Reducing and Rejuvenating, Inc.

Suite 313-316 Venetian Bldg., 15 East Washington Street
Branch at 4811 Sheridan Road Dearborn 2005

Rejuvenation of Face and Body

EDYTH DIEDRICH CHICAGO

Nestle Lanoil Permanent Wave $10.00

Marcel Wave 50 cents
Friday and Saturday 75 cents

Modern Beauty Shoppe's *Experienced Operators*

We Guarantee Our Work

Loop
Suite 610 Capitol Bldg.
159 N. State St.
Phone Dearborn 0317
Open Evenings, Mon., Tues., Fri.

West Side
1636 W. Van Buren St.
Phone West 3427
Open evenings Tuesday, Thur., Fri. and Sat.

The Most Satisfactory

PERMANENT WAVE

Guaranteed to Please

PAUL MUNTZING, 162 N. State St.

FLOWERS FOR ALL OCCASIONS

Streiff & Dagobert FLORISTS

Expert Designer of Floral Art

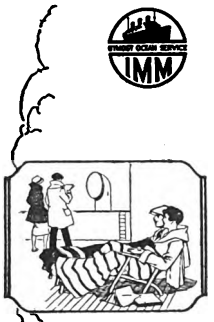
Nevada 0217 **3211 W. Madison St.**

Boost the advertisers and boost The Bulletin.

Digitized by Google

Convenient Sailings to EUROPE

TOURIST THIRD CABIN



LAPLAND • • • July 7
To Mediterranean ports
Madeira, Algiers, Naples, Venice
($120—$130)

MAJESTIC • • July 17
To England and France

MINNEKAHDA • July 24
To England and France
Entire ship devoted exclusively to Tourist Third Cabin

Reservations made only for students, teachers, professional men and women and similar vacationists.

Other sailings earlier and later from New York, Boston and Montreal.



$95 (up) Round Trip **$170** (up)

All-expense-inclusive Tours—
5 to 35 days in Europe. **$225** up.
Ask for special booklet.

WHITE STAR LINE
ATLANTIC TRANSPORT LINE · RED STAR LINE
INTERNATIONAL MERCANTILE MARINE COMPANY
127 S. State St., Chicago, Ill.

ALL EXPENSE COLLEGE TOURS $365
Via White Star Line, Third-Cabin
Not an *experiment*, but a *fact*. Offer the choicest *companionship* and the best *investment*.
We are the *originators*. Travel under our direction, safe, sane, and satisfactory. Write for our *"Tours to Suit Your Taste, Time, and Purse."* Weekly, beginning May 29.
CHICAGO TOURIST AGENCY, Earl B. Hubbell, Mgr.
19 So. La Salle St., Chicago, Ill. Tel. Dearborn 3567

European Tours
All expenses—limited parties
$395 to $2,100
For reservations and booklet—
AMERICAN TRAVEL BUREAU, Inc.
715-717 Straus Bldg., Chicago

Bluebird Cottage
BLUEBIRD COTTAGE in the Rocky Mountains at Boulder, Colorado, is open the year round to any Chicago teacher for rest and recuperation in the pure air and sunshine of Colorado. Register NOW for your Summer Vacation.
Reservations may be made in Chicago at
1515 Capitol Building

TAXI CAB SERVICE
We Will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.
ATLAS LIVERY ASSOCIATION
The Oldest Cab Company In Chicago
Calumet 3500 **7 W. Cullerton St.**

Circle Tours East---
Including NIAGARA FALLS, the THOUSAND ISLANDS, ADIRONDACKS, AUSABLE CHASM, LAKE CHAMPLAIN, the GREEN and WHITE MOUNTAINS, BOSTON, the Battlefields of CONCORD and LEXINGTON, MOHAWK TRAIL, BERKSHIRE HILLS, HUDSON RIVER, WEST POINT, STORM KING HIGHWAY, SLEEPY HOLLOW COUNTRY, NEW YORK CITY, DELAWARE WATER GAP, POCONO MTS., FIVE FINGER LAKES and WATKINS GLEN.
SESQUI CENTENNIAL EXPOSITION
may be included in Circle Tour East or made as an Independent Tour.
Send for booklets
ROYAL BLUE LINE MOTOR TOURS
116 South Dearborn St. Randolph 2870

French Line
Now you cannot afford *not* to go to Europe
Tourist III Cabin Round Trip Rate $177
Company's Office 109 N. Dearborn St.

TAYLOR MADE
TRUNKS
BAGS and SUIT CASES
for the vacation traveler
Taylor's
28 E. RANDOLPH ST.
NEW YORK EST. 1880 CHICAGO

If You Want a Good Shingle Bob
or
Permanent Marcel Wave
Come in and see us!
JOSEPH P. MARTIN
1016 Stevens Bldg.
CENT. 1216 DEAR. 6542



Large Stock on hand



O. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

Dora Furlong
Incorporated
624 So. Michigan Avenue
Blum Bldg. *Phone Wabash 2595*
Permanent waving by the most competent operators. We guarantee all permanent waving to be the very best that can be secured anywhere.
Entire Head $8.00

PHONE STATE 7698 G. Finch, Prop.
HOGAN SHOE REPAIR SHOP
Shoe Repairing of the Better Class
Work Done While You Wait
26 W. Washington St., 5th Floor

Boost the advertisers and boost The Bulletin.

Digitized by Google

96026X

VOL. III

Margaret Haley's BULLETIN

NOS. 19-20

Chicago, Ill. 28 June 16, 1926

OUR CANDIDATE



CATHERINE L. BAIRD

By the Teachers
Of the Teachers
For the Teachers

Digitized by Google

Advance Fashions—Newer Styles in

VACATION SPECIALS

offered by

DU BROCK

and displayed on

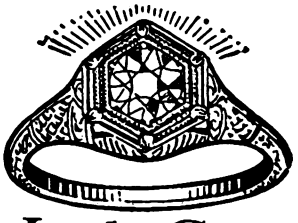
LIVING MODELS

Made in our own shops according to the latest dictates of fashion authorities of Paris, London and New York. Materials that are now in vogue and colors that are most in demand.

SAVE by buying on our "Maker to Wearer" Policy

Our garments are made to your order from models on display. You may even actually SEE the dresses in the making. This, of course, eliminates the middleman's profit and assures the most up-to-the-minute in style creation.

HUGO DU BROCK & CO.
Established 1901
23 E. Jackson Blvd.—4th Floor



The Lady Gertrude

You'd pay at least TWENTY-FIVE DOLLARS more for this beautiful blue-white DIAMOND set in its delicate filigree of 18K WHITE GOLD of the very newest craftsmanship, IF you could buy this EXCLUSIVE design at all in the more public places, where ground floor rents add so much to the cost.

Only HERE on the *famous fifth floor* of the Republic Building, you may have it for only ONE HUNDRED DOLLARS, and you may pay for it practically *as you* please!

$2.00 NOTHING DOWN A WEEK

W. E. RENICH Co
Popular Credit Jewelers
5th FLOOR REPUBLIC BUILDING
209 S. STATE ST

TAYLOR MADE TRUNKS

BAGS and SUIT CASES

for the vacation traveler

Taylors
28 E. RANDOLPH ST.
NEW YORK CHICAGO

This Advertisement and $9.50 Entitles Any Chicago School Teacher to a

NEW PERMANENT WAVE

The Wenzel Way

Satisfaction Guaranteed or Money Back

Wenzel

State 1887 177 North State Street

Briefs, Records, Trust Deeds
Confidential Reports

BARNARD & MILLER
Law & Commercial Printers
172 N. LA SALLE STREET — CHICAGO
Telephone FRAnklin 0562

Booklets, Catalogs, Circulars, Folders
Price Lists

How would you like

Your Felt or Straw Hats *Reblocked*

into **up-to-date styles?** Bobbed hair or conservative styles. Small or extremely large headsizes. We have them. We are manufacturers of the finest hats and our Reblocking Department has access to the best shapes. A trial will convince you of our efficient service.

Chicago Hat Mfg. & Bleaching Co.
12 North Michigan Ave. 8th floor Ward Bldg.

Boost the advertisers and boost The Bulletin.

Digitized by Google

MARGARET HALEY'S BULLETIN

VOL. 3. Nos. 19 and 20 June 16, 1926 Page 363

Teachers' Candidate Is Popular in Jefferson Centennial Election

Miss Baird's Election Fitting Protest Against Penalizing of Teachers' Elected Representative

The campaign to send Catherine Baird, teachers' candidate, to Europe, as part of the Jefferson Memorial celebration, has met with an enthusiastic response from the teachers.

Miss Baird's candidacy has been championed by both elementary and high school teachers. She is the elementary teacher who was told by an assistant superintendent that she was refused an appointment to the Junior High School on account of a speech she made at a meeting of the School Administration Committee June 3, 1924, at which she spoke as the official representative of the Elementary Teachers' General Council and on the invitation of the Chairman of the School Administration Committee.

Miss Baird's election in the Jefferson Centennial program, whose purpose is the purchase of Monticello, Jefferson's home, to be perpetuated as a shrine of patriotism for the children of America, is a fitting protest against the penalizing of the teachers' elected representative for frank, courageous, courteous presentation of the opinions of the teachers and their requests for information.

Every dollar contributed by the teachers in this election will be used in the purchase of the Monticello home. Not a dollar will be used to pay the expenses of the European trip. Those expenses will be paid from a special fund provided for that purpose by the Thomas Jefferson Memorial Association.

Following is Miss Baird's statement to the School Administration Committee and also the letter from Miss Baird to Mr. Bogan August 31, 1924, and his reply:

STATEMENT OF MISS CATHERINE L. BAIRD,

Member Committee on Junior High Schools of the Elementary Teachers' General Council

THE CHAIRMAN: Is Miss Catherine Baird here? Miss Baird.

MISS BAIRD: Ladies and Gentlemen, the notice which I received from the School Administration Committee asked me to present the views of the councils. This can be done very simply and very briefly.

The history of this movement of the Junior High indicates that elementary teachers have never been unfriendly, and the Chicago Teachers are no exception to that. The literature of the movement also shows that two points have been very much insisted upon. One is that the organization should be adapted to local conditions, and the other is that those who are to put it into effect should be in sympathy with it in order to make it properly successful.

Now to digress for a moment—within the last year, the Teachers' Councils of the Elementary Teachers of Chicago appointed a committee on ethics, and in working out that code of ethics for the elementary teachers of Chicago, the chief discussion centered around the article entitled, "Relation to Administrative Officers." The form which the committee intended it should take in the beginning was something of this sort, that frankness, courtesy and co-operation should characterize the relations between the teachers and administrative officers. But they also considered this, that the whole machinery of the department of education has for its object the providing of favorable conditions for the work that goes on inside of the class room. I do not think anybody will object to that.

Now this statement I stand for too, that nobody knows what goes on inside of the class room but the teacher. The principals have a certain degree of knowledge, but the reactions of the pupils no one but the teacher inside of the class room actually knows. Now to dispense with that knowledge and experience of the class room teacher would be a loss to the system which no administrative officer can afford.

The form which that article finally took is this: Since the success of the schools requires that the policy of administrative officers should be supported by the teach-

(Continued on Page 374)

Boost the advertisers and boost The Bulletin.

Digitized by Google

From the Masthead
by The Lookout



"This world, of fools, has such a store,
That he who would not see an ass,
Must stay at home and bolt his door
And break his looking-glass."

—Anon

To the Teachers of Chicago:

As I listened to a chauffeur's vivid description of his wild ride through that wild storm last Sunday night, lights extinguished, and engine crippled by the flood, struggling to keep his car on the dark, narrow, unknown, country road, the dangers of which were only momentarily revealed to him by occasional flashes of lightning, the vision came to me of the thousands of unfortunate teachers and principals, and the hundreds of thousands of still more unfortunate children of Chicago, forced into a wild, mad race, driven at a wild, mad pace, by whom or by what they know not, why, whence, or whither they know not except as occasional lightning flashes momentarily reveal to them the hidden dangers of their dark and unknown road.

In one such lightning flash, a revelation came to a young teacher, standing at the counter in a loop store a few weeks ago. A woman standing beside her gave a name that arrested her attention, and followed it with substantially this statement:

My husband is Superintendent of Schools. He is a very fine man but he is very much misunderstood. When he came to Chicago, he went to the business men and they told him of the awful condition the public schools were in. They told him that the children who came to them from the public schools were not able to meet the requirements of the business world. My husband asked these business men what they wanted, and now he is trying to meet their requirements. But he is so very much misunderstood.

* * *

Another revealing lightning flash is the correspondence, printed here on page 367, which passed between the Superintendent of Schools and the President of the Chicago Federation of Labor, Mr. John Fitzpatrick, in regard to the Superintendent's so-called "Sampling Day" of last Saturday.

The Superintendent wrote a letter to Mr. Fitzpatrick asking him to sponsor a test which he, the Superintendent, outlined in the letter. The Superintendent wrote: "We have got to get somebody to sponsor this test."

In writing his refusal to "sponsor" the Superintendent's test, Mr. Fitzpatrick expressed his opinion of the Superintendent's "Sampling Day," and then suggested a "test" which was not used in the "Sampling Day" performance last Saturday.

Turn to page 367 and, in the light of the revelation that came to that young teacher standing at the counter of a loop store, read that letter from the President of the Chicago Federation of Labor, which challenges and demands the attention of a public mindful of its children.

* * *

More than twenty years ago a statement by Mr. Leviss of the Alton Glass Works was the lightning flash in the dark that revealed to the advocates of the first Illinois Child Labor Law the inner workings of one business man's mind on the question of the aims of education.

Mr. Leviss speaking to the House Committee of the Illinois Legislature in 1903 against the pending Child Labor Law said:

"If you keep the children in school up to the age fixed in that bill (14 years for day work, and 16 for night work) they won't be of any use to us when they come to us."

On hearing this astounding statement, I asked Mr. Leviss if he had ever thought what it was in the public schools that unfitted the children for employment in his and other like industries. He promptly replied:

"Yes, I have given a good deal of thought to it and I think it is all the literature, history, geography, music, drawing and such things that have been brought into the schools that make children dissatisfied, because the

Digitized by Google

children that come to us from the schools where they do not have all those things are satisfied to stay with us."

A member of the Legislature asked what the work was that they had to have children do because they could not get men to do it; Mr. Leviss explained that it was just picking up a two-ounce bottle and walking a little distance with it, setting it down, and going back for another, and repeating this—a purely automatic process continued hour after hour by the children in the glass works.

Teachers, interpret the recent order in the Chicago Public Schools, "Back to the Three R's" in the light of this revelation of one "business man's" ideas of the aims of education 23 years ago. They are the ideas of the business men of today. These are the men who are determining the aims of education for the Chicago Public Schools, according to the revelation that came to that young teacher.

"Back to the Three R's," to the mechanics of education, with the eternal and infernal harping on impossible 100% computations for every child every day and the immeasurable and irreparable loss to the children and teachers of the cultural and spiritual values. The vision of the "business man" of twenty-three years ago becomes a realization in the schools of Chicago today.

* * *

The Detroit Free Press news items and editorial, printed here on pages 369 to 373, are sheet lightning, heat lightning and chain lightning revelations of the war on the platoon school in that city. That war seems to justify and confirm all that was said by the nine Chicago teachers, the elementary school principal and the district superintendent all of whom visited Detroit, investigated and all reported and all agreed that "the Platoon School is exactly the factory system applied to education." Those reports have all been printed by the Chicago Teachers' Federation.

But the Platoon school was established in Chicago on July 9, 1924, notwithstanding those reports. The official records of that meeting show that the platoon school *was adopted by the board on that day as an experiment* to be tried in a few schools, three or four, and carefully watched. Here are a few excerpts from statements made by the Superintendent on that day which may be a revelation in the future, or even now, to some people responsible for the platoon school in Chicago:

"Before you ever heard of the present Superintendent of Schools, this Board appointed an Education Commission * * * * and they brought up the matter of this kind of organization of schools * * * *. Your Educational Commission brought in a request recommending an experiment with the platoon system * * * *. The first thing you know you will be in a position of thinking that the Superintendent of Schools is bringing a platoon system to you and wants you to try it, which is absolutely contrary to the facts."

Continuing the discussion he said:

"Now, if the Board wants to recommend seven schools or seventy schools, it is the business of the Superintendent and his staff, as executives, to carry out the wishes of the Board."

The Superintendent's annual report last June announced that, in Chicago, "we have sixty schools which are now running on platoon plans." . . . This was astounding information, in view of the official record showing that the platoon was adopted as an experiment.

* * *

A paragraph from a personal letter, received this week from Minneapolis, is the lightning flash that reveals, in all its stark horror, the utter decay of the sentiments of honor and human sympathy in "an administration-fed committee of principals" in Minneapolis.

Here is the paragraph:

"An administration-fed committee of principals went to Mrs. Gullette's home, ostensibly to offer sympathy, and then, while the distraught widow was in an upper room, cruelly and craftily drafted its infamous letter to the public in which it shielded the administration behind the assertion of 'insanity' on the part of their deceased co-laborer."

A telephone message to the principal of the Hyde Park High School in Chicago, a few days ago, was the lightning flash that revealed to the teachers of that school, and through them to the teachers of Chicago, the truth of the statement of Dr. William H. Kilpatrick that teachers are treated as factory operatives.

The message came in response to the request of the principal for information from the Superintendent of Schools as to how many teachers would be permitted to attend the funeral of their co-laborer, Charles H. Smith, who had been a teacher in that High School for thirty-six years. The principal was told that not one teacher, not even the principal, might leave school for even half an hour, except as they would, with full loss of salary, to attend the funeral of anyone not connected with the school. That spoken message, over the telephone by the First Assistant Superintendent of Schools, who seems to have a corner on the role of "goat," was a lightning flash that revealed the utter lack of educational vision of the regime in charge of the education of the children of Chicago today.

Charles H. Smith, honored and beloved by generations of children and teachers, was a Master-builder of character, and yet, in his passing, the school might not pause a brief half hour in its preparation of "output" to let it sink into the souls of those students, the citizens of tomorrow, that "a great life had passed into the tomb," a life worthy of their emulation.

* * *

The editor of The Chicago Evening Post was shocked, and prompted to editorialize, a few weeks ago, on finding the subject of Character Training "penciled in as an after-thought" among the social studies, in the tentative report of the Superintendent's Curriculum Committee. I say the denial of opportunity at the Hyde Park High School to pause in reverence, at the passing of a Character-builder in its midst, is a revelation of the disproportionate sense of values in the minds of the cheap imitators of educators governing the schools of Chicago today, which demands the attention of all thinking citizens. What kind of meat is this on which our Caesar feeds, that, on the death of a member of his own Cabinet, a man remote from the children and unknown to them, much less honored and respected by them, the flag is ordered at half mast on the schools, and the "supervisory" staff attend the funeral in a body? Perhaps it is an acknowledgment

Boost the advertisers and boost The Bulletin.

Digitized by Google

that the "output" is not reduced by the pause of "supervision" to honor itself.

Teachers know there is no way to build character comparable to building it on the character of men and women whose lives have touched those of the children as a vital, living influence. But to our Caesars, Character Training is a sentiment set in stained glass, an "after-thought" in curriculum building, a flag at half mast for officialdom—never, never, by any chance, a thing to be connected closely in the minds of children with the lives around them, living examples of character to be honored and emulated. In Minneapolis, so Mr. Gullette's letter stated, they "dismissed the finest character builder from Adams school over my protest because she was homely and made her own clothes."

Following, as it does, a like attitude toward the passing of other teachers and principals of character and influence in the lives of the children, the Hyde Park message bespeaks a blind spot in the educational vision of those to whom this "administration-fed, newspaper-fed city" has entrusted the training of its children. Shades of Colonel Parker! What a mockery is made of your words:

"Character, constantly realizing itself in practical citizenship, in community life, in complete living, is the immediate, everlasting, and only purpose of the school."

* * *

Another revealing flash is the meetings of the Board of Education. To sit in those Board meetings, and observe the "harmony program" makes one feel like the little girl in one of Myra Kelly's stories, who went to the country for an unaccustomed outing. Being from New York City—and unaccustomed to the dark of the country, the loneliness of the farmhouse, and the silence of the farmhands at mealtime, broken only by the sound of jaws chewing their food, she screamed at last, "Can't none of yez talk? Are you all dummies?"

There seems to be one injunction laid upon this Board, with which the Thompson Board was not afflicted. It is, "Peace at any price." It makes no difference at whose expense—"Be harmonious." A little over a year ago, the majority personnel of the Board was changed, but the policies remained the same.

* * *

As I look back on the lightning flashes of the last two years, the platoon program in particular, I am reminded again of that chauffeur's vivid description of his ride through the storm, lights extinguished, and engine crippled by the flood. The teachers may well ask "How long, oh Lord, how long?" I ask myself how much longer it will take an administration-fed, newspaper-fed city to rise up against the unseen driver of teachers and children who know not by whom, nor why they are driven into the platoon organization in spite of the unanimous condemnation of it by the teachers and principals who went to Detroit, investigated and reported adversely on it.

The year is closing on the most weary, bedeviled, corps of teachers and principals that I have known in all my years in Chicago, and that is saying a great deal. Every teacher that one meets is asking the same question, and a good many principals—how much longer is this going to last?—what will the next lightning flash reveal in this brutal reduction of teachers and children to mere automatons? Recalling the campaign of calumny against the teachers as a group, and the selection of individuals in the group during the last two years, for punishment, or preferment, the question that is in the minds of all, whether in the high school, Junior High, or the elementary school is—"How long, O Lord, how long," is the order of the day to be "Fall in—or fall out?"

And why not? Taking a backward glance, another lightning flash reveals that Beers, and his man Friday, Rogers, "fell into line," with the result that each stuck in his thumb and pulled out a plumb. Is not that the administration way of saying "What good boys are they?"

* * *

On the other hand, Catherine L. Baird, refused to fall in line when the voice of the classroom teachers needed to be heard. Read the speech to the Committee on School Administration (printed here on page 363), made by her, and the correspondence between her and the assistant superintendent who told her that she was refused an appointment, to which she was acknowledged to be entitled, on account of that speech.

Miss Baird did not observe the order of the day, "Fall in!" So she "Fell out," as a timely warning to all teachers that only "good" thumbs pull out plums, even plums that are earned.

* * *

A crumb from the conversation of four men, sitting at a dinner table in the Hamilton Club one June day a year ago, furnished the flash which revealed to two teachers, dining at a nearby table, that the platoon school, which Dr. John Dill Robertson bequeathed to this political administration, is to be followed by the all-year-round school. At this dinner table were Dr. Robertson, the present Superintendent of Schools, a member of the last Legislature who will not be in the next, and one other—name not known, but known not to be William Hale Thompson.

Said the Big Whiskers to the Little Goatee:

"When you are the Mayor of Chicago, Doc, the school year will be divided into four terms, and the teachers will get their two weeks' vacation the same as other workers."

Teachers, do not take "Doc" and his all-year-round-school too seriously. At least that lightning has not struck us yet, and any how it may have been only heat lightning or, as the Englishman would say, 'eat lightning.

* * *

This Bulletin, being a double number, is the last of the year and I have come to the end of my page. But my story is like the Irishman's rope. Pat said his rope had no end because the end was cut off.

Good-bye till September. Have a good time and take it easy. But "if you can't be 'aizy' be as 'aizy' as you can."

Again, with Tiny Tim, I say to you from my heart, "God bless us all."



Boost the advertisers and boost The Bulletin.

Digitized by Google

Superintendent's "Sampling Day" Monstrosity, Says John Fitzpatrick

Suggests Children Become Familiar With Portrait of Ella Flagg Young

Terming Superintendent McAndrew's alleged "sampling day" a monstrosity, John Fitzpatrick, President of the Chicago Federation of Labor, has suggested to the superintendent that pictures of property escaping taxation and thereby cheating the school children of their rights be thrown on the screen for identification, instead of the portraits of familiar characters known to almost every child.

In a letter to the superintendent, he also suggests that the children become familiar with the portrait of Ella Flagg Young and the educational policies for which she stood, policies subsequently shunted out of the system on the recommendation of Superintendent McAndrew:

The correspondence between the superintendent and Mr. Fitzpatrick is printed in the June 12 number of the Federation News, published by the Chicago Federation of Labor, and is here reprinted, together with the Federation News' comment on it:

Sampling Day, the latest fad of Superintendent of Schools William McAndrew, has been sampled and found wanting by John Fitzpatrick, president of the Chicago Federation of Labor. The head of the Federation tried his utmost to discern something worth while in this new spleen, but found it merely harmful to all concerned.

Sampling Day helps to place needed individuality in everyday life on the shelf. It will help to make samples of kids rather than real men and women who are not automatons and think and act with the intelligence and initiative essential to a high order of citizenship.

What McAndrew Calls Sampling Day

In an outline of what Citizens' Sampling Day is supposed to be, Supt. McAndrew commits the following eccentricities that can not always be attributed to genius:

"Here, now, are children selected by lot from schools chosen haphazard. An assortment of citizens who admit themselves to be of average intelligence has proposed a series of tasks which eight years of schooling are thought to have enabled these youngsters to perform. From this we may learn much, both as to the expectations of some citizens and as to the abilities of some children. It is not a show-off. Some parts of it are, to the audience, dull. But, the spectators being all school managers, you are sure to learn much of value by observing how your human output meets requirements proposed by your customers."

Asks If John Fitzpatrick Has Better Test

The following copies of two brief letters, asking John Fitzpatrick if he has a better test of the intelligence of school children, will help to convey a better understanding of McAndrew's misunderstanding as to so-called intelligence tests:

SAMPLING DAY

Mr. John Fitzpatrick,
Federation of Labor, Chicago.
My Dear Mr. Fitzpatrick:

We contemplate selecting by lot from the highest classes of our elementary schools 30 children to do what citizens think the human output of these schools ought to be able to perform.

A general idea of the affair can be obtained by an examination of the last sampling day program enclosed. (Outline of same has been cited above.)

Will you assist by outlining a requirement which you think each one of these youngsters, after eight years of schooling at the city's expense, ought to be able to fulfill?

You are a stockholder in the public schools. The output should be brought up to your requirements.

I thank you.

WM. McANDREW.

THE BITTER END

And then follows a letter referring to a test that is not a test. This letter, as follows, tells the bitter end of a discouraging effort:

My Dear Mr. Fitzpatrick:

One of the tests we want to give consists in showing on the screen portraits of Benjamin Franklin, John Greenleaf Whittier, Florence Nightingale, Henry George, Rutherford B. Hayes, Woodrow Wilson, Samuel Gompers, Louis Pasteur, and requiring the children to tell the names and valuable services of the persons represented. We have to get somebody to sponsor this test. If Mr. Fitzpatrick hasn't a better one, let me put him down as standing for this.

WM. McANDREW.

MR. FITZPATRICK HAD A BETTER ONE

But Mr. Fitzpatrick had a better one. His reply to Mr. McAndrew, which follows below, after disillusioning the Superintendent of Schools as to his so-called intelligence test, wherein the superintendent's conception of a school system a la factory again predominates, contains some real intelligence tests that would be of benefit to the pupils as well as to the general public.

Mr. William McAndrew,
Superintendent of Schools,
460 S. State St., Chicago, Ill.
My Dear Sir:

I received your letters in reference to what you call "Sampling Day" and also an outline of the Sampling Day held January 23, 1926, and in reply will say:

I cannot understand how the Board of Education, who have such a tremendous responsibility in legislating for our public school system, would permit such a monstrosity in education as your "sampling day."

SCHOOL SYSTEM A LA FACTORY

I cannot understand what you and your assistants are thinking about when you talk about "output, customers,

Digitized by Google

stockholders and sampling day" unless you imagine that you are running some kind of a mill or factory while you are grinding out a certain kind of product or material and you are going to get the "stockholders and customers" together and bring forth your "samples" as an exhibit of your "output."

What would you think of taking the children in one room and have someone pick out five of the supposedly brightest and quickest and then call in the parents into the school hall to witness the contest as to how these little smarties would answer questions?

Don't you see that you instantly humiliate every child in that room outside of the five selected and among them you only develop jealousy and hatred?

That's how your "sampling day" appears to me. Only in your "sampling day" you use the whole city.

PUPILS LOSE INDIVIDUALITY—JUMP WHEN STRING IS PULLED

This "sampling day," as you present it, is nothing more or less than an exhibition of the effort and result of eight years' schooling to make the youngsters think and act alike and the exhibit is to publicly proclaim and show that eight years' schooling will break down the individuality and make the victim a cringing servile "IT." And the customers will be shown that the products of our public schools jump when the string is pulled and they will be splendid material to draw upon for employees in stores, offices, shops, factories or elsewhere.

The parents are not consulted as to whether or not they are satisfied with the kind of schooling their children are getting. But why should they be consulted? The schools are not being run for them but for the "stockholders and customers."

LOSES SIGHT OF HUMAN ELEMENT

It seems to me you lost sight of the human element involved.

Each one of these little bodies functions separately and distinctly from each other, and it was so decreed by the Creator that they would not be alike in mind or body, and because of this wonderful miracle the human family does not get into a rut and stay there, but on the contrary and because of this difference the human family continuously is making progress toward a better day.

In your letter you say "These youngsters have had eight years of schooling at the city's expense." I am not aware of any such situation, but I do know that a small portion of the citizenship, including the working men and women of Chicago who honestly pay their taxes is the source from whence these youngsters get their schooling, while the respectable, well-to-do business interests cheat the school system out of millions of dollars each year, and thereby they cheat these youngsters out of the kind of an education such as a great city like Chicago should furnish them.

SO-CALLED INTELLIGENCE TEST A MISNOMER

In your letter of May 22nd you submit the names of a number of prominent persons and you propose to show their portraits upon a screen to see if the "samples" can guess who they are, etc.

You call this a test, and as some citizen must sponsor each of the various tests to be given on "sampling day," you ask if I will "sponsor this one if you haven't got a better one."

Well, I don't see much advantage in throwing George Washington's portrait upon a screen and then asking some youngster who has been going to school for eight years if he knows whose picture that is, especially if he has been picked from among thousands of youngsters because he is particularly bright and quick. So I don't think much of the test you suggest I should sponsor. But when you qualify that suggestion by saying "if you haven't got a better one," you leave the door wide open and invite me in. Surely I have a better one and we can still use portraits and the screen.

SUGGESTS REAL TEST

I will be glad to sponsor a test like this: First, throwing the picture of The Daily News and the Tribune upon the screen and seeing if the youngsters can tell out of how much money they cheated the school fund by holding much valuable land leases on school property and dodging taxes.

Second, showing the pictures of the officers of the U. S. Gypsum Company and see how many youngsters know that these men paid forty ($40.00) dollars in taxes when they should have paid six hundred thousand ($600,000) dollars.

Third, showing pictures of the owners of the Palmer House site and see if the youngsters can tell why the site was appraised as having a value which only brought the city $465.00 in taxes and was valued at $20,000,000.00 for building purposes.

Fourth, I would show the portraits of the Board of Assessors and Board of Review and ask the youngsters why these gentlemen found only $4,000,000,000.00 of taxable property where there is actually $36,000,000,000.00.

Fifth, I would show the pictures of the owners of the Marshall Field estate and ask the youngsters whether it was the Board of Review or the Board of Assessors or the Corporation Counsel's office that made the agreement with the trustees of the estate to pay two million dollars in back taxes and be relieved of paying many more millions they owed.

Sixth. I would show the portraits of the heirs to the Judge Philip Stein estate and ask the youngsters if they could tell the amount these heirs pay in taxes to the city and the amount of taxes they dodge paying.

Seventh, I would show the portrait of Ella Flagg Young and ask the youngsters what great educational need was it that was instituted in our school system by her and later abolished and afterward declared by the Bureau of Education of the Department of the Interior of the United States government as an absolute need in a real school system.

Eighth. Then I would show pictures of the junior high schools and see how many of the youngsters can tell if the Chicago Federation of Labor's declarations that the junior high school is "a blind alley in education" was ever publicly challenged by those advocating the system..

If this substitute test is accepted, please advise me as to what will be further expected of me.

Very sincerely,

JOHN FITZPATRICK,

(Federation News, June 12, 1926)

TO BE CONTINUED

Little Anna was drawing a picture with pen and ink on her paper. It turned out to be a mouse without a tail. "Where is the tail?" asked her father. For a moment she was puzzled, then said: "Why, it is still in the ink bottle."

Digitized by Google

Anti-Platoon Forces Organize Against Detroit Plan

Citizens Start Vigorous Movement to Oust Platoons

Detroit, according to newspaper accounts, is offering rugged resistance to the platoon school which has been tried out there.

It was the Detroit plan which Miss Rose Pesta, Chicago principal who observed it, designated as "exactly the factory system applied to education."

Parents are taking an active part in opposing it and citizens have called meetings to discuss it.

The platoon school, as it operates in Chicago, was patterned after the Detroit plan, which, newspaper accounts indicate, has been a failure.

In order that Chicago teachers may follow the history of the movement as it has been written in the last few weeks in Detroit, the following series of clippings from the Detroit Free Press is published:

ANTI-PLATOON PARLEY CALLED

Criticism of the platoon system in the elementary schools of Detroit will take definite form tonight when a meeting of the parents opposed to the system will be held in the auditorium of Cass high school at 8 o'clock.

This will be the first opportunity, according to Robert E. Wasmus, one of the prime movers against the system, for parents to express openly their opinions regarding the matter, and organization into a league to defeat the system is the object of the gathering.

PSYCHOLOGIST TO TALK

Dr. Dale M. King, psychologist attached to the Grace hospital, will speak on the alleged detrimental influence of the platoon system on the health and mental development of the very young child.

Edward A. Benish and Alfred Debo will discuss the system from the viewpoint of parents of children in the elementary schools.

Mrs. Harry McMaster, a former teacher in the schools of the city, and E. A. Wilson, of Ann Arbor, will voice their criticism from the standpoint of teachers who have had experience with both the platoon system and the old fashioned, one-teacher method. Mr. Wilson has come in contact with the platoon system in Gary, Ind., and La Grange, Ill., as well as in Detroit.

A number of other speeches will be made from the floor.

URGES PARENTS TO ACT

Mr. Wasmus urges parents to freely express themselves. "Many parents fear to sign their names to the petition against the system for fear that their children will be treated less well by their teachers. We know personally that many teachers are against the system, but are afraid to speak for fear of losing their jobs."

A letter dated April 24 was received by Mr. Wasmus, from a parent concerning two children who formerly were pupils under the platoon system. "Both children," says the writer, "were high strung youngsters, inclined to be nervous and didn't seem to make progress in school. Then we moved to Gross Pointe Park and both children attended the public school where they did not have the platoon system. We were notified that both children would be reduced a grade, as they were simply not on a par with the students of the school. Both children quickly regained their usual good health, and I might say they are on a par with the average scholar."

—Detroit Free Press, April 30, 1926.

PARENTS FORM LEAGUE

The first concentrated effort to modify the platoon system of Detroit's elementary schools asserted itself last night when, after an open discussion by parents and citizens, the nucleus of an organization opposed to the system was formed in the auditorium of Cass Technical School.

The organization will be known as the Citizens' School League and will work to prevail upon the school board and school administrators to effect constructive and needed changes.

EXTENSIVE INQUIRY MADE

Last night's step marked the crystallization of parents' sentiment on the platoon system after several months of private investigation. The system is declared by many to work to the detriment of the pupil, the teacher and the taxpayer.

Formation of the new organization was approved without a dissenting vote, following a motion by Mrs. Jessie McDonald, former president of the Women's Citizens' League.

Mrs. McDonald's motion to weld those at the meeting into an organized body followed an interesting discussion in which several objections condemnatory to the system were voiced from the floor and platform.

Chief among the opponents of the system was Mrs. Harry McMaster, a former school teacher, who told her hearers she felt morally bound to assert herself on a system "which converted the teacher into an exalted traffic policeman and the pupil into a nameless nonentity."

TIRESOME "MECHANICS"

"I taught in the platoon schools as a home grade teacher, a special room teacher and a relief teacher," Mrs. McMaster stated, "and I also taught in the so-called traditional school. After I got through my day's work ushering marching lines of tots through the platoon schools I was so tired with the mere mechanics of the work that my mind was incapable of teaching efficiently.

"One of the main points launched by proponents of the platoon system is that the pupil has the benefit of specialized training by teachers who handle only one subject. My answer to this is that any teacher working

Digitized by Google

for the board of education who is not a specialist in each of the branches of elementary education is not fit to serve as a teacher."

Mrs. McMaster criticized the auditorium department, which she said did nothing noticeable other than put on frequent shows, which served only to disrupt the morale of the entire school several days before and after their public performance. She pointed out that the continuous marching from one room to the other with the youngster constantly coming into contact with a teacher he did not know by name, had a most disconcerting effect, psychologically and physically.

FAILS TO TEACH INITIATIVE

"The platoon system is claimed to teach leadership and initiative. It not only fails in this regard, but it fails as well to teach the very elements of grammar," she said.

The former teacher said she opposed the present platoon system because it disregards the fundamentals of primary grade instruction, works a physical hardship on the pupils and eliminates the personal contact between child and teacher which she said is essential.

"A modification program should do away with the platoon system in the primary grades," she continued. "It is in this department that it does the greatest harm. Too little individual attention is paid to the children and too much to educational frills that cannot be comprehended by their immature minds.

"Concerning the health angle it is hard to conceive of a system that offers greater opportunities for the spread of disease while the nervous strain upon the children caused by constant tramping from one room to another, climbing of stairs, opening and closing lockers and other activities necessitated by the system is decidedly detrimental."

PROPONENTS ARE PRESENT

The session was attended by a number of parents who were there as proponents of the platoon system. During the floor discussion these presented arguments in favor of platoon schools and made answer to criticisms.

The meeting was opened by Robert E. Wasmus, one of the prime movers against the system. After making a few introductory remarks, in which he stated that the system had been "foisted upon the public nine years ago," and that the children were the pawns in an educational experiment, he turned over the meeting to H. P. Hildreth.

One of the speakers was Alfred Debo, a father with three children under the platoon system, who asserted that every time he asked one of his youngsters what he was doing in school, he got invariably the answer, "I marched today."

In explaining that it was not the intention of the new organization to act as a bolshevik source, Mr. Hildreth explained that there was nothing antagonistic about the infant organization.

The first meeting of the Citizen's School League will be held next Friday night in Cass auditorium, it was announced.

—Detroit Free Press, May 1, 1926.

ANTI-PLATOON MOVE GROWING

What its sponsors describe as the rising tide of indignation against the platoon system in Detroit public schools will be expressed at a meeting at 8 o'clock Friday night in the Jefferson Intermediate School auditorium, Hamilton and Selden avenues, when about 1,000 parents and others interested in education will organize an association to modify the system.

It is the contention of H. P. Hildreth, temporary chairman of the association, and Robert E. Wasmus, one of its moving spirits, that since its inception in 1917 the platoon system has failed to produce the results achieved previously.

TRAINING TOO STRENUOUS

Under the platoon system, children out of the kindergarten are taught such a variety of subjects that their untrained minds fail to assimilate the knowledge intended to be conveyed them, they say. It is their belief that the children's education up to the fifth and sixth grades should be purely rudimentary and that no advanced curriculum should be undertaken till they have absorbed the three R's.

"The rapid-fire system of teaching children is not effective," Wasmus said Wednesday. "Scholars are asked to digest so many different educational courses that their minds are saddled. Without the necessary rudimentary training they are unable in later years to get the advantage of advanced training."

Wasmus also charged that children were being rushed through the lower grades before they were prepared to receive the teaching of the higher departments. He said that graduation diplomas wre little more than attendance certificates.

300 REJECTED BY U. OF M.

Over 300 high school boys were turned away from Ann Arbor, Wasmus declared, because of insufficient preparation.

Declaring that his child had progressed more quickly at a non-platoon school, Hildreth said his interests in the matter was solely due to desire to improve the educational efficiency of the city. "Those who have been attracted to this movement," he declared, "are the thinking parents who are able to see that their children are not making the progress they ought to.

"We want this association to be constructive in character. We want to work quietly and to be in a position to put facts before the board of education which will convince them that the platoon system is harmful, as well as being less effective than the old regime."

Dr. G. M. Laning and Dr. Dale M. King were quoted as being opposed to the platoon system on medical grounds.

—Detroit Free Press, May 6, 1926.

FOES TO FIGHT PLATOON

The platoon system in vogue in Detroit public schools will come under the fire of several hundred parents at a meeting to be held at 8 o'clock Friday night in the Jefferson intermediate school auditorium, Hamilton and Selden avenues, when a citizens' league asking for educational reform will be inaugurated.

According to the sponsors of the meeting, among whom are H. P. Hildreth and Robert E. Wasmus, there is widespread discontent among the parents and others interested in education, who feel that the platoon system is inferior in its teaching results as well as being detrimental to the health of scholars.

They charge that, under this system, children are taken from the kindergarten and immediately taught a variety of subjects which, with their limited fundamental training, they are unable to absorb. It is their view that up to the fifth and sixth grades the children's education should be confined to rudimentary subjects and that the scholars should be well grounded in these be-

Digitized by Google

fore being asked to tackle a more difficult curriculum.

The object of the new league, according to Hildreth, who is temporary chairman, is to draw public attention to the platoon system. Many parents have already come forward to express their dissatisfaction, he says, and he believes that the number will be increased when a rallying point is provided.

"Our object is not destructive," Hildreth said Thursday. "We want simply to get sufficient data to go to the board of education and say that the system has been a failure as compared with the previous teaching methods.

"We hope to show also that the platoon system is having a bad effect on the children's health and that it is altogether unsuited to the average child's physical and mental caliber."

—Detroit Free Press, May 7, 1926.

LEAGUE ELECTS OFFICERS

The Citizens' School League, an organization of parents and others interested in education, took concrete shape last night at a meeting in the Jefferson Intermediate School, Hamilton and Selden avenues, when officers were elected and articles of incorporation adopted. The specific object of the league is to oppose the platoon system in Detroit public schools.

Hal P. Wilson, local attorney and head of the Big Brother movement, was elected president. Robert E. Wasmus, Mrs. Jessie McDonald and Mrs. Harry MacMaster, were elected first, second and third vice-presidents, respectively, with C. C. Scott as treasurer. A secretary is to be appointed later.

OPPOSES PLATOON SYSTEM

The object of the league, which starts out with about 250 members, is to promote interest in the public schools and to oppose the operation of the platoon system from the first to the sixth grades. Mrs. McDonald, wife of a physician, said she had studied the system for six years and was convinced from personal knowledge, that it was detrimental to the children's health.

H. P. Hildreth, temporary chairman, said he knew of a dozen examples in the block in which he lived, of the disadvantages, intellectual and physical, of the system.

Robert E. Wasmus characterized the platoon method as resembling "sausage-grinding" and charged that teachers had been instructed to give high marks to poor scholars so that criticism of the system might be averted.

"Children are flitting around getting superficial knowledge," he said, "and few of them come up to the academic standard reached by the old system. Of 2,300 scholars seeking admission to a high school, 900 were declared by the principal to be absolutely impossible for lack of proper grounding."

Other speakers expressed the view that the platoon system failed to give children the same educational standing as the old system on account of the variety of subjects taught and teachers employed. The lack of continued association between particular teachers and their classes was pointed out as a deficiency.

The league will hold another meeting in the same auditorium at 8 o'clock Friday.

—Detroit Free Press, May 8, 1926.

PLATOON FOES INVITE DISCUSSION

A vigorous challenge to an open discussion of the platoon school system was hurled at Charles L. Spain, deputy superintendent of schools, Wednesday, by anti-platoonists.

The defy came in the form of an open letter from the Citizens' School League through its president, Hal P. Wilson, head of the Big Brother movement in Detroit, in which Spain was invited to address the league at a meeting in Jefferson Intermediate school Friday at 8 p. m.

The platoon system, now the vogue in Detroit's intermediate schools requires that the pupils march in formation from one class room to another at the end of each class period. Thus, if a pupil is taking five subjects, he is taught by five different teachers, eliminating the old system of one teacher hearing all subjects of a grade.

Advocates of the system point out that children are given the benefit of teaching by specialists in each subject, thus standardizing instruction.

Opponents of the platoon system assert that, due to the dissimilarity of temperament, variability of physique and health in school children, that one teacher for all subjects of a particular grade is the method for growing children. These are the mooted points that opponents of the system desire to have threshed out at the meeting Friday night.

Following is the letter sent to Spain Wednesday:

"A meeting of the Citizens' School League to discuss the platoon system in the Detroit public schools will be held Friday, May 14, at the Jefferson Intermediate School at 8 p. m.

"As it appears that the platoon system has been introduced in the public schools of Detroit largely by reason of your activities, and as you are in charge of the platoon system in the public schools and have frequently advertised it about the country, the officers of the league desire to extend you an invitation to appear at this meeting to afford you an opportunity to speak on the alleged advantages of the platoon system.

"This invitation is extended for the reason that the league intends to further inform itself regarding both the advantages and disadvantages of the platoon system, and your acceptance of this invitation shall be with the understanding that you will answer any questions which may be asked following your address.

"Inasmuch as you are the principal exponent of the platoon school organization, we would not desire to substitute any other person in your stead."

—Detroit Free Press, May 13, 1926.

MR. SPAIN MAKES A MISTAKE

We cannot go as far as Inspector Hall did, and say that Charles L. Spain, deputy superintendent of schools, showed a lack of courage in refusing to address the Citizens' School league on the subject of the platoon system, of which he is the leading local exponent. Mr. Spain never has given any indication of timidity, and some of his eulogies of the platoon system have certainly called for the exercise of a great deal of courage.

But we do think that the tone of the note in which Mr. Spain communicated his refusal to address the league was an exhibition of rather poor judgment and did not precisely reveal the state of mind ideal for a public servant. There was at least a tinge of bureaucratic superciliousness about it; and the assumption by Mr. Spain that the Citizens' School league has a "closed mind" against the platoon system, and that consequently it is not worth his while, to bother with the organization, is, we think, needlessly insulting to a company of serious, intelligent citizens who are trying to save the chil-

Boost the advertisers and boost The Bulletin.

Digitized by Google

dren of Detroit from what they consider a real menace, and who, incidentally, represent a number of people that have not yet identified themselves with any organized movement.

Not only is the manner of Mr. Spain's refusal bad; the declination itself is wrong. Granting that the league is seriously prejudiced against the platoon system, its prejudice seems to grow out of first-hand familiarity with unfortunate results of the practical application of that system in a considerable number of instances, and some of those who have reported adversely on it seem to be qualified to speak as specialists and experts.

If Mr. Spain is more interested in promoting the genuine good of the children of Detroit than he is in bolstering up a pet system of administration or preserving his "dignity," he ought to welcome an opportunity to speak to such an organization as the league. If he can convince its members that the platoon system is all right and is a benefit instead of an injury to the public school children of Detroit, his missionary efforts will be triumphantly completed. But he certainly will not help his cause any by adopting the role of the superior pedagogue.

—Editorial, Detroit Free Press, May 17, 1926.

DIVIDE CITY TO FIGHT PLATOON

Division of the city into six districts so that parents and citizens interested in hearing discussions of the platoon system, in general practice in Detroit's grade schools, can do so without leaving their own sections, was proposed at last night's meeting of the Citizens' School league in the Jefferson intermediate school.

It was this meeting that Charles L. Spain, deputy superintendent of schools, had refused to address, on the grounds that the league did not have "an open mind" on the platoon system. Mr. Spain is one of Detroit's leading proponents of the platoon system and is president of the National Association of Platoon Schools, which annually levies $1 apiece from each of Detroit's 2,700 teachers.

The proposal to district the city into six sections came at the close of the meeting which was characterized by its frank discussion of the platoon system, both by its advocates and its opponents, and was featured by several references to Mr. Spain's absence.

HARD ON AVERAGE PARENT

Robert E. Wasmus, sponsor of the districting project, explained that it was too much to expect the average parent to journey downtown to attend centrally held meetings.

"What we want to find out right away," he stated, "is just how deep the feeling is on this subject. We can never plumb public opinion unless we establish a means of hearing from the rank and file of Detroit's citizens and parents."

Following the unanimous adoption of Mr. Wasmus' proposal, Attorney Hal P. Wilson, president of the league, announced that he would appoint a committee which would be instructed to start work at once on the districting project.

Wilson, in his opening speech made brief reference to Spain's absence.

"I am very sorry that Mr. Spain saw fit to remain away this evening, and I hope he will reconsider his decision in the near future," Mr. Wilson said. "Had he seen fit to appear before us, I am sure every courtesy would have been extended to him. Mr. Spain should bear in mind that none of us are against him personally, but we object to the vicious system he advocates, and would like very much to hear his side of the question."

A DIFFERENCE IN IDEALS

Wilson, a former school teacher, stated that there was a difference in ideals behind the platoon system and the so-called old traditional system.

"We have every right to feel that we are pioneers in the task of finding out just how harmful the platoon system is to our children," he said. "We might feel alone in the matter at this time, but it should console us to feel that the best educational minds in the country indorse our stand.

"The ideal behind the platoon idea of education is the teaching of the matter, and the ideal behind the traditional system is the teaching of the child.

"The contention of the platoon adherents is that it develops teachers into specialists, even though the element of personal contact might sometimes be defeated. If this is true why not have real specialists teach our children, and dispense entirely with their presence in the class room.

"I can think of no finer teacher, say for instance of civics, than Elihu Root. A phonograph record dictated by Root and turned on in the class room would be ideal, according to those who reason that specialism is desirable."

TEACHERS ALSO SPEAK

Others who spoke were Mrs. Jessie McDonald, Harry McMaster, Walter McKenzie and three unidentified school teachers.

Mrs. McDonald, commenting on a booklet she had recently received from Mr. Spain on the platoon system, announced that she would like very much to know how much the printing of the booklet had cost and who it was that paid for it.

Mr. McMaster said that Spain's refusal to attend the meeting because of the alleged bias of the league did not compare favorably with the best traditions of American history.

"Wendell Phillips," Mr. McMaster said, "did not let a little thing like bias of his audience interfere with his appearance before audiences that would gladly have shot him."

One teacher, whose name was not asked by the chair, said: "It was generally understood in my school that if any teacher refused to contribute her dollar to the National Association of Platoon Schools, her job wasn't worth a great deal."

TAKES ISSUE WITH LEAGUE

Another took issue with the league, declaring that its attitude thus far had been one of fault finding rather than impartial investigation of the system.

To prevent bickering and to shorten the meetings of the future a motion was passed to limit speeches from the floor to members unless the chairman's privilege to depart from the law was received.

Mr. Spain's letter refusing to appear, follows:

"In reply to your letter of May 12 inviting me to appear before your organization 'to speak on the alleged advantages of the platoon system,' permit me to say that in promoting the development of the platoon schools I am carrying out the established policy of the Board of Education, which was adopted by the board in 1919.

"Personally, I am willing to discuss any phase of Detroit's educational program before any group of citizens who are seeking information. I am convinced, however,

Digitized by Google

that my appearance before your organization in support of the platoon plan could serve no useful purpose. The members of the Citizens' School league have already closed their minds to all arguments by adopting a constitution which specifically puts them on record as opposed to platoon schools. The futility of attempting to advocate the cause of the platoon school before a jury which has already rendered its verdict must be obvious to any one."

Mr. Spain could not be found in his office at the Board of Education building Friday afternoon. He had left town for the day, according to his secretary.

Spain's action in remaining away from the meeting, came in for criticism on the part of John S. Hall, school inspector, when the latter was informed of the occurrence late Friday.

"Spain has no grounds on which to presume that the Citizens' School league is biased," Hall said. "The league is composed of a fairly large group of taxpayers, all of whom are reputable citizens. As a public servant, Spain showed a lack of courage in his refusal to address this group."

Frank H. Gorman, member of the board of education, when told of Spain's action, stated that he was now in the course of an exhaustive study of the platoon system, and was not in a position to pass judgment on the refusal of Spain to appear before the league meeting.

—Detroit Free Press, May 15, 1926.

IN RE THE PLATOON

Apropos of the platoon school and its operation in Detroit, the following letter from a woman in Wayne County, in which Detroit is located, appears in the June, 1926, Bulletin of the Milwaukee Teachers' Association:

My dear Miss Gardner:

The Wayne County League of Women Voters is making a very careful survey of the educational situation in the City of Detroit.

As you know, the platoon system is being used here to some extent and our Committee is very anxious to have the report of the Milwaukee Teachers' Association. . . By the way, Dr. Upson of the governmental research bureau of Detroit told me yesterday that Milwaukee's report was one of the best he had seen.

Very cordially yours,
EDNA WRIGHT, Executive Secretary.

Our Pledge

.....*Take up our quarrel*
With the foe.
To you from falling hands
We throw the torch;
Be yours to hold it high.
If ye break faith with us who die
We shall not sleep.....

From "Flanders' Fields" By John McCrae

That the teachers of Chicago will take up the torch which fell from the lifeless hands of a Minneapolis teacher, a martyr to maladministration of the Minneapolis schools, is indicated by a resolution adopted at the meeting of the Chicago Teachers' Federation June 12.

The resolution was referred to the Federation of Men Teachers and Federation of Women High School Teachers for their endorsement. The resolution follows:

In the name of the teachers of Chicago, the Chicago Teachers' Federation expresses its heartfelt sympathy for the family of the late Principal Albert Gullette of Minneapolis and for the teachers and people of that great city in the loss they suffered by his untimely death.

The tragic death of Mr. Gullette is a warning of danger not only to the teachers and people of Minneapolis, but of the entire United States. It should call to the attention of every thoughtful citizen of the country the deplorable conditions in our public schools.

Within the last twenty-five years, fundamental changes have taken place in the educational systems of the United States. These manifest themselves in the introduction of factory methods into the public schools. The Taylor speed-up system, with its piece work specialization, is being forced into the schools by the interests that want the public schools to turn out a product that will fit into the factories. These interests are fast gaining full control of our educational institutions.

Bureaucratic supervision has been foisted upon the teachers, who are being driven at top speed. They are burdened with large classes, are browbeaten and intimidated. They are denied the right of expression in regard to the determination of educational policies and school management. When they attempt to exercise this right they are penalized and victimized. Such conditions result in great harm to the children. The aim of the public school is no longer the serving of the educational interests of the children, but, under the dictation of "Business" the aim has become the production of "robots" for industry.

This is the situation that brings demoralization, depression and dissatisfaction into the ranks of the teachers throughout the United States. This is the condition to which we believe Mr. Gullette, even at the sacrifice of his life, tried to call to the attention of the people of the whole country as well as of his own city. Mr. Gullette's sacrifice must not be in vain. The struggle to wrest the control of the school system from the grip of "Business" must be carried on with more energy and determination. It is a struggle to establish an educational system which will function in the interests of the children; it is a struggle for liberty, democracy and freedom of expression in the school room; it is a struggle for the right of the teachers to participate in the shaping of educational policies.

In carrying on this struggle, the teachers bear the major responsibility and must take the lead in giving it effective direction and organization. This can be done successfully only by strengthening existing organizations of teachers, and by uniting into a strong national organization.

To this we pledge ourselves.

Boost the advertisers and boost The Bulletin.

Digitized by Google

TEACHERS' CANDIDATE
(Continued from Page 363)

ers with energy and enthusiasm, it is obvious that the introduction of any new policy should be preceded by consultation with the teachers so that they may understand and fully approve the policy.

Acting upon that principle, that principle which we regard as fundamental, the teachers of the Elementary Councils asked the General Council to bring forward the matter of the Junior High School in a conference which had already been scheduled for the General Council with the Superintendent—the teachers asked that the General Council should, in that conference with the Superintendent, ask for information in regard to this subject.

Now, of course, the teachers did not ask to be told by the Superintendent what the literature of the subject contained, because of course that was open to them. They knew that the superintendent had had a large experience with Junior Highs, and they felt from what had been told that he was especially interested in the organization, and that is of course a perfectly proper thing.

Without opposition, without antagonism, with an expression of cordial interest, the delegate from the Teachers' Councils said to the Superintendent, "We know from the literature of this subject that the one most marked characteristic of it is that there is no uniformity, that the organization and administration vary to such a degree that we—the teachers of Chicago—wish to ask what you consider the essentials of the Junior High. Of course we want a personal opinion with regard to what form the organization would take that you introduce in Chicago." We still think it was a perfectly proper question to ask. The teacher, of course spoke at that time impersonally as the voice of eight thousand elementary teachers.*

The Superintendent said, "I refer you to the forthcoming report of the Education Commission of the Board of Education, which will be available in due time." The delegate hesitated, but insisted, and brought up certain specific points which made it evident that the literature of the subject had been available to the teachers.

One point the Superintendent discussed with us, and that was whether it was desirable to incorporate a Junior High in an Elementary School or not. He recommended to us the literature on the subject. The delegates returned to the Council and presented their reports. The teachers felt that they had offered co-operation, and that their advances for co-operation had been repelled.

When the report of this conference was presented to the Councils, thirty-four of the thirty-nine passed a resolution asking that there should be the fullest publicity given to the subject of the organization of the Junior High Schools before it was introduced, so that parents and teachers might be fully informed with regard to the form that it would take in Chicago.

I think the teachers whom I represent would feel perhaps that I have not completed my statement if I failed to call attention to the fact that in each center where a Junior High is to be established there will be from thirty to forty teachers in the school, and all the 7th and 8th grade teachers of the tributary schools, who do not know at all what the future holds for them, nor whether they will find themselves later in position in which their training and experience will enable them to work advantageously.

From Supplement to Report No. 12 of The Elementary Teachers' General Convention, September, 1924.

LETTER FROM MISS BAIRD TO MR. BOGAN, AUGUST 31, 1924

Reply to Question of Mr. Bogan as to Why She Spoke Before School Administration Committee on June 3, 1924

4201 Ellis Avenue,
August 31, 1924.

Mr. William J. Bogan,
Assistant Superintendent of Schools,
460 S. State Street, Chicago.

My dear Mr. Bogan:

When I called at your office last Wednesday, pursuant to the notice sent to successful candidates in the recent Junior High School examination, and filled out my formal application for appointment to the Junior High Schools, Miss Holbrook having already asked for my appointment, as Dean of Girls, to the Wendell Phillips High School, you referred to a speech made by me on June 3 last, at the hearing before the School Administration Committee of the Board of Education. Your final statement, referring to the hearing on June 3, was that you did not understand why I was there.

As that speech was taken down verbatim by a court reporter in the same manner as is done at trials and conventions, was transcribed, and has been printed, it is in convenient form for reading. I am glad to be able to place before you the exact words which I used, and therefore enclose a marked copy of the printed stenographic report of the entire meeting. I have read it and you may rely upon its accuracy and completeness.

My opening statement in the speech shows that I was there in response to a notice from the School Administration Committee asking me to present the views of the Elementary Teachers' Councils. This notice was received from the Assistant Superintendent of Schools to whom the matter had been referred by the Chairman of the School Administration Committee.

I was the member of the Committee on Junior High Schools of the Elementary Teachers' General Council who was elected by that Council to present to the Superintendent of Schools, and who, on March 22, did present to the Superintendent, the request from the thirty-nine Group Councils on March 14 for specific information in regard to Junior High Schools in Chicago. As such, I was appointed by the Chairman of the Elementary Teachers' General Council to represent the Councils at the hearing on June 3 before the Committee on School Administration, and the Chairman of the School Administration Committee was notified to that effect, on May 31, by the Chairman of the General Council.

This communication to the Chairman of the School Administration Committee was sent on receipt of a notice from the Secretary of the Board of Education that the resolution adopted by thirty-five of the Elementary Teachers' Group Councils, requesting that the fullest publicity be given to all essential features of the proposed Junior High Schools, (resolution known as Board Report No. D-8836) would be discussed at the meeting of the Committee on School Administration on Tuesday, June 3. The resolution was adopted by the thirty-five Group Councils on May 9, presented to the

Boost the advertisers and boost The Bulletin.

Digitized by Google

Board at its meeting on May 14, and by the Board referred to the Committee on School Administration.

You will note in the first paragraph after the introduction, after making the statement that I quoted to you last Wednesday, namely, that "the history of this movement of the Junior High indicates that elementary teachers have never been unfriendly, and the Chicago teachers are no exception to that," I said further, that "those who are to put it into effect should be in sympathy with it in order to make it properly successful." (See page 16, Stenographic Report.)

As Mr. Gonnelly also referred to the speech, I am sending it to him with a copy of this letter, and since Miss Holbrook and Superintendent McAndrew were present a part of the time last Wednesday while I was in your office, I am mailing copies of the speech and letter to each of them. Because of the question you raised as to why I was present at the hearing before the School Administration Committee on June 3, it seems proper to send copies to the Chairman of that Committee, and I shall do so. Very truly yours,

(Signed) CATHERINE L. BAIRD.

LETTER OF MR. BOGAN TO MISS BAIRD, SEPTEMBER 2, 1924

Acknowledgment of Receipt of Miss Baird's Letter of August 31, 1924

September 2, 1924.

Miss Catherine L. Baird,
4201 Ellis Avenue, Chicago, Illinois.

My dear Miss Baird:

Please accept my thanks for your explanation of your speech before the School Administration Committee.

Yours truly,

WM. J. BOGAN,
Assistant Superintendent of Schools.

Are the Forces of 150 Years Ago Operating Today?

Like a page from history that is being written today are the sidelights of history of 150 years ago as contained in the pages of "Jefferson and Hamilton," a book by Claude G. Bower.

Jefferson met conditions confronting the nation by going to the common people, mobilizing them and organizing their power. The chapter, "Jefferson Mobilizes," is well worth reading. Extracts from it follow:

When Jefferson assumed the task of organizing the opposition to the policies of the Federalists all the forces most susceptible to organization and intelligent direction were arrayed upon the other side. The commercial interests, constituting Hamilton's shock troops, had their organizations in all the larger towns and in a crisis could be speedily mobilized in the smaller. The various Chambers of Commerce were Federalists clubs that could be summoned to action on a day's notice. The financial interests, always in close formation when not sleeping on their arms, could be ordered to the front overnight. The live-wire speculators whose fortunes had sprung up magically were on their toes to do battle for the system that had enriched them, and eager to do the bidding of the magician who had waved the wand. The greater part of the intellectuals, lawyers, doctors, professors, preachers, were enthusiastic champions of Hamiltonian policies—and because of their prestige these were powerful factors in the moulding of opinion. And, most serious of all, from Jefferson's point of view, the major portion of the press was either militantly Hamiltonian or indifferently democratic. In the drawing-rooms were heard the sentiments of the Chambers of Commerce—in glorification of materialism. * * *

As Jefferson surveyed the field, he observed that his great antagonist's organization was but a consolidation of organizations previously existent—and these imposing in their representation of wealth, intellect, and social prestige. Hamilton could snap his fingers, and the merchants came; could lift his hand, and the officers of the Cincinnati were in the saddle; could wave his hand, and Fenno, Russell, and other potent editors would instantly do his bidding, and the preachers of New England scarcely waited for the sign to pass the devil by to damn democracy.

But Jefferson had his eye on other forces, numerically stronger, if less imposing. The farmers, comprising ninety per cent of the Nation, were resentful of policies that pampered the merchant and left them out in the cold. The private soldiers of the Revolution, less respected then than when Webster made his Bunker Hill address, were embittered because their securities had gone for a song while speculators had waxed wealthy on the sacrifice. * * *

There was an undercurrent of feeling, which Jefferson, with ear marvelously keen for rumblings, caught that laws were passed for the few at the expense of the many. * * *

THOMAS JEFFERSON— A PORTRAIT

The writer completes his portrait of Jefferson in the following words:

*** * * Such was Thomas Jefferson who took upon himself the organization of the forces of democracy, when its enemies were in the saddle, booted and spurred, and with a well disciplined and powerfull army at the back. None but an extrordinary character could have dared hope for victor, and he was that and more. Democrat and aristocrat, and sometimes autocrat; philospher and politician; sentimentalist and utilitarian; artist, naturalist, and scientist; thinker, dreamer, and doer; inventor and scholar; writer and statesman; he enthralled his followers and fascinated while infuriating his foes.**

From "Jefferson and Hamilton" by Claude G. Bower, Copyrighted 1925.

Boost the advertisers and boost The Bulletin.

Digitized by Google

Legislative Aid Proposed As Means of Assuring Teachers Councils

Bill Suggested Giving Teachers Privileges Enjoyed in State Outside of Chicago

Initial steps to obtain for the teachers of Chicago the privilege of having not less than five school days a year, without loss of salary, for meetings for educational discussion, a privilege enjoyed by the teachers of Illinois outside of Chicago, were taken at the meeting of the Chicago Teachers' Federation June 12th.

The Federation asked the cooperation of the Federation of Men Teachers and the Federation of Women High School Teachers in the drafting of a bill for this purpose to be presented to the coming session of the legislature. The discussion on this subject brought out the following points:

From present indications the conclusion seems warranted that there is danger of the Teachers' Councils being restored in an emasculated form. Teachers want no backward steps taken.

After Mrs. Young left the office of Superintendent, the teachers lost their councils because the superintendent of schools who succeeded her failed to call them. After the Board had restored Ella Flagg Young's Councils on the recommendation of Superintendent Mortenson he, and the teachers, working together secured a provision in the rules of the Board of Education which made it ***mandatory*** on the Superintendent to call the councils.

After Mr. Mortenson left the office of Superintendent the teachers found that establishing their councils in the rules of the Board left them at the whim and caprice of six members of a Board of Education instead of one superintendent. Over night, by six votes, the councils were taken from the teachers, the Board first refusing to enforce its rule and later repealing it. Now the teachers intend to direct their efforts to secure the councils in such a way that there will be no power in six members of a Board of Education to take away from 11,000 teachers of Chicago the right to discuss and present findings on educational policies and school administration and to do it as a part of their official duties, and, therefore, during school hours.

There is but one way to insure to the teachers of Chicago continuity and permanency of provision for educational discussion and that is to have educational discussion provided for in a state law, as the teachers of Illinois outside of Chicago now have it.

The restoration of the teachers' councils on that basis would give to the official opinions and findings of the teachers a standing that would make for a self-respecting, responsible, capable body of teachers.

If, for instance, there was a discussion on a reorganization of the school system such as the introduction of the platoon system and the Board of Education found its ideas at variance with those of the teachers, the Board could not silence the whole teaching body by abolishing their councils because it wished to proceed in defiance of the public opinion of the teaching body. At least the people would have an opportunity to know what the opinions and judgment of the teaching body were even if the Board and Superintendent chose to act contrary to that expressed judgment.

The Board of Managers of the Chicago Teachers' Federation was authorized and directed to act for the Federation in the drafting of the Bill and to seek the cooperation of the two other federations referred to.

SO BE IT

A boy who swims may say he swum, but milk is skimmed and seldom skum, and nails you trim, they are not trum.

When words you speak, the words are spoken, but nose is tweaked, and can't be twoken, and what you seek is seldom soken.

If we forget, then we've forgotten, but things we wet are never wotten, and houses let cannot be lotten.

The goods one sells are always sold, but fears dispelled are not dispold, and what you smell is never smoled.

When young, a top you oft saw spun, but did you see a grin e'er grun, or a potato nearly skun?—University Life.

ON RETIRING

A city child visited a farm for the first time in his life. He watched the farmer's wife plucking a chicken. Finally he asked: "Do yer take off their clothes every night, lady?"

Digitized by Google

City Council to Investigate "Guerrilla Warfare"

Aldermen Claim Don Rogers' Article Attempt to Obstruct City Tax Program

The City Council at its meeting June 16 took steps to investigate the publication of an article by Don C. Rogers, Principal of the Smyth School, in the Chicago Principals' Club Service Bulletin No. 6, purporting to be issued by the Chicago Principals' Club.

The article in question, according to the resolution passed at the Council meeting, is an attempt to obstruct and discredit the program of the City Council and Board of Education for increasing revenue for the schools and other purposes by means of equalization of assessment of property for taxation.

Signatures attached to the resolution which passed unanimously were those of Aldermen Mills, Brieske, Hoellen, Nelson, Nusser, Loescher, Cronson and Ryan.

Following is the resolution:

WHEREAS, a member of the Board of Education, who is also a member of the Special Tax Committee of that Board, at a meeting on last Thursday, June 10, held at the Union League Club, made the statement that the Board of Education must have more money for its educational fund "by the beginning of 1928" otherwise they would have to shorten the school year or cut out some of the School Board's activities, and

WHEREAS, In a four-page article, entitled "Financial Condition of the Chicago Public Schools" in a publication purporting to be issued by the Chicago Principals' Club and designated Service Bulletin No. 6, June, 1926, Don C. Rogers, principal of the Smyth school, makes it clear that he is continuing the program of attempting to discredit and obstruct the City Council's plan for increasing revenue for the schools and other public purposes by means of equalization of assessments of property, and

WHEREAS, In said statement Mr. Rogers says that additional revenue must be available by 1927 or "the schools cannot go over the year 1927," and so contradicts the statement made by the member of the Board of Education on last Thursday when the latter said that the Board of Education must have more money by the beginning of 1928, and

WHEREAS, Such a policy of bushwhacking and guerilla warefare even if not for the purpose of obstructing said program of the City Council and the Board of Education, must have the effect of confusing the issue and impeding the progress of equalizing assessments of property for taxation,

THEREFORE, BE IT RESOLVED; that the Schools Committee of the City Council be, and it hereby is, empowered and directed forthwith to investigate and to determine if possible, the reason for this manifest purpose to obstruct the program of the Board of Education and City Council of the City of Chicago to bring about a more equitable assessment of property for taxation so as to increase the revenues of the schools and other public bodies without adding to the burdens of the small home owners who are already crushed under a rate of taxation abnormally high because of the fact that more valuable properties are notoriously escaping just assessments.

Wiley W. Mills	Eugene L. Nusser
Leo M. Brieske	Albert E. Loescher
John J. Hoellen	B. A. Cronson
O. F. Nelson	Patrick F. Ryan

RESOLUTION FOR PUBLIC MEETINGS

An effort to have public meetings called in the interest of the appraisement for purposes of taxation of downtown property was made at the City Council meeting June 16.

A resolution signed by Alderman Clark, chairman of the Special Tax Committee of the Council Finance Committee, calling upon the Finance Committee to hold public meetings as a means of assisting The Manufacturers' Appraisal Company to obtain as wide and accurate a public opinion of property values as possible, was presented at the Council meeting. It was referred to the Finance Committee. The chairman of the Finance Committee, Alderman Woodhull, spoke against the resolution.

Following is the resolution:

WHEREAS, The Sub-committee of the Finance Committee having in charge the program of the City Council and the Board of Education for obtaining increased revenues for public purposes by means of equalizing assessments of property for taxation, rather than by an increase in the tax rate and the Finance Committee have recommended to the City Council and the City Council has adopted their report recommending the employment of the Manufacturers' Appraisal Company to make an appraisal of the value of buildings and lands in the down-town section of Chicago for the purpose of assisting the Board of Assessors and the Board of Review to make a more equitable assessment of property for taxation;

RESOLVED: That the Finance Committee is hereby authorized and directed to cause public meetings to be held for the purpose of assisting the Committee of the Manufacturers' Appraisal Company to obtain as wide and accurate an opinion as possible of the usefulnss of streets and public highways, and the property abutting thereon, in the central district of Chicago, to the end that the investigation now under way of assessments of property for taxation purposes may be based upon the widest and most effective opinions of members of the community.

Boost the advertisers and boost The Bulletin.

Digitized by Google

Appraisal Company Starts Work of Valuing Down Town Property

Union League Club Holds Meeting for Discussion

Chicago's plan for the appraisal of its down town property within the area bounded by the Chicago River on the north and west, the lake and Roosevelt Road, as a means of securing an equitable assessment of property for taxation, was outlined Thursday, June 10, at a meeting of the Public Affairs Committee of the Union League Club addressed by Walter W. Pollock, President of the Manufacturers' Appraisal Company.

That company with its home office in Philadelphia and a branch office in Chicago was given a contract by the city council to make an appraisal of the down town property.

Mayor Dever, aldermen, members of the Board of Education, representatives of the Federation of Labor, Chicago Teachers' Federation and various public officers attended the meeting.

Mr. Pollock explained the method used by him and his company in making the valuation and distributed copies of a pamphlet and a map showing tentative percentage front foot valuations of streets in each block in that area.

The appraisal, Mr. Pollock said, was undertaken without prejudice, with the expectation that it will be useful in proving to the city authorities the possibility of fair and equitable assessment of real estate in Chicago based on the scientific methods of valuation under expert direction, which have proved their worth in nearly 100 cities elsewhere in the United States.

"We believe all taxpayers should take an interest in this appraisal because every taxpayer has an interest in knowing that his own and all other properties are valued for taxation by identical standards," Mr. Pollock said.

Mr. Doty, assisting Mr. Pollock, was introduced and also addressed the meeting. He advocated public meetings to secure the expression of public opinion on the work as it progresses in order that the results may be representative, and may be the expression of a large part of the public mind and therefore represent public opinion as to actual values and command public support.

Following is the explanation made by Mr. Pollock of the Manufacturers' Appraisal Company of the work it is doing under engagement to a joint committee of the Chicago City Council and Board of Education:

*** * * We hear complaints on various phases of taxation, but with a rather wide experience in a good many years I believe that I say the truth when I say there are very few people in any community who are not willing to pay their fair share of taxes if they know exactly what that share is and if they know that everyone else is paying his share of taxes. Therefore the basis of taxation, so far as real estate is concerned, must be a standardized valuation of real estate, of land and buildings, a valuation made on a basis that is acceptable to the community, that will enable the assessor to prove the fairness of his valuations, that will enable the taxpayer to know that he is fairly taxed and that his neighbor and every other taxpayer is fairly taxed. * * ***

Under the method which we have followed in nearly one hundred cities in assisting tax assessors the expression of judgment is given for what we call the unit foot. Now that unit foot, when appraised, represents an opinion of the value which a single street reflects to a block frontage for one foot front and one hundred feet deep. * * *

I will say this system, the Somers system, was first established for the assessment of an entire city in Cleveland, Ohio, in 1910 and has been kept up to date by the assessor in that city. The assessor in Cleveland at his revision periods puts out a map showing the unit foot values of each street, divides them up in sections and invites the participation of the property owners in

NATIONAL ACADEMY OF COMMERCIAL ART

Galleries open day and evening. Illustrated catalog on request.

Our spare time courses offer opportunity to Chicago teachers for art training in its practical as well as cultural phases.

Curriculum Includes

Nude Life, Portraiture, Illustration, Design, Commercial Fundamentals, Interior Decoration, Glassware, Woodenware, Lamp Shade, Furniture, Decorating. Day, Evening, Saturday, Sunday and Home Study Courses.

NATIONAL ACADEMY OF COMMERCIAL ART
Proctor M. Fiske, *Director*
PELOUZE BLDG., 230 EAST OHIO STREET

CHICAGO TRUNK & LEATHER GOODS CO.
MANUFACTURERS OF
KWALITY Baggage
LUGGAGE OF EVERY DESCRIPTION
526 SOUTH WABASH AVENUE
CHICAGO, ILL.
Wholesale Prices to School Teac

Digitized by Google

the consideration as to the relevancy of those unit foot values, and when they have been finally determined by public discussion—of course the assessor being the judge as to the merits of the different arguments—when there has been a final determination the rest is computation. * * *

In the same way buildings are appraised by measurement and description and the application of factors to show the cost of new reproduction and the application of judgment as to depreciation, the consideration of mechanical deterioration, obsolescence or lack of utility, or any elements which may be deemed to cause the loss of usefulness which we describe under the heading of depreciation. Where this has been done there is in the hands of the assessor a record of the basis of each appraisal of land and of each building. * * *

Now as to this Chicago experiment that we are engaging in in behalf of the Investigating Committee of the City Council and the Board of Education, we are under engagement to make an appraisal of all of the land and all of the buildings within the area bounded by the Chicago river on the north and west, Michigan avenue on the east and Roosevelt Road on the south. * * *

Our land appraisers have expressed the judgment that the east side of State street between Monroe and Washington streets are the highest valued frontages in the city and that they are of equal valuation. * * *

We, however, will be very glad to have suggestions from property owners, from individuals, from anyone, as to the relevancy and propriety of those percentages. * * *

We have a considerable staff of expert appraisers that work on the buildings and I wish to say that the buildings have practically all been measured and checked as to their descriptions and the unit valuations and the depreciations will be put on within a very short time. * * *

MR. KELLY: I would like to ask whether property owners know when you are making these valuations. Are they consulted at all so that they know this is going on?

MR. POLLOCK: In an assessment, where we have the power of assessment, property owners are given every opportunity for discussion. So far as we are concerned we would welcome public discussion either through the committee which is employing us or through organizations that are interested in our work. Mr. Doty is here for the purpose of getting all the help, all the information he can from those who care to give him help and from the city. * * *

From stenographic report of Conference on Taxation held June 10, 1926, at Union League Club.

FANCY!

Diner (in English restaurant)—This genuine turtle soup? Why, there isn't a taste of turtle in it.

Waiter—Quite true, sir; but you'd 'ardly expect to find Mr. Baldwin in the cabinet pudding, now would you, sir?—Boston Transcript.

See
ALASKA



Travel to the Yukon . . . mysterious . . . strange . . . colorful land of the midnight sun, on a yacht-like Canadian Pacific Princess steamer 1000 miles from Vancouver to Skagway by the placid inner passage. Interesting shore excursions. A summer vacation 'mid glaciers and snowpeaks — in weather as springlike as May. Minimum round trip fare $90, meals and berth included. You'll enjoy Alaska

and the
CANADIAN PACIFIC
ROCKIES

Be sure to plan your trip to Alaska and include a stop over at Lake Louise, Banff and Glacier—world famous resorts in the Canadian Pacific Rockies. Open top observation cars drawn by oil burning engines insure you real enjoyment passing through this Alpine Wonderland. For rates and full information, write, phone or call

Thos. J. Wall, General Agent, Dept. E., 71 E. Jackson, Near Michigan, Straus Bldg., Tel. Wabash 1904, Chicago, Ill.

CANADIAN PACIFIC
WORLD'S GREATEST TRAVEL SYSTEM



Fur Storage and Remodeling
Now is the time for remodeling. No charge for storage if remodeled during the Summer at our Summer Rates.
Our New Fall Styles Now On Display.
Siegel & Barth INC. FUR MFRS.
39 So. State St. Dear. 6023 and 3359

JUST WHAT YOU WANT
—discussions, suggestions and everything on ART of value to you, the educator. Every page an illustrated message on Art, vitally interesting and helpful. Your subscription will be welcomed. $2.00 per year—20c per copy. Send stamps for sample copy. Remember, it's the—
ALL-ARTS MAGAZINE
Published by All-Arts Company, Inc.
63 E. Adams St., Dept. M Chicago, Illinois

Assured INDESTRUCTO Trunks
INDESTRUCTO TRUNKS AND LUGGAGE
Built to last and to Satisfy
CHICAGO SALES ROOM
20 E. Jackson Blvd. HARRison 8123
R. W. OWEN, Representative

MARINELLO
Approved Beauty Shop
Everything in Beauty Culture
Permanent Waving and Expert Hair Cutting
by Licensed Man Operator
Suite 602 Stewart Bldg. 108 N. State
Opposite Fields CENtral 3877

Boost the advertisers and boost The Bulletin.

Digitized by Google



Common Sense
Will Tell You

Glove Grip Shoes are made as any shoe ought to be made —like the footprint. They are flexible enough for comfort, but with support enough for the arch. For men and women. In combination lasts.

Combination Lasts
$10—$11—$12

ARNOLD GLOVE GRIP BOOT SHOP
Room 206 6 N. Michigan Ave. Chicago, Ill.

Luncheon
Candies
Rich Ice Creams

Much as though you would conceive in your own mind the finest and most desirable things to eat . . . and then find them in beautiful surroundings—moderately priced!

At My New Tea Room
JULIA KING'S
118-22 NORTH DEARBORN ST.
Near Randolph St.



DISTINCTIVE PERMANENT WAVING
Special Appointment Time Set Aside for Teachers
Anne Heathcote Studio
608 Republic Building—209 South State Street
Telephone Harrison 9060
FRANCES Specializes in Cutting Curly Hair

GOLD-SILVER-PLATINUM JEWELRY TO ORDER
CHAS. A. WINSHIP & CO.
707 Capitol Bldg.
159 No. State St. Chicago

TEACHERS!! Let Me Attend You Before Vacation
SUPERFLUOUS HAIR
Removed by Multiple Electrolysis
GUARANTEED PERMANENT AND SATISFACTORY
LOUISE B. EVERETT
Personal Service
17 N. State Street—Dearborn 5277



56 Years In The Fur Business!! I KNOW FUR
Why take chances with moths each Summer. Our Fur Storage Vaults, of special construction have been designed to eliminate every possible worry.
F. RANKE FUR CO.
Second floor Capitol Bldg.
159 N. State St. Dearborn 5831

Emeritus Hearing Scheduled for July 6

Amended Petitions to Be Filed in Case of Samuel Leland

The Emeritus Service hearing in the case of Samuel Leland, who has filed a petition for a writ of mandamus, is scheduled for July 6, 1926, according to his attorneys.

After numerous continuances, argument was heard on the demurrer of the Board of Education to Mr. Leland's petition, which asks for his reinstatement. It was before Judge Oscar M. Torrison in the Circuit Court June 8.

The demurrer raised questions of law only. The hearing continued June 8 and 9. Judge Torrison asked that the petition be amended to present more definite information in regard to Mr. Leland's appointment and as to the existence of the so-called Emeritus Service rule under which he was removed as a teacher and assigned to Emeritus Service.

In order that these points might be put clearly before him he granted the petitioner leave to amend his petition, allowing him 10 days to make the amendment and the Board of Education 10 days thereafter to answer.

GREEN SWALLOWS

Little Girl—Look, Bobbie, bright green love birds!

Bobby—Pooh! They're only unripe canaries.—London Opinion.

THE MODERNS

Mother: "You wicked boy! You came home like that at dinner time, and after I've been and tidied you up you go and have another fight."

Small Boy: "No, mother, it was the same fight; we knocked off for dinner."—Kansas City Times.

DON'T BACILLI

Husband (loaded with luggage, at railway station)—I wish we'd brought the piano, dear.

Wife—Don't try to be funny, George!

Husband——But I left the tickets on the piano!—London Tit-Bits.

Teacher: "Use the right verb in this sentence. 'The toast was drank in silence.'"

Pupil: "The toast was ate in silence."

—Country Teacher.

Boost the advertisers and boost The Bulletin.

Digitized by Google

City Council Requests Schools Closed

Asks Holiday for Eucharistic Congress Day

Request to close the schools Thursday, June 24, 1926, in order to allow teachers and pupils to attend the Eucharistic Congress, was made of President Ellicott by the City Council, June 16, in a resolution asking him to exercise his power to close the schools on special occasions.

After the City Council had voted to give all the city employes, other than teachers, a holiday June 24, the Council passed the following resolution introduced by Alderman Oscar F. Nelson:

Be it resolved: That it is the sense of the City Council of the City of Chicago that the President of the Board of Education who is empowered to close the schools on special occasions for a length of time not exceeding two days be requested to exercise that power and order all public schools closed on Thursday, June 24, 1926 to afford the teaching force as well as the pupils an opportunity to attend the Eucharistic Congress.

The above resolution was adopted unanimously by vive voce vote.

Mose Is Out of Luck!

A West Virginia darky, a blacksmith, recently announced a change in his business, as follows:

"Notice: De copardnership heretofore resisting between me and Mose Skinner is hereby resolved. Dem what owe de firm will settle with me, and what de firm owe will settle wid Mose."

—The Progressive Teacher.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

MARGARET HALEY'S BULLETIN is published twice a month for ten months from September to June, inclusive, by Margaret A. Haley.

THE SUBSCRIPTION PRICE is Two Dollars per year. Single copies, 15 Cents.

LIBRARIES will be sent two copies for the price of one.

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

MARGARET A. HALEY, Editor, Suite 1335, American Bond and Mortgage Bldg., 127 N. Dearborn St., Chicago
Phone Central 3904



Five points of interest, necessary for foot comfort, found in
SOCKET-FIT SHOES
A close-fitting instep, which, when laced up, forms a bandage about your arch to relieve all muscle strain—
The flexible construction which exercises and strengthens the muscles—
The soles which are moulded exactly to the contour of the sole of your foot making them comfortable without breaking in—
The proper balance which helps you to walk naturally and without strain—and last but not least
The long, hard wear.
These five points combined with a personal interest in fitting assures you foot comfort.

D. C. LOCKE'S

In the Lobby of the Shops Bldg.

SOCKET-FIT SHOE-STORE

17 North Wabash Ave., Chicago, Ill.

Formerly the College Boot Shop

Bluebird Cottage

BLUEBIRD COTTAGE in the Rocky Mountains at Boulder, Colorado, is open the year round to any Chicago teacher for rest and recuperation in the pure air and sunshine of Colorado. Register NOW for your Summer Vacation.

Reservations may be made in Chicago at
1515 Capitol Building

TAXI CAB SERVICE

We Will Be Pleased to Open Accounts with CHICAGO SCHOOL TEACHERS. As to the caliber of our service, we refer you to Miss Margaret Haley.

ATLAS LIVERY ASSOCIATION
The Oldest Cab Company In Chicago
Calumet 3500 **7 W. Cullerton St.**

If You Want a Good Shingle Bob
or
Permanent Marcel Wave
Come in and see us!



JOSEPH P. MARTIN
1016 Stevens Bldg.
CENT. 1216 DEAR. 6542

Large Stock on hand



O. R. May Fur Co.
Remodeling and Repairing
New Coats Made to Order
501 Capitol Building
State and Randolph
Central 6049
Established 1897

Dora Furlong

Incorporated
624 So. Michigan Avenue
Blum Bldg. *Phone Wabash 2595*
Permanent waving by the most competent operators. We guarantee all permanent waving to be the very best that can be secured anywhere.
Entire Head $8.00

PHONE STATE 7698 G. Finch, Prop.
HOGAN SHOE REPAIR SHOP
Shoe Repairing of the Better Class
Work Done While You Wait
26 W. Washington St., 5th Floor

Boost the advertisers and boost The Bulletin.

Digitized by Google

Do You Get The Bulletin?

Do You Read The Bulletin?

Can You Afford To Be Without It?

Have You Paid For It?

If Not—

WILL YOU NOW ?

Margaret Haley's Bulletin
127 N. Dearborn St.
Central 3904

Subscription Price, $2.00
Make Checks Payable to Margaret Haley's Bulletin

SCHOOL TEACHERS' "A. B. C." SHOPPING GUIDE

SEASONABLE SUGGESTIONS FOR BUSY TEACHERS

BEADED BAGS
Repaired, Relined and Duplicated
Silk Bags Made to Order
DE LUXE BAG SHOP
711 Venetian Bldg. 15 E. Washington St.

FIGURE MOLDS EXIT CORSET
Enter the new "Dream" Detachable Top Figure Mold.
Clean and Dainty for Summer.
10% Discount to Teachers.
Mrs. L. MacPHERSON
517 Venetian Bldg. 15 E. Washington St.

HATS Make Your Own SAVE HALF
Our free designing, cutting and pinning service makes it possible. 10% discount to teachers
MILLINERY SUPPLY CO.
Room 906—17 N. State St.

CORSETS
Gossard Corsets
Lingerie
EICHORN
72 E. Madison

FUR COATS REMODELED
During the summer at $25
Furs Stored Free
THEO. ABELES
17 N. State St. Dea. 3382

MILLINERY SUPPLIES
Including FREE designing service of cutting, fitting and pinning materials selected.
Saves 50% on hats. 10% disc. to teachers.
MILLINERY SUPPLY CO.
Room 906—17 N. State St.

FURS REDUCED PRICES
During May and June
Storage, Remodeling, Cleaning, Repairing
FANCHON L. TROEGER, Inc.
4th floor Republic Bldg., State at Adams, Wab. 5555

HATS
New Spring Styles
Popular Prices
KORA FOWLER
30 N. Michigan

REDUCING GARMENTS
Bridge Corsets and Surgical Supports
BERTHA BRIDGE
926 Marshall Field Annex Central 6328

Boost the advertisers and boost The Bulletin.

Digitized by Google

School Wails

O, how glad we'll all be for vacation
When the work of this hard year is done;
We are sick of the word computation,
Silent reading makes us all want to run.
A program each week for assembly
Has surely become a great bore,
They make us so tired and so trembly
That none of us wants any more.
Socialized recitation may sound well,
It's fine to learn singing by note,
But Alas! If the pupils are Dumb-bells,
Poor Teacher is always the Goat.

(Tune—"The Prisoner's Song.")

—Contributed by Teachers.

BEWARE

Sick Child: "I want to be read to."

Nurse: "What book do you want to be read to out of?"

Sick Child: "Robinson Crusoe."

The nurse then goes out and returns with "The Swiss Family Robinson."

Sick Child: "What did you bring me that book to be read to out of from for?"—***Warning put out by the Society for Pure English.***

The Minneapolis Bulletin.

CORRECT!

English Prof: Correct this sentence: "Before any damage could be done, the fire was put out by the volunteer fire department."

Frosh: "The fire was put out before any damage could be done by the volunteer fire department."

SUBSCRIPTION
to
MARGARET HALEY'S BULLETIN

Name.....
Address.....
(Street and Number)
.....City

Subscription price—$2.00 per year.
MARGARET A. HALEY, Editor, Suite 1335 American Bond & Mortgage Bldg., 127 N. Dearborn St., Chicago. Tel. Central 3904.

For Rent—Cozy home in Gold Hill, Colorado, fully furnished, including six beds, beautiful fireplace, sleeping porches. Lovely view, easy, beautiful hikes, moderate terms. Call Van Buren 7382.

HENRICI'S is famous no less for the enduring and deep friendships it has won than for the quality of the foods it serves and for the great volume of its patronage. Of a Saturday, before the matinee, it is the great central meeting place.

HENRICI'S
WM. M. COLLINS, PRESIDENT
67 W. Randolph St.
Between Dearborn and Clark Streets

Scientific and Permanent
Janus Method
Of Reducing and Rejuvenating, Inc.
Suite 313-316 Venetian Bldg., 15 East Washington Street
Branch at 4811 Sheridan Road Dearborn 2005
Rejuvenation of Face and Body
EDYTH DIEDRICH CHICAGO

Nestle Lanoil Permanent Wave $10.00
Marcel Wave 50 cents
Friday and Saturday 75 cents
Modern Beauty Shoppe's *Experienced Operators*
We Guarantee Our Work

Loop
Suite 610 Capitol Bldg.
159 N. State St.
Phone Dearborn 0317
Open Evenings, Mon., Tues., Fri.

West Side
1636 W. Van Buren St.
Phone West 3427
Open evenings Tuesday, Thur., Fri. and Sat.

The Most Satisfactory
PERMANENT WAVE
Guaranteed to Please
PAUL MUNTZING, 162 N. State St.

FLOWERS FOR ALL OCCASIONS
Streiff & Dagobert FLORISTS
Expert Designer of Floral Art
Nevada 0217 3211 W. Madison St.

Boost the advertisers and boost The Bulletin.

Digitized by Google

SHORTHAND COACH SCHOOL TEACHERS

You are cordially invited to refer your students to us for beginning or review work in

SHORTHAND . TYPEWRITING . BOOKKEEPING

Private Instructions by Competent Teachers

As a teacher, you are often called upon to shoulder the responsibility of recommending a school to your students. We sincerely believe that a visit to this school will convince you that you can unhesitatingly send your students to us. You will find our courses intensive throughout, and rapid in their preparation for positions.

A personal inspection of our school will be convincing

PREPARE YOURSELF FOR HIGH SCHOOL WORK
We can prepare you during the Summer months to instruct in Shorthand, Typewriting or Bookkeeping. Our correspondence course taken in the winter months will prepare you so well that much better results will be obtained, with less physical strain, when you come to us in the Summer.

SHORTHAND COACH SCHOOL—Myrtle M. Voss

101-3-4-5 Auditorium Building. Tenth Floor **431 South Wabash Avenue**

Wabash 3732——Harrison 1995

When referring students to us—kindly ask them to give us your name, and the name of the school in which you teach.

MARIE VEATCH
SCHOOL OF THE DANCE

Ballet, Character, Clog, Soft Shoe and Charleston

After studying in Spain we are prepared to give the latest and most complete

SPANISH DANCES
AND CASTANETTING

Special Classes for Theatrical Preparation

An arrangement has been made by the Marie Veatch School whereby her pupils, after sufficient instruction, are placed on the

ORPHEUM CIRCUIT

Write for information

Downtown
Fine Arts Bldg.
Wab. 7432

South Side
5240 Harper Ave.
Hyde Park 6176

FINE ARTS BLDG. **CHICAGO**

SPARE TIME ART COURSES

Many of us do not realize what can be accomplished in SPARE TIME IN ART—do you? Monday—Wednesday—Friday evenings from 7 to 9:30, also Saturday and Sunday Classes in ART. Possibly we have just the course you have always longed to take. What is it—dress design, fashion, interior decoration, commercial art, illustration or?

Just Ask Us About Our Spare Time Courses
Descriptive Literature Gladly Mailed on Request

AMERICAN ACADEMY OF ART

306 S. Wabash Ave., Dept. M Chicago, Ill.

"America's Most Complete, Practical Art School"

Kindergarten Training

Pestalozzi Froebel Teachers College

3 Courses:
Kindergarten, Primary, Playground

Overlooks Lake. Central Location. Accredited. 50th Year Opens Sept. 21. Address Registrar, Box H, 616-22 S. Michigan Blvd., Chicago.

Maclean College of Music, Dramatic and Speech Arts

"The Little College" for Particular People.

Vocal Art, Musical Comedy, Stage Craft, Expression, Public Speaking, Dramatic Art

A perfectly equipped miniature theatre for practical work.

Excellent Instructors, Individual Attention, Convenient Location, Enter at Any Time, Promotional Credits for Teachers

DR. J. C. MACLEAN, Director Music Dept.
M. CATHERINE LYONS
Director Speech Arts Dept.

2835 S. Michigan Ave. - - - CHICAGO
Phone Victory 7514

2001 STRAUS BLDG. **TELEPHONE HARRISON 0904**

LAURA MAE HAYWARD

Educational Adviser

A PERSONAL SERVICE PLACING GIRLS AND BOYS IN SCHOOLS AND CAMPS ADAPTED TO THEIR INDIVIDUAL REQUIREMENTS

THIS SERVICE IS WITHOUT CHARGE

ALL SECRET-SOCIETY EMBLEMS

CHAS. A. WINSHIP & CO.

707 Capitol Bldg. ***Manufacturers***

159 No. State St. ***Chicago***

KITCHING'S GAMUT BELLS

792S. Gamut Bells. Made of the finest tool steel perfectly tuned and producing pure, clear, and mellow tones. There are 25 plates, giving two chromatic octaves from A below middle C to the first A above treble staff. Especially valuable for demonstrating the exact sound belonging to each letter and note in the chromatic scale. A large number of these bells are used with good success in the Chicago schools. Complete with two rubber hammers. Price and further information may be obtained by 'phoning Beverly 3023.



CYRUS KITCHING - 2255 West 91st Street

Bells that haven't been in use for many years may be repaired at reasonable prices by the original maker.

Boost the advertisers and boost The Bulletin.

Digitized by Google

JL

Digitized by Google

Digitized by Google

Digitized by Google

THE NEW YORK PUBLIC LIBRARY
REFERENCE DEPARTMENT

This book is under no circumstances to be taken from the Building

form 410

Digitized by Google

JAN 3 1 1927

Digitized by Google

Digitized by Google